PROJECT PASS: IMPLEMENTATION AND IMPACT OF COLLABORATIVE MONITORING AND EMBEDDED COACHING IN TIER 2 BEHAVIORAL INTERVENTION

by

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DISSERTATION ABSTRACT

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Title: Project PASS: Implementation and Impact of Collaborative Monitoring and Embedded Coaching in Tier 2 Behavioral Intervention

Social-emotional problem behaviors at the elementary level have risen to an alarming degree in recent years. With a priority focus on efficient tier 2 interventions within a multi-tiered system of supports (MTSS), current research suggests looking for ways to enhance the impact of Check In Check Out (CICO), a popular monitoring-based intervention. Based on promising outcomes from initial pilot data, this grant proposal seeks research funding to examine the impact of an enhanced variation of CICO, within a framework of Positive Behavioral Interventions and Supports. Project PASS utilizes real-time data-entry technology to record frequent external monitoring of student behaviors in tandem with embedded social-emotional coaching, with a goal of reduced problem behaviors, increased participation in learning activities, and a gradual release of student monitoring from external to internal. Utilizing a time-controlled repeated measures design, research questions examine program outcomes, with a particular focus on function of behavior and systemic utility within a continuum of MTSS implementation fidelity.

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This dissertation is dedicated to my husband, Josh, without whose support and encouragement, it would not have been possible. Thank you for doing more, and living with less, so that I could pursue this dream. Thank you for being my rock and my partner, and for loving me through 30 years of life's greatest moments, big and small.

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CHAPTER I:

INTRODUCTION

This grant proposal is directed to the Institute of Education Sciences (IES) Grants Program. Specifically, I will be preparing an initial efficacy proposal for the Educational Research Grant CFDA Number 84.305A (see Appendix A), under the topic of Social and Behavioral Context for Academic Learning. I will serve as a Co-Principal Investigator and conduct the proposed project including data collection and program implementation. I will also represent the local education agency in partnering with the University of Oregon for project analysis and reporting. Table 1 shows an overview of the project timeline, which will take 24 months complete and cost $821,623.

Table 1
Project Timeline

Study Phase	Months 1-6	Months 7-16	Months 17-18	Months 19-24
Phase I – Preparation and Training	X			
Phase II – Implementation		X		
Phase III – Analysis			X	
Phase IV – Dissemination of Findings				X

The grant competition uses field-initiated research and allows me to draw upon the Project PASS pilot data collected in four elementary schools over the 2017-2019 academic years. The IES Research Grant Program RFA requires a project narrative and a separate dissemination plan. Required sections of the project narrative include a description of: (a) project significance; (b) research plan; (c) personnel; and (d) resources.

Project Significance

The issue of social-emotional and behavioral problems in school-age children is not a new one. For decades, researchers and school personnel have known that problem behaviors and emotional disturbance in children are highly predictive of long-term challenges in every aspect of life (Blackorby & Wagner, 1996; Quinn & McDougal, 1998) as well as in school. Students with emotional or behavioral disorders have lower grades, their dropout rate that can exceed 50%, and they face a variety of significant challenges to learning (Risser, 2013; Ruhl & Berlinghoff, 1992; Stipek & Miles, 2008). Additionally, Thomas, Bierman, Powers, and The Conduct Problems Preventions Research Group (2011) found that along with compromised personal outcomes, students with behavioral challenges also create significant disruptions in the classroom, extending the negative impact and potential academic harm to peers. Moreover, the presence of externalizing and aggressive behaviors can also have a negative impact on teachers, causing stress, anxiety, and burnout (Berg & Cornell, 2016). Though U.S. national estimates reveal that 9% of school personnel have experienced intimidation by students during any given year, a 2014 survey of 2,998 kindergarten through 12^{th-} grade (K-12) teachers found that 43% reported being verbally threatened and 29% had been physically attacked (McMahon et al., 2014).

School districts across the United States have tried responding to these challenging behaviors and significant social-emotional needs. However, only approximately half of the students with disruptive behavior and attention disorders receive services at school to help maximize their potential for success (Costello, He, Sampson, Kessler, & Merikangas, 2014), creating a substantial demand for behavioral

expertise, interventions, and systems that can support such students in the classroom, rather than excluding them from educational opportunities. Many school systems now provide detailed functional behavioral analyses, and building-wide teams meet to review student behavioral data as well as academic outcomes and response to intervention. In doing so, it has become increasingly common to structure this work, with its many complexities, by creating a comprehensive multi-tiered system of support. Unfortunately, however, it is often the case that adequate resources are either not available or are not properly allocated to provide for the successful development and implementation of such systems (Campbell & Anderson 2008).

PBIS and Multi-tiered Systems of Support. Positive Behavioral Intervention and Supports (PBIS) is a commonly adopted framework for serving the behavior needs of students (Sugai & Horner, 2006). PBIS is an example of a multi-tiered system of supports (MTSS), generally with three distinct levels of intervention provided at increasing intensity for students who do not respond to lower levels of support.

Tier 1. All students receive tier 1 universal supports, which are typically proactive and inexpensive to implement. Examples of universal supports include clear, concise, posted expectations and behavior-specific praise when students meet expectations. Schools may also implement a system of reinforcers for use with universal supports, such as class points that get tallied toward a group reward (extra recess, pajama day, etc.) or paper tickets that can be traded for a token privilege or a small tangible item given to students modeling the expectations. Typically, 80-90% of students respond well to universal supports. For the 10-20% of students who continue to exhibit problem

behaviors during tier 1 implementation, MTSSs offer tiers 2 and 3 as well (Swoszowski, McDaniel, Jolivette, & Melius, 2013).

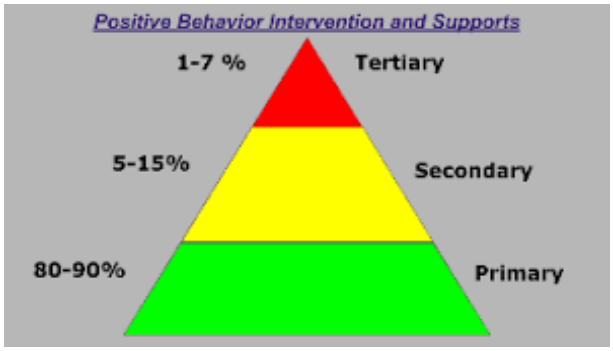

Figure 1. Positive Behavioral Intervention and Supports Framework (PBIS), displaying three levels of intervention and respective percentages of student population served at each tier.

Tiers 2 and 3. A primary goal of MTSS is to provide successful intervention and support for students at the least intensive level possible. However, because a proportion of students do not respond appropriately to universal (tier 1) supports, schools implementing a MTSS approach provide tier 2 strategic interventions to a smaller number of students who require more targeted positive reinforcement. One common tier 2 intervention utilizes individual visual supports in class, such as a color spot card, a small paper with 10-50 empty circles or squares on which adults record and track a target student's successful efforts to meet expectations, which can then be traded for an agreed-upon reinforcer. Students on tier 2 plans who do not respond to color spot cards or other low-level, classroom-based supports are often enrolled in a Check-In Check-Out (CICO) program (Hawken & Horner, 2003), which serves students with tier 2 needs across the school, working in collaboration with classroom teachers (Swoszowski et al., 2013).

CICO engages a staff member to welcome students upon entry in the morning, preview their positively worded daily goals, and provide a brief encouraging 'pep-talk' to begin the day. Students carry a point card with them throughout the day on which classroom teachers provide written scores and verbal feedback for each academic period during transition times. The theory of action is that for students who struggle to independently manage their emotions and behaviors, more frequent external monitoring and feedback helps them to better maintain their focus on goals and strategies for success (Bundock, Hawken, Kladis, & Breen, 2020). CICO programs utilize a point-based system with built-in rewards to encourage self-regulation. Students with the most intensive behavioral needs require a more diagnostic approach to support planning (Hawken, Bundock, Kladis, O'Keeffe, & Barrett, 2014; Ross & Sabey, 2015). Tier 3 plans typically include a lengthy functional behavioral analysis (FBA) and an individualized behavioral intervention plan (BIP) created by a site-based team of professionals.

Efficiency of intervention: A tier 2 focus. Despite the public attention surrounding the significant disruption that behavioral problems cause in schools, many public K-12 systems lack the funding needed to create and maintain adequate MTSSs, potentially jeopardizing student success. Tier 3 plans are resource-intensive, requiring a large amount of adult time and attention to monitor student breaks, provide coaching or reinforcement, modify assignments, and document progress indicators (Campbell and Anderson, 2008). Tier 2 interventions offer a more efficient way to infuse a small amount of time and energy into helping students understand and internalize how to appropriately participate as part of a school cohort. Tier 2 interventions are also less complex and less resource-intensive than are individualized tier 3 behavior support plans (Hawken et al.,

2014). For this reason, educational systems work to seek out and utilize strategic interventions that yield a high ratio of successful outcomes in comparison to resources expended.

Enhancing the effects of CICO. Primary benefits of tier 2 intervention, as compared to individualized tier 3 behavior support plans, include relative efficiency, cost-effectiveness, and ease of implementation. Although researchers have learned a great deal from using FBAs to study why some students don't succeed with CICO, it is widely accepted that completing time-consuming full FBAs on all tier 2 students removes a key benefit of the tier 2 level of support (Lane et al., 2003; Ross & Sabey, 2015). However, despite long-standing evidence indicating that CICO programs help students to exhibit fewer problem behaviors when they have not been successful with universal supports alone, there is also a growing body of research suggesting that a portion of students do not respond to basic CICO implementation (Campbell & Anderson, 2008; Fairbanks, Sugai, Guardino, & Lathrop, 2007; March & Horner, 2002; Swoszowski et al., 2012), particularly if the function of the behavior is something other than seeking adult attention. Research teams are making use of FBAs to investigate the role of function, as it relates to the effectiveness of CICO outcomes, and to suggest efficient, effective variations on CICO that can maximize its impact on behavior (Campbell & Anderson, 2008; March & Horner, 2002; Swoszowski et al., 2013). FBA-based research has identified a menu of efficient add-ons that, when utilized to supplement CICO implementation, may offer a worthwhile return on investment. For example, Ross and Sabey (2015) found that study participants who had previously not benefited from traditional, basic CICO did

experience success when targeted social skills training (SST) was added to the CICO model.

The PASS Program

In the 1990s, program authors Poole (a practicing behavior specialist) and Caperton-Brown (a licensed psychologist) founded their Positive Approach to Student Success (PASS) "on the belief that children and youth benefit both behaviorally from educational experiences with their .... peers and academically from participation in the general curriculum" (Poole & Caperton-Brown, 2009, p. 1). PASS was designed as a tier 2 intervention, similar to Check-In Check-Out, to support students with a demonstrated lack of social skills and executive function abilities, requiring additional guidance and feedback in order to create behavioral catch-up growth and increase their ability to effectively participate in learning activities.

Program Theory. The ultimate goal of any behavioral intervention is to support the recipient to act and react in a sufficiently socially appropriate manner so as to successfully engage in desired activities. In a school setting, the desired activities are generally centered on academic learning. For the PASS intervention program, the theory of action is that if student participants' self-management and social skills are increased, then problem-behaviors will be reduced, and if problem-behaviors are reduced, then the likelihood of increased academic engagement in increased, leading to more frequent and more meaningful opportunities for successful academic outcomes.

The additive value of PASS. The PASS model, like CICO, is a non-level individualized tier 2 behavioral intervention based on the PBIS framework and designed to support students with frequent monitoring. PASS participants similarly receive daily

entry and exit conferences, but also experience the added element of embedded behavioral and self-regulation coaching provided by a PASS coordinator deployed directly to the classroom (Poole & Caperton-Brown, 2009, p.2). Though not a traditional session-based social skills delivery model the PASS program model provides in-the-moment function-based coaching, wherein a familiar adult steps in briefly to provide support in the form of strategy prompts and reminders based on the student's individual target behaviors. Social skills coaching, particularly when delivered in real time and in the student's context (rather than at the end of the day) has been found by some to be an effective way to assist students with behavioral reflection and practice (Bruhn, Lane, & Hirsch, 2014; Lane et al., 2003; Ross & Sabey, 2015).

The PASS program was originally developed during the same period of time as the widely available Zones of Regulation curriculum (Kuypers, 2019), which also draws on a classic stop-light image with red, yellow, and green-labeled behavior zones. Zones of Regulation lessons teach students to recognize signs and symptoms of emotional states along the continuum from lethargic to calm to agitated to out-of-control, both in themselves and in others. The PASS system and its program manual, as written by Poole and Caperton-Brown, is less specific regarding the methodology of initial training for students on the individual behavioral levels (green, yellow, red, and blue for bonus efforts) and more focused on the ongoing monitoring, coaching, and feedback components.

Lack of PASS research. As outlined above, PASS is a program based on promising practices and widely used frameworks such as PBIS and Zones of Regulation, and it has been popularized throughout the United States and internationally with

informal results and anecdotal feedback from user groups. However, there is surprisingly little scholarly literature and no existing research studies that have specifically examined the effects of the PASS program itself. A single article (Stackhouse, 2018) published in an obscure, informal Asian online journal touts the benefits of PASS. The pilot study outlined in the following chapter represents an initial step toward closing that research gap.

CHAPTER II

PROJECT PASS: A FIELD-INITIATED PILOT STUDY

Pilot Context and Development

In this chapter, I present outcome and impact findings, as well as lessons learned around implementation, from two years of initial field research on the PASS behavioral intervention program in the Eugene 4J school district, located in the Pacific Northwest. Evidence from the pilot study has been used in recent district funding decisions and is helping to shape the direction of future policy and practices in the district.

Social problem leading to pilot. Mirroring the nation-wide concern about negative outcomes for students with significant social-emotional needs, there appears to be a trend of increasingly frequent and intense behavioral incidents within the local school systems as well. A 2018 review of Office Discipline Referral data (ODRs) for the Eugene 4J school district, Oregon's 6th largest with over 16,000 students, confirms that there has, in fact, been a significant district-wide rise in documented discipline incidents of students acting out in socially inappropriate ways. Between 2012 and 2018, the number of incidents per 100 students involving physical aggression more than doubled from 8.1 to 17.2. Similar trends are present in the categories of disrespect and harassment, and the prevalence of inappropriate language has tripled, rising from 1.9 to 5.8 incidents per 100 students, with a high proportion of those events happening in the primary grades. Other school districts around the state report comparable dynamics. School boards are hearing testimonies from angry parents of peers who are traumatized and unable to focus on learning because of instructional time lost while teachers try to mitigate a seemingly constant barrage of yelling, elopement, and even throwing chairs.

News articles report school staff members being hit, kicked, bitten, and spat upon by small children. For example, a 2019 piece by Severance, Tierney, and Johnson reported that there were 1,789 incidents in the Beaverton School District where teachers were injured on the job between 2017 and 2019 and of those injuries, 72 percent were caused by students. Superintendents and district leaders are tasked with developing solutions for these issues while at the same time maintaining a standard of trauma-informed care when addressing student problem behaviors.

Given this prevalence of intense need for emotional and behavioral support and a parallel desire to provide support in a manner that is both trauma-informed and economically feasible, district leadership in the Eugene School District 4J has prioritized exploring alternate pathways to achieve successful outcomes for students with significant social-emotional challenges. Historically, students with severe needs are only able to gain access to much-needed resources (individualized assessment, specialized instruction, and adult support) via enrollment in district special education services (SPED), typically using an identification designation of either Other Health Impairment (OHI) or Emotionally Disturbed (ED). In addition to carrying a significant monetary cost over a student's K-12 school career, research shows that a behaviorally based SPED identification has lasting negative impacts on student outcomes later in life, including graduation rate, employment potential, health risk factors, and incarceration (Kauffman & Badar, 2013).

As outlined above, a central goal in the development of Project PASS was to implement an intervention that would successfully support general education students with significant behavioral challenges, *prior* to entering the pathway to special education

identification, via an effective and efficient tier 2 delivery model. In this way, the PASS model mirrors the concept of Title 1 services within an academic MTSS by creating a mid-level point of access to services and a lower price point. This enables more students to be served with an earlier intervention, also potentially avoiding a SPED-associated stigma that can, at times, be unavoidable even with the very best service models due to long-standing, distal societal perceptions (Kauffman & Badar, 2013). The PASS program provides a more effective alternative to traditional CICO models by adding in embedded coaching support for students and a function-based customization of skills and strategy work. Because we also needed the model to remain cost-effective and feasible, our district chose to train skilled classified employees to serve in the program's primary role of PASS Coordinator (PC). Additional efficiencies were realized by creating a real-time data-entry system, rather than a paper/pencil recording system for which data points must be entered by an employee, after the fact.

Origination of Pilot. Project PASS originated as an in-house endeavor at the elementary school where I serve as principal, in response to an increasing prevalence and intensity of problem behaviors in my school, particularly in the primary grades. I had been researching intervention programs and discovered the PASS program. The program manual was basic and outdated, with a CD-ROM that contains several PDFs and an Excel template for recording daily progress indicators. However, the program, itself, was based on positive behavior supports and it had central components found in two programs already in use at my building: the frequent check-ins with students, from CICO, and the color-coded behavioral cuing concept popularized by the Zones of Regulation self-regulation curriculum (Kyupers, 2019). After reading the manual, I wanted to test the

additive key to success offered by the PASS program of the role of the caring adult who would function as the connection between the social skills learned from the Zones curriculum and the progress monitoring and feedback loop from CICO. With the support of district leadership, I moved a staff member into this role, and began collecting student progress data and anecdotal feedback from parents and teachers. Following a year of implementation with positive feedback from stakeholders and measurable decreases in problem behaviors during the 2016-17 school year, district leadership supported a program expansion that included three additional elementary schools.

Pilot Study Setting and Participants

The pilot study highlights data from 11 students who were served across four elementary sites within the Eugene School District 4J during the two-year period (2017-2019) following the initial single-school pilot year. When scaling up from one to four sites, participant schools were selected based on demographic characteristics designed to create a representative sample of district-wide enrollment at the elementary level (see Table 2). One school was selected from each of the district's four regions. Two of the four schools receive Title 1 funding, and all four schools host specialized programs for students with special physical, behavioral or academic needs. School enrollment at participating schools is representative of district distribution, ranging from 396 to 560.

Table 2

Pilot School Student Population Demographics

	School			
Demographic	1	2	3	4
Grade levels	K-5	K-5	K-5	K-5
Student enrollment	560	416	438	396
Number of teachers	25	20	24	18
Number of counselors	1	1	1	1
Race/ethnicity				
American Indian	<1%	1%	1%	1%
Asian	2%	<1%	<1%	4%
African American	2%	<1%	3%	2%
Hispanic/Latino	10%	13%	21%	9%
Multiracial	10%	6%	9%	6%
Pacific Islander	<1%	<1%	<1%	<1%
White	76%	55%	51%	79%
Ever English Learners	5%	78%	18%	0
Students with disability	17%	16%	21%	15%
Free reduced lunch	42%	56%	>95%	33%
Regular attenders	85%	81%	71%	89%

Note. Source: Oregon Department of Education, Oregon At-A-Glance School Profile 2017-2018.

Individual student participants were selected via a school-level team decision, following a teacher request for assistance, an abbreviated function-based analysis, and

verification of demonstrated need as measured by measured by ODRs. Entrance criteria for services require that a student be within the 10% of students with the highest number of ODRs, but many PASS-identified students rank as high as the top 1-3% at the time of referral. Additionally, a review of the teacher's request for assistance by the Behavior Support Team must indicate agreement that the classroom teacher has previously offered effective universal support and implemented several initial, less intensive tier 2 interventions such as color spots or end of day notes home to families.

Pilot Study Design and Methods

The Project PASS field-initiated pilot study investigated the impact of the PASS model's frequent monitoring and coaching by applying an interrupted time series design to data collected during three years of field trials. The participant group was comprised of 21 students receiving the PASS intervention across the four Project PASS schools. The dependent outcome variable was students' average number of behavioral ODRs per day per month across designated time intervals.

Following selection for participation and parental consent for intervention, students were welcomed and trained by the school's PASS Coordinator (PC) on program navigation. When available, new participants were assigned an experienced or recently exited participant as a peer mentor while learning about the program benefits and expectations during this orientation period. Each day, students began their day by checking in with the PC to review goals for the day, receive an individualized pep-talk based on the previous day's performance, and earn their first monitoring data point for the day. Students then travel throughout their normal daily routine, receiving between 10 and 30 data points in a typical day. Most data points are accompanied by an in-the-

moment delivery of feedback and/or coaching, provided by the person recording the data. In most cases, this is either the PC or the classroom teacher, but could also include other school staff who are trained in PASS implementation and have the necessary technology on hand. During the day, the PC circulates throughout the school, checking in with each student 7-15 times throughout the day and providing in the moment, embedded social skills instruction, coaching, and feedback, based on personal observations as well as data entered by other observers (e.g., teacher, counselor, administrator). Real time data for behavior type, intensity, and observer name are collected via an online form that auto-fills a spreadsheet and generates several visual progress charts, which participants' parents can access in real time at any moment.

At the end of each day, students check out with the PC by collaboratively reviewing their daily performance pie graph, indicating the proportional degree to which the student's behavioral patterns were appropriate versus in need of correction. When students meet their daily goal of at least 80:20 positive to negative points earned, they receive a small token reinforcer as outlined by site-specific incentive guidelines. At some schools, students may also bank their daily points toward larger, more motivating rewards, either tangible or social. Participants are eligible to begin transitioning off the intervention when they have demonstrated and average daily points value of 80% or higher over an 8-week period.

Pilot Study Data Analysis

Prior to reviewing quantitative data collected during the intervention phase, I informally asked administrators and pass coordinators at each of the four schools whether they thought that the PASS program had made a positive impact on their students. All

eight stakeholders emphatically reported that PASS had been a huge help in moving their students toward more appropriate patterns of behavior. However, upon beginning to analyze the change in students' pattern of office discipline referrals, I soon discovered that at two of the four schools, despite resounding accolades for the intervention, there appeared to be no change in ODRs. To explore this phenomenon and as a means of strengthening the validity of impact inferences attributed to study results, I analyzed individual PASS performance data for the participant group (i.e., the number of red-coded behavior escalations recorded in daily PASS entries) and compared those results to students' ODRs during the same time interval, looking for what should have been corresponding ODR documentation. This surface-level implementation review and comparison of field data from the pilot schools revealed that two of the four sites had routine discrepancies between their students' PASS performance data and ODR documentation. More specifically, program implementers had logged red-coded behavioral escalations for participants, indicating a significant escalation of target behaviors, but had not recorded a matching office discipline referral. Upon discovering this anomaly, I further reviewed all participating students' baseline data and found that, at the same two schools, students had been placed on the PASS program intervention having received little to no ODRs during the weeks and months of baseline data, prior to being identified for participation. This was of particular concern because the primary participation entry criterion was that the student be in the top 10% of ODRs and continuing to struggle despite multiple documented attempts at lower levels of intervention. Additionally, number of ODRs was the exact outcome variable that I was measuring for the pilot study. Coupled together, the inconsistent application of both entry

criteria and ODR reporting practices indicated a fundamental departure from both PASS protocol and appropriate PBIS implementation at those two schools. For that reason, data for the two schools in question (Schools 2 and 4) were excluded from final analysis. Results for Schools 1 and 3 are included below.

Pilot Study Results

For each of the two schools with valid data (Schools 1 and 3), results are presented below. Summary graphs include data for up to four months of baseline data, as indicated prior to the vertical red intervention line, and an additional 5-22 months of intervention data.

Figure 2 – Summary PASS Graphs for Pilot Schools 1 and 3

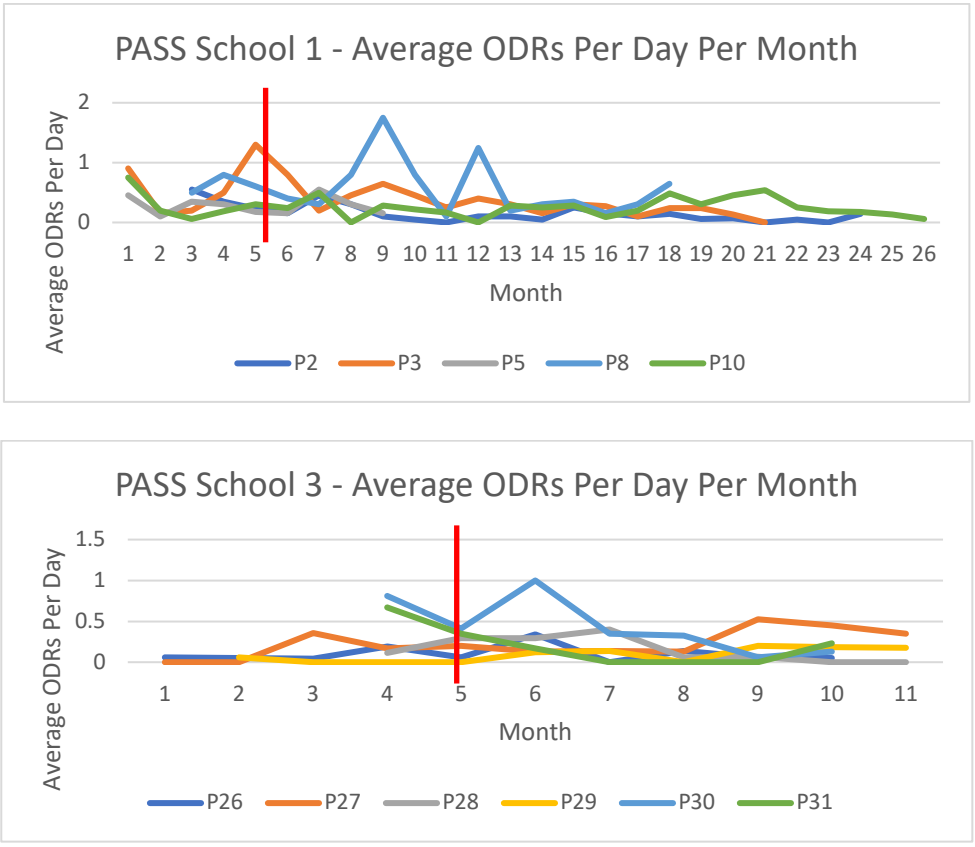

Figure 2. Summary graph of PASS interrupted time series data for pilot schools 1 and 3

For School 1, the number of average ODRs per day per month ranged from 0 to 1.75 for study participants, with data lines appearing to have a slight downward trend. Four out of five participants have similar clustered lines, with participant 8 appearing to be an outlier. At School 3, participant data lines are also clustered, though the lines appear to be more neutral or flat. In this results graph, the line for participant 30 appears to display some outlier data.

While aggregate data are useful in gauging an overall picture of an intervention effect, it is also helpful to further visually analyze data at the individual student level. For this reason, data sets were also graphed individually, allowing examination of student-level trend lines.

Figure 3 – Pilot School 1 Individual Participant Graphs with Trend Data

Figure 3. Individual student-level graphs for School 1 showing intervention results with the inclusion of trend lines from baseline through intervention.

At School 1, all individual student results graphs show a downward trend. Additionally, when analyzed utilizing this closer view of participant 8, we can no longer call this an outlier trend line, as it too yields a downward trend line. Individual student results for School 3 are mixed. Trend data for P26 is neutral (flat), while lines for P28 and P30 trend downward, but those for P27 and 29 show an upward trend.

Figure 4 – Pilot School 3 Individual Participant Graphs with Trend Data

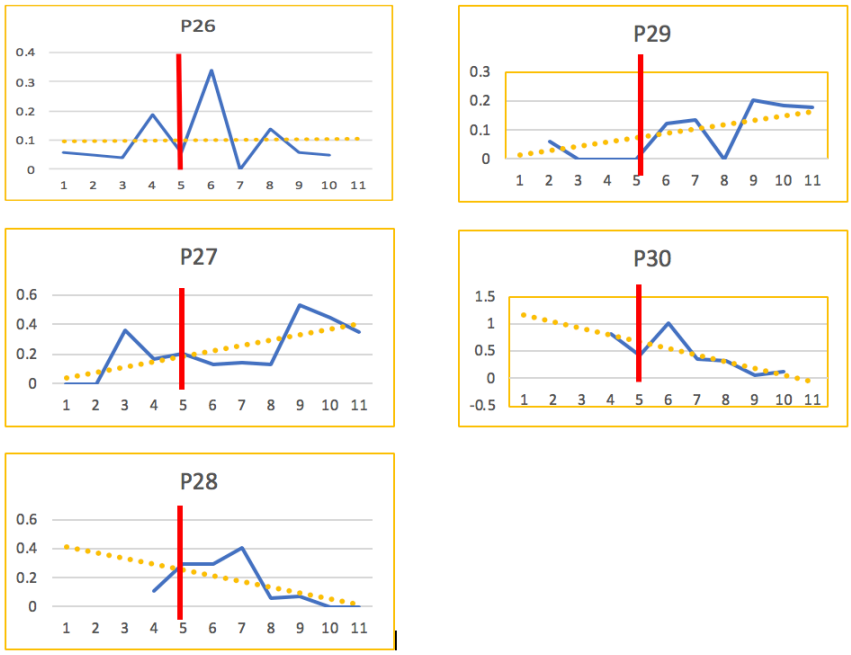

Figure 4. Individual student-level graphs for School 3 showing intervention results with the inclusion of trend lines from baseline through intervention.

In addition to quantitative results, anecdotal feedback was shared by program implementers indicating that feedback and coaching were more effectively engaged when offered by an adult who was clearly identifiable by the student as an individual behavior coach, in tandem with the classroom teacher's input. Teams reported feeling that younger children, especially, can be confused when corrective input only comes from the teacher,

because s(he) is often giving group instructions and feedback to the entire class and/or addressing other students.

Recognition of restraints on teacher time, energy, and attention was also reported as a value-added benefit of PASS over traditional CICO. Teachers and administrators both suggested that when CICO implementation is placed solely in the purview of the classroom teacher, data often reflects diminished fidelity when teachers feel that they lack sufficient time and focus to provide target students with monitoring, feedback, and coaching at each transition during the day, while simultaneously guiding 20-30 students from one activity to the next. All teams reported that the collaborative effort of monitoring, reporting, and coaching on the PASS platform felt more manageable. Lastly, program implementers and school-based teams noticed that participants' quantitative performance outcome data (i.e., students' end of day proportion of positive to negative data points) more closely aligned with anecdotal adult feedback from the day when there were: a) a higher number of data points throughout the day, and b) data points taken from multiple observers. For example, when the teacher was the primary monitor, data points tended to be skewed toward the negative because the moments of disruption were the most salient in commanding teacher time and, thus, were recorded more consistently than periods of appropriate behavior. Conversely, when the PC was the only observer, teachers reported that data were skewed positively because the PC was not always in the room during the moments of initial escalation.

Pilot Study Key Findings and Discussion

Downward-trending change lines from seven of the 10 participants included in the pilot study appear to indicate that the PASS program intervention was effective in sample

schools. Results from School 1 are more consistent than those at School 3. This is potentially related to the fact that School 1 was the original pilot school and had been running the intervention for an additional year. School 1 also has a well-functioning PBIS team that implements decision-making protocols with a high degree of fidelity.

Another key finding related to PBIS implementation was that at two of the four sites, routine discrepancies were found between PASS performance indicators and ODR data, indicating either inconsistent or inappropriate behavioral reporting practices. Furthermore, because number of ODRs is the primary indicator that school-based PBIS teams use to inform both program evaluation and implementation decision-making, inconsistent reporting practices are also an indicator of, and a contributing factor to, lower-level PBIS implementation. As such, a major lesson learned from the pilot study was that it is critical to ensure high levels of both PASS program fidelity and implementation of the school wide PBIS/MTSS structure and protocols in order to accurately gauge program effectiveness for the PASS intervention. Program evaluators need to be able to ascertain whether lower levels of ODRs during PASS implementation are due to the intervention or to inconsistent application of systemic referral protocols by specific schools or individual staff members. For this reason, the design of the proposed research study was crafted to reflect PBIS implementation as a key variable, and a PASS program fidelity checklist was created (see Appendix B).

CHAPTER III

PROPOSED RESEACH PLAN

The current proposed research project coincides with a PASS program expansion, following the multi-year pilot project outlined in the previous chapter. In the Spring of 2019, with two years of additional data across four schools, I had the opportunity to sit on a district-wide advisory team comprised of both district and community stakeholders with experience and expertise in the area of social-emotional and behavioral support. At the request of our superintendent, we collected input, weighed the costs and benefits of varied options, and arrived at a $1.2M package of recommendations for additional social-emotional supports across our K-12 system. Beginning with the 2019-2020 school year, much of this recently approved behavior support budget ($850,000) is now funding a tier 2 behavior support educational assistant at each of the 20 elementary schools in the Eugene 4J school district. Because of the perceived benefits of the PASS program, following the pilot program, one of the primary responsibilities of this newly created tier 2 position is to implement the PASS intervention, offered as one of several tools on a menu of support options for students at the tier 2 level. This program expansion and related significant commitment of personnel resources on the part of the school district have created a distinctive opportunity in which to conduct more formal efficacy research using a substantially larger population.

As with any intervention involving a dedicated salaried position, program efficacy is a top priority; this grant funding would enable an evaluation of the impact of the PASS program as a tier 2 behavioral intervention in the district. A successful grant bid would build from lessons learned during the field-initiated research in order to further current

understanding of best practice with respect to tier 2 intervention and would also represent the first rigorous efficacy research on the PASS intervention program itself.

Research Design and Questions

Research findings from the initial pilot study indicated a positive correlation between implementation of the PASS program and improvement in student behavior, as indicated by a decreasing trend in participants' number of office discipline referrals. However, due to the small sample size and an uncontrolled extant study protocol, additional research is needed to more confidently assert that any such correlation is due to a probable positive impact of the PASS program. Additionally, inconsistencies in ODR data reporting at some schools indicated that level of PBIS implementation should be included as either a confounding variable or a moderating factor on the potential impact of the PASS intervention.

The proposed study will utilize a quantitative design, incorporating a time-controlled repeated measures multivariate analysis of variance (MANOVA) with survey-generated feedback from key stakeholder groups. These particular design features were selected to build upon pilot study results and insights with an overall goal of documenting reliability and validity around tool use and inferences drawn. Research questions for the proposed study would include:

- To what extent do elementary students participating in the PASS intervention experience emotional/behavioral success, as measured by a decrease in office discipline referrals (ODRs) and improvement on behavioral rating scales, following a 6-week intervention?

- To what extent are outcomes (change in ODRs and change in behavioral rating scales) related to level of PBIS implementation (emerging, partial, or full)?
- To what extent are outcomes (change in ODRs and change in behavioral rating scales) related to the identified function of participants' target behaviors (attention-maintained or task avoidance)?

Setting, Participants and Sampling Logic

The proposed study will take place in the Eugene 4J school district, building on lessons learned from the pilot study and scaling up from the pilot study's four sites to all 20 elementary schools in the district. 4J encompasses 155 square miles in the southern Willamette Valley and includes approximately 85% of the city of Eugene, as well as the neighboring town of Coburg and a small portion of Linn County, to the north.

Participant schools will be sorted into one of three groups (emerging, partial, or full implementation), based on their current level of PBIS implementation, using results from the Tiered Fidelity Inventory, or TFI (Algozzine, 2019), The group self-report measures, completed by site-based teams, will be guided by a district-level behavior consultant who is assigned to and familiar with the team. Additionally, in order to validate results from self-report measures, project fidelity manager Lillian Groff will conduct independent TFI walkthrough interviews with both students and staff.

Participants in the study will include the entire population of 4J elementary-aged students who are assigned to the PASS program following six weeks of baseline data from the 2020-21 school year. Anticipating approximately eight students per site, based

on the number of students in the 3-10% of students in the target population, a reasonable estimate of sample size would be 160 students.

Study Procedures

The proposed research will be conducted in four distinct phases within a two-year period: 1) preparation and training; 2) implementation; 3) analysis; and 4) dissemination of findings. In each study phase, school-based program staff will support key project aims. The following section describes study procedural components for each phase of the design.

Phase 1 – Preparation and Training. Co-PI Wilde will compile training materials, combining resources from the PASS program manual (Poole & Caperton-Brown, 2009), the Zones of Regulation (Kuypers, 2019), and materials developed during the Project PASS pilot study, such as the implementation fidelity checklist (See Appendix B). She will work with district-based behavior consultants to provide training for school staff members, including building administrators, classroom teachers, counselors, and PASS Coordinators (PCs) for a one-day training at each school, with a focus on function-based behavioral analysis and the crisis cycle, along with an overview of the PASS program, including a description of student inclusion criteria and process. Once student participants have been identified in Phase 2, each individual student's key staff members (PASS Coordinator, classroom teacher, administrator, counselor, etc.) will receive a more comprehensive full-day training at each school site on program implementation, including calibration practice with the monitoring tool. Student participants will engage in an individual program orientation facilitated by members of the research team and district-based program staff. Initial staff trainings will take place

during the month of August, and student-specific team trainings will be offered following the identification of PASS intervention participants. For most subjects, this will take place in early October, but may also take place later in the year for any students identified as the school year progresses.

Phase 2 - Implementation. During phase 2 (Study Months 7-16), school teams will identify student participants who have been recommended for PASS based on the established entry criteria. Students are eligible for PASS participation if they are in the 10 percent of students with the highest need for behavioral support, as evidenced by school-level data. In a high-performing system with full implementation of the PBIS framework, this determination would follow a team discussion based on a review of school-wide ODR data and a completed FACTS form, the Functional Assessment Checklist for Teachers and Staff (March et al., 2000), detailing concerns, prior supports offered at the tier 1 or 2 level, and student response to those efforts (See Instrumentation section and Appendix C for a complete description of the FACTS). Schools with emerging or partial PBIS implementation may over-rely on less formal data such as anecdotal feedback from school staff. For the purposes of this study, all referring teams will be asked to submit a completed FACTS for each student identified for the intervention. Following team identification of PASS participants for the intervention, researchers will gather key participant demographic information and baseline performance data from sites (school, grade, ODRs, behavioral ratings, and function of target behaviors). School-based teams will deliver the PASS intervention per study protocol, as explained above. Researchers will conduct four randomized, unannounced fidelity observations at each school throughout the 6-week program implementation, using the implementation checklist

included in Appendix B. Following observations, researchers will facilitate a brief 10-minute feedback and coaching session for implementers as a means of providing ongoing training to site-based staff, with a goal of increasing fidelity of implementation as well as reliability of data and validity of results. Because students will be eligible for identification and participation throughout the school year, PASS and ODR data will be collected between October and April, staggered by student according to his or her intervention start-date. At the conclusion of each student's 6-week intervention period, the homeroom teacher will be asked to provide updated behavioral ratings data, and the research team will record ODR counts from the intervention period. Additionally, PASS coordinators and parents will be asked to complete a Social Validity Measure for PASS (See Appendix D).

Phases 3 and 4 – Analysis and Dissemination of Findings. The research team will spend Phase 3 (Study Months 17-18) analyzing the change in student ODRs and behavioral ratings from the pre-intervention phase to the post-intervention phase (see Data Analysis and Interpretation section for more details). During phase 4 (Study Months 18-24), the research team will create an executive summary and evaluation report to be shared with key intended users, in addition to the IES year-end report. They will also present at state and national conferences as well as to the 4J school board and other community forums. Finally, Co-PIs Wilde and Irvin will publish the team's results and findings in both research and practitioner journals, in accordance with the grant's Dissemination Plan (see Appendix E).

Instrumentation

Staff-identified function of problem behavior. The primary function of each participating student's problem behaviors will be determined through the FACTS, or Functional Assessment Checklist: Teachers and Staff (March et al., 2000), a two-page semi-structured interview form designed to support teachers and key school staff members to describe problem behaviors and hypothesize the function of those behaviors. The FACTS is an indirect assessment, most typically performed in conjunction with direct observation as part of a functional-based assessment (FBA) conducted during the development of an individualized student behavioral intervention plan (BIP). Technical adequacy data for the FACTS include test-retest reliability for function of .92 and function agreement with direct observational data in 96% of cases (McIntosh, Borgmeier, et al., 2008).

Problem behavior ratings. Intensity of problem behaviors will be measured using the Behavior Assessment Scale for Children 3 (BASC-3; Reynolds & Kamphaus, 2015). The BASC-3 is a norm-referenced, standardized behavior rating scale of problem behavior in school-aged children. Researchers will use the BASC-3 Teacher Report Scale–Child Form, designed for use with students aged 6 to 11 years of age. The team will isolate the problem behavior indicator by focusing specifically on the Behavioral Symptoms Index (BSI), a composite scale made up of six subscales: hyperactivity, aggression, depression, attention problems, atypicality, and withdrawal. The BASC-3 was selected because it controls for biased responding, it's been recently updated, and it's already in use by the participating school district. The BASC-3 test manual reports the

following technical adequacy means for composite scales on the TRS Child (6-11 years) Form: alpha reliability, .96; test–retest reliability, .87; and interrater reliability, .68.

Prosocial behavior ratings. To measure a student's degree of prosocial behavior, researchers will use the Teacher Report Scale–Child Form of the BASC-3, isolating ratings for the Adaptive Scale. Behaviors included in this composite scale include subscales for adaptability, social skills, leadership, study skills, and functional communication. The BASC-3 test manual reports the following technical adequacy means for the composite scales: alpha reliability, .96; test–retest reliability, .87; and inter-rater reliability, .68.

Level of PBIS Implementation. The research team will use the Tiered Fidelity Inventory (TFI) to sort each participating school into one of three levels for PBIS implementation; emerging, partial, or full. The TFI is It has an overall content validity index of .92 and an intraclass correlation (ICC) of .99 for inter-rater reliability. The ICC for test-retest reliability was also calculated at .99. Results from a large-scale validation study indicate an overall alpha of .96 for internal consistency.

Fidelity of PASS program implementation. PASS program implementation fidelity will be evaluated using the PASS Implementation Fidelity Checklist (see Appendix B).

Stakeholder perception of PASS program efficacy. Stakeholder perceptions of the PASS program will be measured using the Social Validity Measure for Project PASS survey, created by Co-PI Wilde. Members of stakeholder groups will either be assigned to the staff or parent form (see Appendix D). The validity and reliability of this measure have not yet been tested.

Data Analysis and Interpretation

The research team will analyze the outcome data using mixed model multivariate analyses of variance (MANOVA) repeated across time. Time intervals will be measured in 6-week segments with data collection points at: 1) pre-intervention, using six weeks of extant baseline data and post intervention, and 2) following six weeks of intervention for all students. Three continuous dependent variables will include the BASC-3 Behavioral Symptoms Index and Adaptive Scales composite scores as well as extant ODR data. Within-subjects variability across time will be analyzed using the following categorical predictor variables:

- *Function of behavioral patterns* (attention-seeking or avoidance) to examine the variability of the intervention's impact on student outcomes with respect to students' identified primary function of target behaviors, using the student as the unit of analysis
- *PBIS implementation* (emerging, partial, or full) to examine the variability of the intervention's impact on student outcomes with respect to a school's level of tiered PBIS implementation, using the school as the unit of analysis
- *Fidelity of PASS program implementation* (low or high) at the school level.

The prescribed order of analysis will dictate that multivariate interaction effects are examined first, including a) function by PASS effects, b) PBIS implementation by PASS effects, and c) PASS program fidelity by PASS effects. Next, the overall main effects of the PASS program will be determined, followed by the univariate analysis of each dependent variable. However, in any case for which an interaction effect is statistically

significant, it is difficult to clearly interpret main and univariate effects and, thus, simple effects will be substituted according to convention (Keppel & Zedeck, 1989).

Validity and Reliability

The research team will incorporate a parallel analysis of both program statistical outcome measurement data and survey data from the Social Validity Measure for Project PASS survey tool in order to examine the degree to which stakeholder perceptions are aligned with a change in ODRs. A strong correlation between perceived impact and change in ODRs will indicate agreement between outcome and perceptual data, increasing the validity of findings and interpretation of results.

One potential threat to the internal validity of quantitative data is the risk of attrition. The most common factor leading to attrition, or loss of participants over the course of the study, is mobility. If a student moves from one school to another, a change is setting would either indicate complete attrition (if moved to a site without PASS availability) or to a change in implementation team, which would likely affect reliability/validity of the data. To address external validity and increase generalizability, a portion of this research is a continuation and expansion of the initial pilot study described in chapter II. Analysis on change in number of ODRs from pre-intervention to post intervention for the current study can be considered a modified replication of the pilot study expanded to a larger setting. Data collected at new sites will serve to minimize concerns related to a potential interaction between setting and treatment in the previous, smaller sample size (Drost, 2011).

Other potential threats to validity stem from the risk of bias. Both researchers and program implementers are at risk of confirmation bias (Babbie, 2015), which is defined

as the tendency to search for or interpret information in a way that confirms one's prior or existing beliefs. Researchers and program staff who are implementing the intervention, such as teachers and PASS coordinators can feel personally invested in the intervention and be more inclined to interpret student behavior in a way that matches with their own opinions of the intervention. Additionally, parents are at risk of social desirability bias, a type of response bias, in which the survey respondent may answer questions in a manner that would be perceived favorably by those administering the survey (Creswell & Creswell, 2018,). In order to address the harmful effects of potential stakeholder bias, triangulation of data from multiple sources will be used (Maxwell, 1992). Specifically, responses across stakeholder groups will be analyzed for agreement with each other, and with the outcome data. Lastly, since the study participants are primary grade students, there is also the possibility of a maturation effect (Babbie, 2015), in which the behavior of young students naturally improves with age and normal exposure to the school environment.

CHAPTER IV

STUDY PERSONNEL

The core research team consists of two Co-Principal Investigators (Co-PIs) from partnering organizations: The University of Oregon and Eugene School District 4J, both located in Eugene, Oregon. This collaboration between a renowned educational research institution and associated field experts within one of the state's largest K-12 public school systems will enhance the project's contribution to the field of educational supports and behavioral research by building upon and extending existing research findings in the area of tiered social-emotional and behavioral support (McIntosh, Campbell, Carter, & Dickey, 2008). Additionally, as the first formal research completed on a long-standing published behavioral support program that is used internationally in public school systems (Poole and Caperton-Brown, 2009), it will also provide practical guidance to educational practitioners as well as evidence to either confirm programmatic design or suggest possible refinements for future editions and publications.

Dr. P. Shawn Irvin, Ph.D. – Co-Principal Investigator, University of Oregon.

Dr. Irvin is a Research Assistant Professor at the University of Oregon's Behavioral Research and Teaching (BRT) research center, specializing in assessment and measurement. He recently documented the underlying structure and predictive-concordant capacity of Oregon's kindergarten entry assessment, which includes a social-emotional measurement component. As part of this research, Dr. Irvin developed an advanced understanding of metrics and instrumentation used to assess the social-emotional and behavioral capacities of school-aged students. His contributions of value to the educational community include online professional development modules to increase

proper implementation of an RTI (Response to Intervention) model and an assessment-learning tool that identifies reading disabilities and informs teacher decision-making for early childhood educators. Dr. Irvin began his career as a public-school educator, teaching elementary and middle school science before shifting his focus to educational research. His current and past research has been funded by the Institute of Education Sciences (IES) and the Office of Special Education Programs (OSEP). Current federally funded projects include work on web-based professional development tools and a tablet-based assessment-learning tool, positioning him well to provide technical guidance and expertise for the continued development of a PASS-related data-collection and reporting tool. The creation and use of the PASS Tracker tool represent a significant modernization to the PASS program, offering an increase in feasibility for end users. As a Co-Principal Investigator, and the grant's Institutional Partner, Dr. Irvin will be responsible for project oversight and will serve as the lead psychometrician. As such, 40% of his time over the 2-year grant period would be dedicated to grant-related activities.

Regina M. Wilde, M.A.T. – Co-Principal Investigator, Eugene School District 4J.

Regina Wilde has served for seven years as Principal of Gilham Elementary School, in Eugene, Oregon. She has a master's degree in teaching and is currently completing her doctorate in Educational Management, Policy, and Leadership. As a practitioner, Ms. Wilde is a licensed K-12 administrator and reading specialist, as well as a former nationally board-certified teacher (NCBT) of ten years, specializing in middle childhood. During her 20 years in education, she has mentored many elementary teachers and administrators and has a demonstrated passion and a record of improving both academic and social-emotional outcomes for students. She is an inaugural member of

Eugene School District 4J's Behavioral Leadership Team, which afforded her the opportunity to develop local implementation of the PASS system and conduct the initial pilot study that largely led to the procurement of an $850,000 commitment from the school district to fund a tier 2 intervention position at each of its 20 elementary schools. . As such, she is uniquely qualified to serve as the project's Co-Principal Investigator, representing the local educational agency (LEA) as its Practitioner Partner. 40% of Ms. Wilde's time will be allocated to project management and dissemination throughout the 2-year grant period. An additional 40% of her time will be spent on project management during Year 1 of the grant, when all program hiring, implementation, and data collection takes place. Previous success in grant-writing and management includes her creation of the Girls Engineering in Middle School program, GEMS, for which she partnered with a local high school and education foundation to provide middle school girls with an after-school enrichment opportunity designed to build skills and comfort in the engineering and computer sciences, with an ultimate goal of increasing female enrollment in STEM-related courses and extra-curriculars as the participants matriculated at the high school level. Ms. Wilde's educational and behavioral expertise, her first-hand knowledge of the PASS program, and her affiliation with both the university and the LEA will ensure stable integration of project activities from both sites. Additionally, as the project initiator and primary grant author, she is uniquely qualified to lead the day-to-day operations of the project activities.

Dr. Kent McIntosh, Ph.D. – Advisory Member, University of Oregon.

Dr. McIntosh is a leading international expert in the areas of positive behavior support, equity in school discipline, and sustainability of evidence-based interventions in

schools. He currently serves as the Director of Educational and Community Supports, a key research unit in the UO College of Education, where the PBIS framework and consortium originated. He is also Co-Director of the OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) and a founding member of PBIS-SCP Canada, a national network supporting PBIS research and implementation in Canada. Dr. McIntosh is a highly decorated researcher and author, with over 80 publications to his name. He is currently the Principal Investigator of an IES project to develop an intervention for reducing racial/ethnic disproportionality in school discipline and supporting culturally responsive behavior support practices. Dr. McIntosh's role on the research team will be that of senior advisor. He will provide expertise and guidance to PIs throughout each stage of the project.

Lillian Groff – Program Fidelity Manager.

Ms. Lillian Groff has served as a behavior consultant for Eugene School District 4J for two years and, as such, has developed a network of colleagues and a thorough understanding of the LEA's structure and systems. Prior to serving in a consultative role, Ms. Groff taught special education and managed a behavioral support classroom for the district. As an experienced practitioner, she has both the knowledge and the skills to effectively gauge program fidelity of implementation. Ms. Groff's role on the research team will be to conduct all program fidelity observations and coaching sessions, and to complete the program evaluation.

Finance and Logistics Manager

The personnel and projects coordinator for BRT will serve as Finance and Logistics Manager. S(he) will be similarly managing several departmental grants. (S)he will work with the co-PIs to ensure processing of all paperwork and grant logistics.

Graduate Research Employee (GE)

A graduate research employee will be hired for the summer between Project Years 1 and 2. The GE will assist Dr. Irvin with formatting and analyzing outcome data for reporting.

CHAPTER V

RESOURCES AND BUDGET

Resources

For this project, we draw from three venues: two research centers from the University of Oregon's College of Education – Educational and Community Supports (ECS) and Behavioral Research and Teaching (BRT) – and the Eugene 4J School District. The likelihood of a quality research product is increased by the robust resources available throughout the collaboration as well as a proven track record of grant-funded research. Together, the university facilities and research units provide the institutional capacity and experience to manage a grant of this size. The partnership with the LEA secures access to an authentic research site. Additionally, the collegial affiliations of the core research team offer access to a variety of collaborative connections with a wide range of experience and expertise to ensure the project's success. Finally, the publishing history and contributions to scholarly discourse of team members underwrite their ability to effectively disseminate the project's results and findings.

University of Oregon. Research efforts at the University of Oregon are greatly supported by access to the Knight Library, which boasts 2,000,000+ volumes in the main library and an acquisition budget of more than $2 million per year. The Knight Library uses a mix of technologies to access computer-based information, with an extensive electronic database of books and journals accessible through a search system, specialized curriculum collections and periodicals, and extensive library media centers and infrastructure.

College of Education (COE) Research Centers. The University of Oregon's College of Education is ranked 4th among public graduate programs of education and 11th among all schools of education based at either public or private universities. It is home to 14 research and outreach units that currently employ 55 principal investigators who were awarded 105 active research awards in 2019, totaling $51.6 M in funding. The College of Education also provides a pool of doctoral students across four departments to assist with research projects.

The Educational and Community Supports (ECS) research unit conducts research and training to establish and expand the use of evidence-based behavior support practices and systems. It is the originating group of the Positive Behavioral Interventions and supports (PBIS) approach and a world-renowned facility in the research and development of multi-tiered systems of supports (MTSS) in K-12 educational settings. Many of the faculty interests and projects also align with those of the Behavioral Research and Teaching; particularly in the area of accessibility.

Researchers at Behavioral Research and Teaching (BRT) focus on developing information systems that (a) improve basic skills assessments; (b) enhance the development of information and decision-making systems and professional development for teachers and administrators; and (c) provide accessibility to large-scale testing products. Faculty and staff also work closely with school districts within Oregon and across the nation to facilitate the meaningful adoption of Response to Intervention (RTI) to better understand learning trajectories for children with disabilities. The BRT office complex houses 20 faculty and staff (http://brtprojects.org). Current funding includes two

grants from IES totaling $3M, state contracts with the Oregon Department of Education, and an account from the distribution of easyCBM ®.

Eugene School District 4J. Located in the heart of Oregon's southern Willamette Valley, Eugene's SD4J encompasses the University of Oregon campus, serves over 16,000 students, and is the state's 6th largest public-school system. Recently, the Eugene SD4J has been in the news as being the home of 2020 national superintendent of the year, Dr. Gustavo Balderas. The school district is a frequent collaborator with the University of Oregon and often acts as the local education agency (LEA) in support of UO-based educational research. It also maintains a grant manager in both the instruction and finance departments as well as an internal review board in order to best ensure responsible methodology, prudent stewardship of resources, and the ethical engagement of research in support of improving educational access and outcomes for students. As an emerging implementor of the PASS system, 4J's most notable commitment of resources comes in the form of approximately $850,000 annually toward salaried tier 2 intervention positions in each of the district's public elementary schools, making the district ideal for the study site.

Budget Narrative

This section details all major project expenses. The complete budget can be found in Appendix F.

Salaries, Benefits, and Overhead Costs for Research Team.

Co-Principal Investigator Irvin. Dr. P. Shawn Irvin will be responsible for project oversight, coordination with Co-PI Wilde and IES, as well as leading the project psychometrics and data analysis. He will devote 40% of his time to Project PASS in each

year of the project timeline. Dr. Irvin's project activities will include overseeing data management as well as conference presentations and dissemination of study findings in peer-reviewed journals.

Co-Principal Investigator Wilde. Regina Wilde will be responsible for project management, including all internal project communication and supervision of program training, implementation, data collection, and reporting of findings. She will devote 40% of her time to Project PASS in the first and third years of the project and 80% of her time in the second year, when all PASS implementation and data collection take place. Ms. Wilde's project activities will include writing the annual progress reports, managing all data sets, and contributing to conference presentations and dissemination of study findings in both peer-reviewed academic and practitioner-focused journals.

Dr. Kent McIntosh, Senior Advisor. Dr. Kent McIntosh, Director of the Education and Community Supports research unit of the University of Oregon's College of Education and Co-Director of the OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), will provide project consultation and guidance in the amount 2-3 hours per month throughout the duration of the project. Dr. McIntosh will support project leadership by advising on potential avenues for collegial collaboration, publication, and future research priorities.

Lillian Groff, Fidelity Monitor. Ms. Lillian Groff, behavior consultant with Eugene School District 4J, will be responsible for monitoring program fidelity using the Implementation Fidelity Checklist that she co-created along with Ms. Wilde (See Appendix B), compiling and analyzing all fidelity data, and contributing to fidelity-

related commentary for research and grant reporting. Her time commitment would be 5% during Year 1 of the project and 10% during Year 2.

Financial and Logistics Manager. Once hired, the financial and logistics manager will devote 10% of his or her time to this project in each year and will manage logistics, budgetary expenditures, and related communication with project staff and individuals in the field.

Graduate Research Employee. A graduate research employee (GE) will be hired during the summer between the second and third years of the project. S(he) will assist Dr. Irvin with data preparation, analysis, and reporting. The GE will devote 49% of time during the summer term.

Supplies

The budget includes $500 per year to cover costs for general project supplies. In year 1, I budget an additional $1,000 to purchase a PASS program manual (Poole and Caperton-Brown, 2009) for each participating school. I also budget $350 per year to cover the cost of postage and of printing and copying all hard-copy project materials.

Travel

Travel rates outside of Oregon are as follows: lodging ($217/night) and per diem ($68/day). A COLA of 1.9% is applied in each year. I budget for both Principal Investigators to attend the annual IES Principal Investigator meeting in Washington, DC each year. Each of these trips for the Project Directors' meetings totals $1,773: airfare ($650), three nights lodging ($651), four days per diem ($272), and parking and taxi ($200). I also budget for each of the Co-PIs to attend one additional research conference in the first year of the project and two additional conferences in the second year. Sharing

project findings is an important part of our dissemination plan (See Appendix A). Possible conferences include the American Educational Research Association (AERA) and the PBIS Leadership Forum, as well as practitioner-focused conferences such as the Association for Supervision and Curriculum Development (ASCD) Empower conference. Total per person travel cost to disseminate project findings at each annual research conference totals $2,123 in Year 1, reflecting the following costs: airfare ($600), 3 nights lodging ($651), 4 days per diem ($272), parking and taxi ($200), and registration fee of $400. The per person per conference total for Year 2 of $2,164 also reflects the 1.9% COLA for per diem rates.

Consultants

Project leadership will hire PASS program authors Hope Caperton-Brown and James R. Poole as consultants during the life of the project. Their expertise as PASS developers will be instrumental in providing guidance throughout the project to school teams.

APPENDIX A

IES REQUEST FOR APPLICATIONS

plus all the other Federal funds you receive exceed $10,000,000.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Open Licensing Requirements:* Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

4. *Reporting:* (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to *www.ed.gov/fund/grant/apply/appforms/appforms.html.*

5. *Performance Measures:* The Secretary has established the following key performance measures for assessing the effectiveness of SIP:

(a) The percentage change, over the five-year period, of the number of full-time degree-seeking undergraduates enrolled at SIP institutions. Note that this is a long-term measure that will be used to periodically gauge performance.

(b) The percentage of first-time, full-time degree-seeking undergraduate students at four-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

(c) The percentage of first-time, full-time degree-seeking undergraduate students at two-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

(d) The percentage of first-time, full-time degree-seeking undergraduate students enrolled at four-year SIP institutions graduating within six years of enrollment.

(e) The percentage of first-time, full-time degree-seeking undergraduate students enrolled at two-year SIP institutions graduating within three years of enrollment.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: Whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.*, braille, large print, audiotape, or compact disc) on request to one of the persons listed under **FOR FURTHER INFORMATION CONTACT.**

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations via the Federal Digital System at *www.govinfo.gov*. At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at: *www.federalregister.gov*. Specifically, through the advanced feature at this site, you can limit your search to documents published by the Department.

Dated: June 14, 2019.

Diane Auer Jones,

Principal Deputy Under Secretary, Delegated to Perform the Duties of Under Secretary and Assistant Secretary for the Office of Postsecondary Education.

[FR Doc. 2019–13010 Filed 6–18–19; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Education Research and Special Education Research Grant Programs

AGENCY: Institute of Education Sciences, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2020 for the Education Research and Special Education Research Grant Programs, Catalog of Federal Domestic Assistance (CFDA) numbers 84.305A, 84.305B, 84.305C, 84.305D, 84.305R, 84.324A, 84.324B, and 84.324R. This notice relates to the approved information collection under OMB control number 4040–0001.

DATES: The dates when applications are available and the deadlines for transmittal of applications invited under this notice are indicated in the chart at the end of this notice and in the

Requests for Applications (RFAs) that are posted at the following websites: *https://ies.ed.gov/funding, www.ed.gov/programs/edresearch/index.html,* and *www.ed.gov/programs/specialedresearch/index.html.*

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768) and available at *www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.*

FOR FURTHER INFORMATION CONTACT: The contact person associated with a particular research competition is listed in the chart at the end of this notice, as well as in the relevant RFA and application package.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: In awarding these grants, the Institute of Education Sciences (Institute) intends to provide national leadership in expanding knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all learners from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education). The Institute's research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Competitions in This Notice: The Institute will conduct eight research competitions in FY 2020 through two of its centers:

The Institute's National Center for Education Research (NCER) will hold a total of five competitions—one competition in each of the following areas: Education research; education research training; education research and development centers; statistical and research methodology in education; and systematic replication in education.

The Institute's National Center for Special Education Research (NCSER) will hold a total of three competitions—one competition in each of the following areas: Special education research; special education research training, and systematic replication in special education.

NCER Competitions

The Education Research Competition. Under this competition, NCER will consider only applications that address one of the following topics:

- Career and Technical Education.
- Cognition and Student Learning.
- Early Learning Programs and Policies.
- Education Technology.
- Effective Instruction.
- English Learners.
- Improving Education Systems.
- Postsecondary and Adult Education.
- Reading and Writing.
- Science, Technology, Engineering, and Mathematics (STEM) Education.
- Social and Behavioral Context for Academic Learning.

The Research Training Programs in the Education Sciences Competition. Under this competition, NCER will consider only applications that address one of the following topics:

- Predoctoral Interdisciplinary Research Training Program in the Education Sciences.
- Postdoctoral Research Training Program in the Education Sciences.
- Methods Training for Education Researchers.

The Education Research and Development Centers Competition. Under this competition, NCER will consider only applications that address one of the following topics:

- Improving Opportunities and Achievement for English Learners in Secondary School Settings.
- Improving Teaching and Learning in Postsecondary Institutions.
- Improving Access, Instruction, and Outcomes in Gifted Education.

The Statistical and Research Methodology in Education Competition. Under this competition, NCER will consider only applications that address one of the following topics:

- Statistical and Research Methodology Grants.
- Early Career Statistical and Research Methodology Grants.

Research Grants Focused on Systematic Replication. Under this competition, NCER will consider only applications that address identifying what works in education through systematic replication. The list of interventions identified for replication is available on the IES website at: *https://ies.ed.gov/director/remarks/4-15-2019.asp.*

NCSER Competitions

The Special Education Research Competition. Under this competition, NCSER will consider only applications that address one of the following topics:

- Autism Spectrum Disorders.
- Cognition and Student Learning in Special Education.
- Early Intervention and Early Learning in Special Education.
- Families of Children with Disabilities.
- Professional Development for Educators and School-Based Service Providers.
- Reading, Writing, and Language Development.
- Science, Technology, Engineering, and Mathematics (STEM) Education.
- Social and Behavioral Outcomes to Support Learning.
- Special Education Policy, Finance, and Systems.
- Technology for Special Education.
- Transition Outcomes for Secondary Students with Disabilities.
- Special Topics, which include—
- Career and Technical Education for Students with Disabilities.
- English Learners with Disabilities.
- Systems-Involved Students with Disabilities.

The Research Training Programs in Special Education Competition. Under this competition, NCSER will consider only applications that address one of the following three topics:

- Postdoctoral Research Training Program in Special Education and Early Intervention.
- Early Career Development and Mentoring.
- Methods Training Using Single Case Designs.

Research Grants Focused on Systematic Replication. Under this competition, NCSER will consider only applications that address identifying what works in special education through systematic replication. The list of interventions identified for replication is available on the IES website at: *https://ies.ed.gov/director/remarks/4-15-2019.asp.*

Exemption from Proposed Rulemaking: Under section 191 of the Education Sciences Reform Act, 20 U.S.C. 9581, IES is not subject to section 437(d) of the General Education Provisions Act, 20 U.S.C. 1232(d), and

is therefore not required to offer interested parties the opportunity to comment on priorities, selection criteria, definitions, and requirements.

Program Authority: 20 U.S.C. 9501 *et seq.*

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 77, 81, 82, 84, 86, 97, 98, and 99. In addition, the regulations in 34 CFR part 75 are applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217(a)–(c), 75.219, 75.220, 75.221, 75.222, 75.230, and 75.708. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Note: The open licensing requirement in 2 CFR 3474.20 does not apply for this competition.

II. Award Information

Types of Awards: Discretionary grants and cooperative agreements.

Fiscal Information: Although Congress has not yet enacted an appropriation for FY 2020, the Institute is inviting applications for these competitions now so that applicants can have adequate time to prepare their applications. The actual level of funding, if any, depends on final congressional action. The Department may announce additional competitions later in 2019. The actual award of grants will depend on the availability of funds.

The Education Research and Development Center for Improving Access, Instruction and Outcomes in Gifted Education would be supported with funding authorized through the Jacob K. Javits Gifted and Talented Students Education Act. The Administration's budget request for FY 2020 does not include funds for the Javits program. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Estimated Range of Awards: See chart at the end of this notice.

Estimated Size and Number of Awards: The size of the awards will depend on the scope of the projects proposed. The number of awards made under each competition will depend on the quality of the applications received for that competition, the availability of funds, and the following limits on awards for specific competitions and topics set by the Institute. See the chart at the end of this notice for additional information.

The Institute may waive any of the following limits on awards for a specific competition or topic in the special case that the peer review process results in a tie between two or more grant applications, making it impossible to adhere to the limits without funding only some of the equally ranked applications. In that case, the Institute may make a larger number of awards to include all applications of the same rank.

For NCER's Education Research and Development Center competition, we intend to fund one grant under each of the three topics.

For NCER's Research Training Programs in the Education Sciences competition, we intend to fund five grants under the Predoctoral Interdisciplinary Research Training Program in the Education Sciences topic. However, should funding be available, we may consider making additional awards to high-quality applications that remain unfunded after five awards are made.

For NCSER's Research Training Programs in Special Education competition, we intend to fund no more than one grant for Methods Training Using Single Case Designs.

Contingent on the availability of funds and the quality of applications, we may make additional awards in FY 2021 from the list of highly-rated unfunded applications from the FY 2020 competitions.

Note: The Department is not bound by any estimates in this notice.

Project Period: See chart at the end of this notice.

III. Eligibility Information

1. *Eligible Applicants:* Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply. Eligible applicants include, but are not limited to, nonprofit and for-profit organizations and public and private agencies and institutions of higher education, such as colleges and universities.

2. *Cost Sharing or Matching:* These programs do not require cost sharing or matching.

3. *Subgrantees:* Under 34 CFR 75.708(b) and (c) a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: Nonprofit and for-profit organizations and public and private agencies and institutions of higher education. The grantee may award subgrants to entities it has identified in an approved application.

IV. Application and Submission Information

1. *Application Submission Instructions:* Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768) and available at *www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf*, which contain requirements and information on how to submit an application.

2. *Other Information:* Information regarding program and application requirements for the competitions will be contained in the NCER and NCSER RFAs, which will be available on or before June 24, 2019, on the Institute's website at: *https://ies.ed.gov/funding/*. The dates on which the application packages for these competitions will be available are indicated in the chart at the end of this notice.

3. *Content and Form of Application Submission:* Requirements concerning the content of an application are contained in the RFA for the specific competition. The forms that must be submitted are in the application package for the specific competition.

4. *Submission Dates and Times:* The deadline date for transmittal of applications for each competition is indicated in the chart at the end of this notice and in the RFAs for the competitions.

We do not consider an application that does not comply with the deadline requirements.

5. *Intergovernmental Review:* These competitions are not subject to Executive Order 12372 and the regulations in 34 CFR part 79.

6. *Funding Restrictions:* We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

V. Application Review Information

1. *Selection Criteria:* For all of its grant competitions, the Institute uses selection criteria based on a peer-review process that has been approved by the National Board for Education Sciences. The Peer Review Procedures for Grant

Applications can be found on the Institute's website at *https://ies.ed.gov/director/sro/peer_review/application_review.asp*.

For the 84.305A, 84.305D, 84.324A, 84.305R, and 84.324R competitions, peer reviewers will be asked to evaluate the significance of the application, the quality of the research plan, the qualifications and experience of the personnel, and the resources of the applicant to support the proposed activities. These criteria are described in greater detail in the RFAs.

For the 84.305B and 84.324B competitions, peer reviewers for the predoctoral, postdoctoral, and methods training programs will be asked to evaluate the significance of the application, the quality of the research training plan, the qualifications and experience of the personnel, and the resources of the applicant to support the proposed activities. Peer reviewers for the early career development and mentoring program will be asked to evaluate the significance of the application, the quality of the research plan, the quality of the career development plan, the qualifications and experience of the personnel, and the resources of the applicant to support the proposed activities. These criteria are described in greater detail in the RFA.

For the 84.305C competition, peer reviewers will be asked to evaluate the significance of the application, the quality of the research plan for the focused program of research, the quality of the plans for other center activities, the quality of the management and institutional resources, and the qualifications and experience of the personnel. These criteria are described in greater detail in the RFA.

For all of the Institute's competitions, applications should include budgets no higher than the relevant maximum award as set out in the relevant RFA. The Institute will not make an award exceeding the maximum award amount as set out in the relevant RFA.

2. *Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, the Institute may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Institute may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Institute also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. *Risk Assessment and Specific Conditions:* Consistent with 2 CFR 200.205, before awarding grants under these competitions, the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Institute may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. *Integrity and Performance System:* If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Grant Administration:* Applicants should budget for an annual two-day meeting for project directors to be held in Washington, DC.

4. *Reporting:* (a) If you apply for a grant under one of the competitions announced in this notice, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Institute. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Institute under 34 CFR 75.118. The Institute may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to *www.ed.gov/fund/grant/apply/appforms/appforms.html*.

5. *Performance Measures:* To evaluate the overall success of its education research and special education research grant programs, the Institute annually assesses the percentage of projects that result in peer-reviewed publications and the number of Institute-supported interventions with evidence of efficacy in improving learner education outcomes. In addition, NCSER annually assesses the number of newly developed or modified interventions with evidence of promise for improving learner education outcomes. School readiness outcomes include pre-reading, reading, pre-writing, early mathematics, early science, and social-emotional skills that prepare young children for school. Student academic outcomes include learning and achievement in academic content areas, such as reading, writing,

math, and science, as well as outcomes that reflect students' successful progression through the education system, such as course and grade completion; high school graduation; and postsecondary enrollment, progress, and completion. Social and behavioral competencies include social and emotional skills, attitudes, and behaviors that are important to academic and post-academic success. Additional education outcomes for students with or at risk of a disability (as defined in the relevant RFA) include developmental outcomes for infants and toddlers (birth to age three) pertaining to cognitive, communicative, linguistic, social, emotional, adaptive, functional, or physical development; and developmental and functional outcomes that improve education outcomes, transition to employment, independent living, and postsecondary education for students with disabilities.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Institute considers, among other things: Whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Institute has established performance measurement requirements, whether the grantee has met the performance targets in the grantee's approved application.

In making a continuation award, the Institute also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the RFA in an accessible format (*e.g.*, braille, large print, audiotape, or compact disc) on request to the appropriate program contact person listed in the chart at the end of this notice.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at *www.govinfo.gov*. At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at *www.federalregister.gov*. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Mark Schneider,

Director, Institute of Education Sciences.

CFDA No. and name	Application package available	Deadline for transmittal of applications	Estimated range of awards *	Project period	For further information contact
National Center for Education Research (NCER)					
84.305A Education Research ▪ Career and Technical Education ▪ Cognition and Student Learning. ▪ Early Learning Programs and Policies. ▪ Education Technology. ▪ Effective Instruction. ▪ English Learners. ▪ Improving Education Systems. ▪ Postsecondary and Adult Education. ▪ Reading and Writing. ▪ Science, Technology, Engineering, and Mathematics Education. ▪ Social and Behavioral Context for Academic Learning.	7/11/19	8/29/19	$100,000 to $660,000	Up to 5 years	Erin Higgins, *Erin.Higgins@ed.gov*.
84.305B Research Training Programs in the Education Sciences ▪ Predoctoral Interdisciplinary Research Training Program in the Education Sciences ▪ Postdoctoral Research Training Program in the Education Sciences. ▪ Methods Training for Education Researchers.	7/11/19	8/29/19	$100,000 to $920,000	Up to 5 years	Katina Stapleton, *Katina.Stapleton@ed.gov*.
84.305C Education Research and Development Centers ▪ Improving Opportunities and Achievement for English Learners in Secondary School Settings ▪ Improving Teaching and Learning in Postsecondary Institutions. ▪ Improving Access, Instruction and Outcomes in Gifted Education..	7/11/19	9/26/19	$1,000,000 to $2,000,000	Up to 5 years	Corinne Alfeld, *Corinne.Alfeld,@ed.gov*.
84.305D Statistical and Research Methodology in Education ▪ Statistical and Research Methodology Grants ▪ Early Career Statistical and Research Methodology Grants.	7/11/19	8/29/19	$40,000 to $300,000	Up to 3 years	Phill Gagne, *Phill.Gagne@ed.gov*.
84.305R Research Grants Focused on Systematic Replication	7/11/19	8/29/19	$400,000 to $800,000	Up to 5 years	Christina Chhin, *Christina.Chhin@ed.gov*.
National Center for Special Education Research (NCSER)					
84.324A Special Education Research ▪ Autism Spectrum Disorders	7/11/19	8/29/19	$100,000 to $660,000	Up to 5 years	Sarah Brasiel, *Sarah.Brasiel@ed.gov*.

CFDA No. and name	Application package available	Deadline for transmittal of applications	Estimated range of awards*	Project period	For further information contact
▪ Cognition and Student Learning in Special Education. ▪ Early Intervention and Early Learning in Special Education. ▪ Families of Children with Disabilities. ▪ Professional Development for Educators and School-Based Service Providers. ▪ Reading, Writing, and Language Development. ▪ Science, Technology, Engineering, and Mathematics Education. ▪ Social and Behavioral Outcomes to Support Learning. ▪ Special Education Policy, Finance, and Systems. ▪ Technology for Special Education. ▪ Transition Outcomes for Secondary Students with Disabilities. ▪ Special Topics. ○ Career and Technical Education for Students with Disabilities. ○ English Learners with Disabilities. ○ Systems-Involved Students with Disabilities.					
84.324B Research Training Programs in Special Education. ▪ Postdoctoral Research Training Program in Special Education and Early Intervention ▪ Early Career Development and Mentoring. ▪ Methods Training Using Single Case Designs.	7/11/19	8/29/19	$100,000 to $225,000	Up to 5 years	Katherine Taylor, *Katherine.Taylor@ed.gov.*
84.324R Research Grants Focused on Systematic Replication.	7/11/19	8/29/19	$400,000 to $800,000	Up to 5 years	Katherine Taylor, *Katherine.Taylor@ed.gov.*

*These estimates are annual amounts.
Note: The Department is not bound by any estimates in this notice.
Note: If you use a TDD or a TTY, call the FRS, toll free, at 1–800–877–8339.

[FR Doc. 2019–13041 Filed 6–18–19; 8:45 am]
BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Minority Science and Engineering Improvement Program (MSEIP)

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2019 for the MSEIP, Catalog of Federal Domestic Assistance (CFDA) number 84.120A. This notice relates to the approved information collection under OMB control number 1840–0109.

DATES:

Applications Available: June 19, 2019.

Deadline for Transmittal of Applications: July 19, 2019.

Pre-Application Webinar Information: The Department will hold a pre-application meeting via webinar for prospective applicants. Detailed information regarding this webinar will be provided on the website for the MSEIP at *http://www2.ed.gov/programs/iduesmsi/index.html.*

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768), and available at *www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.*

FOR FURTHER INFORMATION CONTACT: Dr. Bernadette Hence, U.S. Department of Education, 400 Maryland Avenue SW, Room 250–54, Washington, DC 20202. Telephone: (202) 453–7913. Email: *Bernadette.Hence@ed.gov.*

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll-free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The MSEIP is designed to effect long-range improvement in science and engineering education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities, particularly minority women, into scientific and technological careers, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Priorities: This notice contains two competitive preference priorities and one invitational priority. The competitive preference priorities are from the Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs, published in the **Federal Register** on March 2, 2018 (83 FR 9096) (Supplemental Priorities).

Competitive Preference Priorities: For FY 2019, and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award an additional two points to an application that meets Competitive Preference Priority 1 or Competitive Preference Priority 2, for a maximum of four additional points.

These priorities are:

Competitive Preference Priority 1—Promoting Innovation and Efficiency, Streamlining Education With an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers (2 points).

APPENDIX B

PASS IMPLEMENTATION CHECKLIST

CATEGORY RATING ***2 = Fully Observed*** ***1 = Partially Observed*** ***0 = Not Observed***	**Adult Behavior** Definitions with -AND- must include all components to score 2 points. Definitions with -OR- must include at least one component (without missed opportunities) to score 2 points.
Score **2 1 0**	**1. Does the PC have the materials needed for the day?**
	2 - iPad with PASS program software installed AND color visual
	1- iPad with PASS program software installed OR color visual
	0- does not have PASS program software installed AND color visual
Score **2 0**	**2. Does the PC check-in with students at the beginning of the day?**
	Verbally checks-in with each student - OR
	Provides a positive interaction (thumbs-up, smile, wave)
Score **2 1 0**	**3. Behavioral Determination**
	Checks in with teacher or IA verbally or through the use of a visual - AND
	Enters behavioral data in real time (green, yellow, red, purple, or gray) - AND

	Enters notes - AND
	Chooses a negative behavioral descriptor (i.e. off task, talking out etc.)
	2- All components must be present 1- at least one component present 0- if the PASS coordinator makes the decision unilaterally
Score **2 0**	**4. PC uses PASS Flow Chart protocol**
	2-Actively utilize or follows the PASS Monitoring Procedure flow chart when monitoring students
	OR- follows an individualized plan (i.e. disengage, allow time to regulate) (i.e. the student is back on the green before PC moves on to next student)
	0- Does not use the flow chart protocol
Score **2 1 0**	5. **Using the PASS flow chart PC provides consistent, prompt and accurate feedback**
	Communicates verbal and/or nonverbal positive feedback towards students' effort -OR-
	Communicates verbal and/or nonverbal positive feedback towards students' behavior -OR-
	Communicates verbal and/or nonverbal corrective feedback towards students' responses to academic content (i.e. provide academic support) -OR-
	Communicates verbal and/or nonverbal corrective feedback towards students' responses to rules in non-academic settings
	2- demonstrates one or more; 1- demonstrates one 0- does not demonstrate any
Score **2 1 0**	**6. Self-correct students' responses to feedback**
	Demonstrates flexibility in pacing and scaffolding toward the desired behavior -OR-
	Incorporates additional behavioral practice based on students' responses -OR-

	Adjusts the method of instruction in response to an observable student need -OR-
	Purposefully adjusts the physical environment -OR-
	Purposefully adjusts access to resources, materials, a safe space
	2- demonstrates one or more; 1- demonstrates one 0- does not demonstrate any
Score **2 1 0**	**6. Number of check-ins per student per day**
	2- 10 or more check-ins per student per day
	1- Between 9 and 5 check-ins per student per day
	0- 4 or less check-ins per student per day
TOTAL SCORE _____ _____ _	

APPENDIX C

FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS AND STAFF

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1

Student/ Grade: _____ Date: _____

Interviewer: _____ Respondent(s): _____

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.

_____

Step 3

Problem Behavior(s): Identify problem behaviors

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	

Describe problem behavior: _____

Step 4

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Before School	Low 1 2 3 4 5 6 High	
	Math	1 2 3 4 5 6	
	Transition	1 2 3 4 5 6	
	Language Arts	1 2 3 4 5 6	
	Recess	1 2 3 4 5 6	
	Reading	1 2 3 4 5 6	
	Lunch	1 2 3 4 5 6	
	Science	1 2 3 4 5 6	
	Transition	1 2 3 4 5 6	
	Block Studies	1 2 3 4 5 6	
	Art	1 2 3 4 5 6	

Step 5

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

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Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1

Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2

Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features
___ illness Other:_____	___ reprimand/correction ___ structured activity
___ drug use _____	___ physical demands ___ unstructured time
___ negative social _____	___ socially isolated ___ tasks too boring
___ conflict at home _____	___ with peers ___ activity too long
___ academic failure _____	___ Other ___ tasks too difficult
	_____ _____

Step 5

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
___ adult attention Other: _____	___ hard tasks Other: _____
___ peer attention _____	___ reprimands _____
___ preferred activity _____	___ peer negatives _____
___ money/things _____	___ physical effort _____
	___ adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Step 6

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7

How confident are you that the Summary of Behavior is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

Step 8

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___schedule change Other: ____None___	___ reprimand Other: _____None_____
___ seating change _____	___ office referral _____
___ curriculum change _____	___ detention _____

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APPENDIX D

SOCIAL VALIDITY MEASURE FOR PASS PARENTS

For each statement, **circle one number** that best describes how you feel about the Positive Approach to Student Success (PASS) Program.

1. My child's problem behaviors have decreased since enrollment in the PASS program.

Strongly disagree					**Strongly agree**
1	2	3	4	5	6

2. My child's appropriate classroom behaviors have increased since enrollment in the PASS program.

Strongly disagree					**Strongly agree**
1	2	3	4	5	6

3. It was relatively easy to review and understand PASS program scores and reports shared by the school.

Strongly disagree					**Strongly agree**
1	2	3	4	5	6

4. The PASS process for my child student was worth the time and effort.

Strongly disagree					**Strongly agree**
1	2	3	4	5	6

6. I would recommend that other schools (or classrooms) use the PASS program with similar students.

Strongly disagree					**Strongly agree**
1	2	3	4	5	6

7. Please list any other comments about the PASS program.

APPENDIX E

DISSEMINATION PLAN

Results from Project PASS will offer implications to the educational and behavioral research community as well as concrete applications for practitioners. Research findings will be disseminated using a three-tiered approach in order to meet the needs of a diverse array of end users distributed across both K-12 educational systems, institutions of higher learning, and research groups.

Tier 1 – Grant Funders and Local Project Affiliates. Once research results are analyzed and findings are compiled, the research team will first prepare a detailed program evaluation and research report to be accompanied by a project summary presentation and shared with both IES and all project affiliates, including the Eugene School District 4J and UO's BRT and ECS units within the College of Education.

Tier 2 – Web-based Reporting and Dissemination. At the onset of the study timeline, the research team will establish a web-based summary of planned research on the existing BRT and ECS website platforms for current research projects. The high-level summary with include contact information for co-PIs Irvin and Wilde. Following the completion of data collection, a Project PASS main page will be created and linked to the aforementioned BRT and ECS webpages for current research. The research team will post periodic updates using a blog-style interface. The team will also create and co-link new Facebook, Instagram, and Twitter accounts (e.g., @ProjectPASS) that will serve as a regular means of communicating updates and engaging both practitioners and the research community throughout the duration of the project.

Tier 3 – Scholarly Publication and Presentation. The core research team will disseminate study results by publishing in at least two peer-reviewed academic journals, such as the *Journal of Positive Behavior Interventions*, the *Journal of Emotional and Behavioral Disorders*, and *Exceptional Children*. The team will also submit findings to practitioner journals, such *Educational Leadership*. In addition to publication, team members will also present at project-relevant research conferences, such as *American Educational Research Association* (AERA), the *PBIS Leadership Forum,* as well as practitioner-focused conferences such as the *Association for Supervision and Curriculum Development* (ASCD) Empower conference.

APPENDIX F

BUDGET

						YEAR 1	YEAR 2	TOTAL
					Start	1-Jul-21	1-Jul-22	
					End	30-Jun-22	30-Jun-23	
DEPT: Behavioral Research and Teaching								
University of Oregon								
UO PERSONNEL								
SALARIES/WAGES		SALARY	Yr 1	Yr 2				
for AY 9-mo. and 12-mo. appts.	**Eclass**	BASE	%	%				
Shawn Irvin - PI	12 Month Faculty, w/ appt. .5+ FTE & Hrly	85,204	0.40	0.40		35,104	36,157	71,261
Regina Wilde - Co-PI	12 Month Faculty, w/ appt. .5+ FTE & Hrly	129,524	0.80	0.40		106,728	54,965	161,693
Kent McIntosh	9 Month Faculty/Staff (AY) .5+ FTE	139,016	0.02	0.02		2,668	2,748	5,416
Lillian Groff	12 Month Faculty, w/ appt. .5+ FTE & Hrly	65,940	0.05	0.10		3,297	6,996	10,293
Financial and Logistics Manager	12 Month Faculty, w/ appt. .5+ FTE & Hrly	65,940	0.10	0.10		6,792	6,996	13,788
GE I and GE II (Full Time Tuition)		SALARY	Yr 1	Yr 2				
GE Salaries		AY BASE	%	%				
GE AY effort		35,657		0.49		-	-	-
GE summer effort		*-leave blank-*		0.49		-	6,028	6,028
		Total Academic Terms						
		Total Summer Terms		1				
					Total Salaries & Wages	**154,589**	**113,890**	**268,479**
UO PERSONNEL								
FRINGE BENEFITS (OPE)								
Benefits for AY 9-mo. and 12-mo. appts.	**Eclass**							
Shawn Irvin - Co-PI	12 Month Faculty, w/ appt. .5+ FTE & Hrly				85.6%	30,049	31,095	61,144
Regina Wilde - Co-PI	12 Month Faculty, w/ appt. .5+ FTE & Hrly				85.6%	91,359	47,270	138,629
Kent McIntosh - Senior Advisor	9 Month Faculty/Staff (AY) .5+ FTE				59.3%	1,582	1,630	3,212
Lillian Groff	12 Month Faculty, w/ appt. .5+ FTE & Hrly				85.6%	2,822	6,017	8,839
Financial and Logistics Manager	12 Month Faculty, w/ appt. .5+ FTE & Hrly				85.6%	5,814	6,017	11,831
GE, OPE + insurance/fees	Students				4.9%	-	3,114	3,114
					Total Fringe Benefits	**131,626**	**95,143**	**226,769**
TOTAL PERSONNEL						**286,215**	**209,033**	**495,248**

			YEAR 1	YEAR 2	TOTAL
SUPPLIES					
Project Supplies and Training Materials			1,500	500	2,000
Copying, Printing, and Postage			350	350	700
				-	-
		Total Supplies	**1,850**	**850**	**2,700**
TRAVEL					
Project Directors Conference, Washington D.C.			3,546	3,613	7,159
Additional Conferences			4,246	8,654	12,900
				-	-
				-	-
		Total Travel	**7,792**	**12,267**	**20,059**
OTHER					
GRADUATE TUITION & OFF-SITE FACILITY RENTAL (F&A Exempt)					
Summer Graduate Tuition			-	6,203	6,203
Total F&A Exempt Other			**-**	**6,203**	**6,203**
					-
Consultant Technical Assistance with Monitoring and Reporting Tool			1,500	500	2,000
Consultants (PASS Program Authors/Representatives)			1,500	8,000	9,500
Publication Costs				2,600	2,600
Participant Incentives (Y2: 20 schools @$500 per school and 80 classes @$100 each)			-	18,000	18,000
Conference Calls/Webinar			360	360	720
Servers/Software			1,000	1,000	2,000
		Total Other	**4,360**	**36,663**	**41,023**
TOTAL DIRECT COSTS (includes Total Subcontracts Costs)			**300,217**	**258,813**	**559,030**
MODIFIED TOTAL DIRECT COSTS (MTDC)*			**300,217**	**252,610**	**552,827**
Facilities/Administrative (Indirect Cost) Rate:	Research: on campus		47.5%	47.5%	
Facilities/Administrative Costs (Indirect Costs) of MTDC			**142,603**	**119,990**	**262,593**
TOTAL COSTS			**442,820**	**378,803**	**821,623**

APPENDIX G

ACTION PLAN

This dissertation grant application allowed me to gain experience in researching funding opportunities and assembling an appropriate research plan to conduct the project. I also learned a great deal about the intricacies of developing a budget and timeline for the proposed project, and gained experience creating professional connections in the research community. As I continue in the field of education, the skills acquired to write a grant application will be directly applicable to my future work. The IES Grant Program submission format differs from the graduate school dissertation format, which would require me to make several adjustments if I submit this grant application. The IES RFA differs from the graduate school chapter-based format which will require I make several format adjustments. If I were to submit this grant application, I would need to submit a Letter of Intent to Apply by July 11th and a web-based completed application by August 28th of the year in which I apply. The application package for this particular year has not yet been released and may be affected by the economic impact of the global covid-19 pandemic.

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