



**STATE OF VERMONT**  
JOINT FISCAL OFFICE

**MEMORANDUM**

To: Joint Fiscal Committee Members  
From: Nathan Lavery, Fiscal Analyst  
Date: December 11, 2013  
Subject: Grant/Position Requests

Enclosed please find five (5) items that the Joint Fiscal Office has received from the administration. Two limited service positions are associated with these items.

**JFO #2656** – Request to establish **two (2) limited service positions** in the Department of Public Safety. These positions will perform accounting and audit functions associated with the monitoring of federal grants. Funding for these positions is available from existing federal grants that permit allocation of grant funds to audit functions.  
*[JFO received 12/11/13]*

**JFO #2657** – \$20,000 grant from the Permanent Fund for Vermont's Children and the Turrell Fund to the Vermont Agency of Human Services. These funds will be used to hire a contractor to develop the Early Childhood Framework Action Plan.  
*[JFO received 12/11/13]*

**JFO #2658** – \$186,000 grant from the Northern Border Regional Commission to the Vermont Department of Economic Development. These funds will support 16 ExporTech training sessions intended to help small and medium businesses and organizations obtain technical assistance related to international trade.  
*[JFO received 12/11/13]*

**JFO #2659** – \$200,000 grant from the University of Kansas Center for Research to the Vermont Agency of Education. These funds will be used to improve educational outcomes by providing technical assistance and other resources to schools as part of the Schoolwide Integrated Framework for Transformation project.  
*[JFO received 12/11/13]*

**JFO #2660** – \$53,994 donation (in the form of two Prius plug-in vehicles) from the Toyota Corporation to the Vermont Department of Buildings and General Services. These vehicles will become part of the Fleet Management Services.  
*[JFO received 12/11/13]*

Please review the enclosed materials and notify the Joint Fiscal Office (Nathan Lavery at (802) 828-1488; [nlavery@leg.state.vt.us](mailto:nlavery@leg.state.vt.us)) if you have questions or would like an item held for legislative review. Unless we hear from you to the contrary by January 3 we will assume that you agree to consider as final the Governor's acceptance of these requests.



VERMONT

State of Vermont  
Department of Finance & Management  
109 State Street, Pavilion Building  
Montpelier, VT 05620-0401

[phone] 802-828-2376  
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Agency of Administration

JFO 2659

STATE OF VERMONT  
FINANCE & MANAGEMENT GRANT REVIEW FORM

<b>Grant Summary:</b>	This is a federal sub-grant to provide technical assistance and resources to participating schools to effect positive educational ourcomes for all students and struggling learners.				
<b>Date:</b>	11/25/2013				
<b>Department:</b>	Education				
<b>Legal Title of Grant:</b>	The Schoolwide Integrated Framework for Transformation Center (SWIFT)				
<b>Federal Catalog #:</b>	84.326				
<b>Grant/Donor Name and Address:</b>	University of Kansas Center for Research, Inc. via USDOE				
<b>Grant Period:</b>	<b>From:</b>	10/1/2013	<b>To:</b>	10/14/2017	
<b>Grant/Donation</b>					
	<b>SFY 1</b>	<b>SFY 2</b>	<b>SFY 3</b>	<b>Total</b>	<b>Comments</b>
<b>Grant Amount:</b>	\$50,000	\$50,000	\$50,000	\$200,000	This grant is for \$50k for each of four years.

<b>Position Information:</b>	<b># Positions</b>	<b>Explanation/Comments</b>
	0	

<b>Additional Comments:</b>	This grant flows from the USDOE to the University of Kansas to the VT AOE. Attached you will find the MOU between the University of Kansas and the VT AOE, as well as the award letter from the USDOE to the University of Kansas. This grant does not require positions to be created. It does not commit the state to any future expenditures. <i>BL 11/25/2013</i>
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<b>Department of Finance &amp; Management</b>	<i>JF 11/25/13</i>	(Initial)
<b>Secretary of Administration</b>	<i>MC 11/26/13</i>	(Initial)
<b>Sent To Joint Fiscal Office</b>	<i>11/27/13</i>	Date





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Agency of Education

**TO:** Joint Fiscal Committee

**THRU:** Bradley Kukenberger, Budget Analyst, Finance & Management

**FROM:** Kathy Flanagan, Financial Director, Agency of Education *Kathy Flanagan*

**DATE:** 10/25/13

**RE:** AA-1 Request, University of Kansas

Attached please find a Form AA-1, Grant Acceptance, for a grant from the University of Kansas. We will use this grant from The Schoolwide Integrated Framework for Transformation Center (SWIFT) to provide technical assistance and resources to participating schools to effect positive educational outcomes for all students. This is a 4-year project, for a total Award of \$200,000.

You will note that the actual Award document has not yet been provided. We have attached the MOU between Kansas and the Agency of Education, along with a one-page description of SWIFT in an effort to start the review process. The actual Grant document is being created by Kansas now that the MOU has been signed. The actual work to be performed by Vermont under the Award is detailed in the MOU.

Although the Agency is working toward defining our use of the funds (i.e., school selection, etc), we have not obligated any of the funds, pending acceptance of the Award by JFO.

We would be happy to answer any questions you may have regarding this Award. You may contact either myself at [Kathy.flanagan@state.vt.us](mailto:Kathy.flanagan@state.vt.us), 828-0482, or Karin Edwards, Director of our Integrated Support for Learning-P-k thru Middle Team at [Karin.edwards@state.vt.us](mailto:Karin.edwards@state.vt.us), 828-1622.

Thank you.



**STATE OF VERMONT REQUEST FOR GRANT (\*) ACCEPTANCE (Form AA-1)**

<b>BASIC GRANT INFORMATION</b>				
<b>1. Agency:</b>	Education			
<b>2. Department:</b>	Integrated Supports for Learning			
<b>3. Program:</b>	SWIFT- School Wide Supports for Learning			
<b>4. Legal Title of Grant:</b>	The Schoolwide Integrated Framework for Transformation Center (SWIFT)			
<b>5. Federal Catalog #:</b>	84.326			
<b>6. Grant/Donor Name and Address:</b>	University of Kansas Center for Research, Inc. Beach Center on Disability 2385 Irving Hill Road Lawrence, KS 6645-7568			
<b>7. Grant Period:</b>	<b>From:</b>	10/1/2013	<b>To:</b>	10/14/2017
<b>8. Purpose of Grant:</b>	To provide technical assistance and resources to participating schools to effect positive educational outcomes for all students and struggling learners			
<b>9. Impact on existing program if grant is not Accepted:</b>	Students will not make adequate educational yearly progress; educators instructional practice will not evolve to support students via a Multi-tiered System of Supports.			
<b>10. BUDGET INFORMATION</b>				
	SFY 1	SFY 2	SFY 3	Comments
<b>Expenditures:</b>	FY 2014	FY 2015	FY 2016	
Personal Services	\$	\$	\$	
Operating Expenses	\$10,000	\$10,000	\$10,000	
Grants	\$40,000	\$40,000	\$40,000	
<b>Total</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$50,000</b>	
<b>Revenues:</b>				
State Funds:	\$	\$	\$	
Cash	\$	\$	\$	
In-Kind	\$	\$	\$	
Federal Funds:	\$	\$	\$	
(Direct Costs)	\$	\$	\$	
(Statewide Indirect)	\$	\$	\$	
(Departmental Indirect)	\$	\$	\$	
Other Funds:	\$	\$	\$	
Grant (source 21848)	\$50,000	\$50,000	\$50,000	
<b>Total</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$50,000</b>	
<b>Appropriation No:</b>	5100070000		<b>Amount:</b>	\$50,000
				\$
				\$
				\$
				\$

**STATE OF VERMONT REQUEST FOR GRANT (\*) ACCEPTANCE (Form AA-1)**

		\$
		\$
	<b>Total</b>	\$

Has current fiscal year budget detail been entered into Vantage?  Yes  No

**PERSONAL SERVICE INFORMATION**


11. Will monies from this grant be used to fund one or more Personal Service Contracts?  Yes  No  
 If "Yes", appointing authority must initial here to indicate intent to follow current competitive bidding process/policy.

Appointing Authority Name: \_\_\_\_\_ Agreed by: \_\_\_\_\_ (initial)

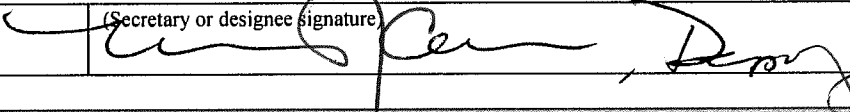
12. Limited Service Position Information:	# Positions	Title
<b>Total Positions</b>		

12a. Equipment and space for these positions:  Is presently available.  Can be obtained with available funds.

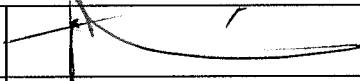
**13. AUTHORIZATION AGENCY/DEPARTMENT**

I/we certify that no funds beyond basic application preparation and filing costs have been expended or committed in anticipation of Joint Fiscal Committee approval of this grant, unless previous notification was made on Form AA-1PN (if applicable):	Signature: 	Date: 10-25-13
	Title: Deputy, Agency Education	
	Signature: _____	Date: _____
	Title: _____	

**14. SECRETARY OF ADMINISTRATION**

<input checked="" type="checkbox"/> Approved:	(Secretary or designee signature) 	Date: 11/24/13
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**15. ACTION BY GOVERNOR**

<input checked="" type="checkbox"/> Accepted		Date: 11/27/13
<input type="checkbox"/> Rejected	(Governor's signature)	Date: _____

**16. DOCUMENTATION REQUIRED**

**Required GRANT Documentation**

<input type="checkbox"/> Request Memo	<input type="checkbox"/> Notice of Donation (if any)
<input type="checkbox"/> Dept. project approval (if applicable)	<input type="checkbox"/> Grant (Project) Timeline (if applicable)
<input type="checkbox"/> Notice of Award	<input type="checkbox"/> Request for Extension (if applicable)
<input type="checkbox"/> Grant Agreement	<input type="checkbox"/> Form AA-1PN attached (if applicable)
<input type="checkbox"/> Grant Budget	

**End Form AA-1**

(\*) The term "grant" refers to any grant, gift, loan, or any sum of money or thing of value to be accepted by any agency, department, commission, board, or other part of state government (see 32 V.S.A. §5).

## **SWIFT**

### **The schoolwide integrated framework for transformation center**

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The SWIFT project will address four pressing goals affecting outcomes for students with disabilities in Vermont schools. Goal 1 is to identify and to develop protocols and assessments based on evidence on improved outcomes for students and highly effective system components. Goal 2 is to provide intensive technical assistance to schools to install SWIFT with the intended outcome of a system of practices that enable sustained implementation of inclusionary school-wide reform. Goal 3 is to build local school district capacity to sustain SWIFT and to add additional SWIFT schools in the absence of direct technical assistance. Goal 4 is to assist state education agencies with developing multi-level leadership and coordination to provide a seamless and transparent process of communication for scaling up inclusionary school reform statewide.



# SWIFT

SCHOOLWIDE  
INTEGRATED FRAMEWORK  
FOR TRANSFORMATION

SWIFT is a national center whose mission is to help educators provide the kind of academic and behavioral support that will result in excellence in education for all students, including those with the need for specialized resources and support.

The SWIFT technical assistance system engages the whole school community in ways designed to positively transform learning outcomes for all students. It combines the strengths of general and specialized educators by supporting them in working collaboratively when teaching the grade level curriculum.

## SWIFT GOALS

- Structure collaboration among all educators to create a comprehensive continuum of supports and services designed to maximize successful learning for all students.
- Implement a three-tiered model of increasing intensity of instruction for all students that shapes and sustains positive behaviors, and social development and academic gains that are key to the learning progress.
- Capitalize on the strengths of the whole school community including security guards, paraprofessionals, support staff, etc. by engaging them in the system-wide community of educational practice.
- Develop statewide networks of districts and schools to sustain and scale up school-wide transformation within participating schools and their districts, and extending to other schools and districts within the state.
- Establish a SWIFT Center Dashboard as a tool the community of the school and its district can use in each case to make data-driven decisions and monitor the success of specific interventions.
- Provide a state of the art web communication system and knowledge bank of resources that will allow for educators to have easy access to the tools they need to support their work. Visit us at [www.swiftschools.org](http://www.swiftschools.org).





### **What were the desired changes on a national scale that led to the creation of the Schoolwide Integrated Framework for Transformation (SWIFT)?**

- Maximize coordination and collaboration among student supports and increase family engagement.
- Get all students engaged in the grade level, teaching-learning process.
- Shape and support positive behaviors that result in learning.
- Make it easy for educators to get access to the resources and knowledge that will support them in attaining their students' learning goals.

### **What is SWIFT?**

- It is a national center whose mission is to help educators in providing the kind of academic and behavioral support that will result in excellence in education for all students, including those with specialized support needs.
- The SWIFT process capitalizes on engaging the whole school community in ways that will positively transform the learning outcomes for all students.
- SWIFT is designed to combine the strengths of regular and specialized educators (i.e., special education, English Language Learners, etc.) by supporting them in working in concert with one another when teaching the grade level curriculum. Together, teachers can better meet the unique learning needs of all students.

### **What are the goals of SWIFT?**

- Structure collaboration among all educators to create a comprehensive continuum of supports and services designed to maximize successful learning for all students.
- Implement a three-tiered model of increasing intensity of instruction for all students that shapes and sustains positive behaviors and academic gains that are key to the learning progress.
- Capitalize on the strengths of the whole school community including security

guards, paraprofessionals, support staff, etc. by engaging them in the system-wide community of educational practice.

- Develop statewide networks of districts and schools to sustain and scale up school-wide transformation within participating schools and districts and extending into other districts within the state.
- Establish a SWIFT Center Dashboard as a tool the school community and its district can use to make data-driven decisions and monitor the success of their interventions.
- Provide a state of the art web communication system and knowledge bank of resources that will allow for educators to have easy access to the tools they need to support their work. Visit us at [www.swiftschools.org](http://www.swiftschools.org).

## Who is involved in SWIFT?

This award received from the Office of Special Education Programs at the U.S. Department of Education, offers us the ability to collaborate nationally in unprecedented ways.

At the University of Kansas:

- 1) The SWIFT Center is housed at the Beach Center on Disability
- 2) The Center for Research on Learning
- 3) The Department of Special Education
- 4) The Life Span Institute

National Partners:

- 1) The University of Oregon
- 2) The University of New Hampshire
- 3) The University of North Carolina
- 4) The University of South Florida
- 5) Arizona State University
- 6) Louisiana Technical University
- 7) The Council of Chief State School Officers
- 8) The National Association of State Directors of Special Education
- 9) TASH, the Institute for Educational Leadership
- 10) Maryland Coalition for Inclusive Education
- 11) Clickfarm Interactive



## WHAT DOES A SWIFT SCHOOL LOOK LIKE?

Administrative Leadership	
<p>1 A strong and engaged site leadership that is committed to SWIFT processes</p>	<ul style="list-style-type: none"> <li>▪ Principal serves as an instructional leader and is visible in the building to all staff.</li> <li>▪ Principal strives to create a safe environment that supports open, reciprocal communication and an exchange of ideas among staff.</li> <li>▪ Principal and Leadership Team (LT), that include teacher leaders and other key personnel, support and promote school-wide focus on SWIFT systems and practices.</li> <li>▪ Principal and LT distribute leadership functions by empowering school teams and coaches relying on data to problem solve, design, and implement SWIFT systems and practices.</li> </ul>
<p>2 A strong teacher-support system.</p>	<ul style="list-style-type: none"> <li>▪ Principal and LT ensure a structured system of instructional coaching and constructive feedback as a means to help teachers be successful.</li> <li>▪ Principal and LT ensure professional development based on needs identified through data or teacher request and is provided for teachers, grade-level teams, and common groups of personnel and/or whole school.</li> <li>▪ Approach to teacher evaluation is supportive, geared to knowledge and skill building rather than punitive and threatening.</li> </ul>
Multi-Tiered Systems of Support	
<p>3 Evidence based academic instruction delivered with fidelity at all three tiers</p>	<ul style="list-style-type: none"> <li>▪ General and support teachers' work together using a teaming process to provide and monitor academic interventions in a timely manner across all three tiers.</li> <li>▪ School uses universal screening tools to accurately identify students at risk of poor learning outcomes.</li> <li>▪ School ensures ongoing and frequent progress monitoring with reliable and valid benchmark assessments, curriculum-based measures, and grade-level annual assessments to measure student's response to instruction.</li> <li>▪ School uses teaching and learning strategies based on an evidence-based core curriculum (Tier I) for both math and reading.</li> <li>▪ The school has evidence-based targeted (Tier II) interventions that supplement core instruction in place for all grade levels in both reading and math.</li> <li>▪ The school has evidence-based intensive (Tier III) interventions that supplement core instruction in place for all grade levels in both reading and math.</li> <li>▪ The school provides multi-level instruction through the use of differentiation and flexible grouping.</li> <li>▪ Curriculum and interventions at all three tiers are taught with fidelity.</li> <li>▪ School uses Universal Design for Learning (UDL) strategies as evidenced by students regularly being offered options for the way they express their understanding.</li> <li>▪ 3.10 - School uses UDL as evidenced by the presence of technology in the school/classrooms that allows students multiple means of expression and teaching.</li> </ul>

<p><b>4</b> Evidence based academic instruction delivered with fidelity at all three tiers.</p>	<ul style="list-style-type: none"> <li>▪ General and support teachers’ work together using a teaming process to provide and monitor behavior interventions in a timely manner.</li> <li>▪ School uses universal screening tools to accurately identify students at risk of poor social outcomes.</li> <li>▪ School uses universal (Tier I) Positive Behavior Intervention and Support (PBIS) strategies.</li> <li>▪ The school has evidence-based (Tier II) strategic interventions for behavior support.</li> <li>▪ The school has evidence-based (Tier III) intensive, individualized interventions in place for behavior support.</li> <li>▪ School uses effective bully prevention practices.</li> <li>▪ School uses effective culturally responsive practices.</li> <li>▪ Procedures are in place to monitor the fidelity of implementation of behavior instruction at all three tiers.</li> </ul>
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**Inclusive Educational Framework**

<p><b>5</b> A fully integrated organizational structure.</p>	<ul style="list-style-type: none"> <li>▪ School’s organizational structure discourages formation of conceptual and practical silos as evidenced by arrangements that integrate all school functions.</li> <li>▪ All students, including students with IEP’s and English Language Learners (ELL) participate in Tier I academic instruction and other activities of their grade level peers.</li> <li>▪ School supports non-categorical service delivery through language, policy, personnel and building structures.</li> <li>▪ School provides structures and strategies to promote peer-assisted instruction for students with IEP’s and ELL.</li> <li>▪ Para educators’ responsibilities in the school are designed to support all students as well as to facilitate targeted students access to the curriculum and social participation with typical peers in classroom and school environments.</li> <li>▪ All students are considered general education students and the school uses collaborative instruction at all grades and levels of intervention.</li> <li>▪ LT ensures the use of an established school-wide data driven decision-making process to identify problems and design, monitor, and evaluate interventions.</li> </ul>
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<p><b>6</b> A community of practice that includes all school personnel.</p>	<ul style="list-style-type: none"> <li>▪ Instructional and other personnel (i.e., security guards, paraprofessionals, psychologists, administrative assistants) participate in the teaching/learning process and are considered to be responsible for student academic and social outcomes.</li> <li>▪ A community of practice exists that promotes commitment to resolve problems, contributions by staff from their experiences and alignment of ideas to a improve classroom and school practices.</li> </ul>
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<p><b>7</b> A professional learning community (PLC) of teachers.</p>	<ul style="list-style-type: none"> <li>▪ Rigorous and reliable teaming processes (e.g. grade level, teacher leaders) are used for groups of teachers to collaborate on the ongoing exploration of student learning and are focused on results.</li> <li>▪ PLC’s quickly identify students who need additional instructional time and support and plans are based on intervention rather than remediation.</li> </ul>
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**Family, Community Engagement and Partnerships**

<p>8 Family, Community Engagement and Partnerships</p>	<ul style="list-style-type: none"> <li>▪ Collaboration with community organizations and members to strengthen school programs and student learning.</li> <li>▪ The school has strategies in place to benefit from community volunteers to support school and student needs.</li> <li>▪ Family members are school-leadership partners and work to link families and their communities together in meaningful ways.</li> <li>▪ Families have the genuine opportunity to provide systematic feedback on school processes as well as enrichment activities that could help them achieve family goals and improve student outcomes. Family members are school-leadership partners and work to link families and their communities together in meaningful ways.</li> <li>▪ Families and professional develop trusting partnerships fostered by engaging in reciprocal communication, exchanging knowledge and creating shared goals to be promoted in school and home environments.</li> <li>▪ Families have genuine opportunities to support and be engaged in the school and their children's education.</li> </ul>
<p><b>Inclusive Policy Structure and Practice – School &amp; Local Education Agency</b></p>	
<p>9 A strong supportive relationship between the school and Local Education Agency (LEA) office</p>	<ul style="list-style-type: none"> <li>▪ LEA responds to school requests for targeted professional development.</li> <li>▪ LEA treats school leadership personnel with dignity and respect.</li> <li>▪ LEA actively supports the school to implement SWIFT transformational practices.</li> </ul>
<p>10 The LEA has a framework to align federal, state, district and school-level policies.</p>	<ul style="list-style-type: none"> <li>▪ The LEA policy framework removes barriers to the implementation of the SWIFT theory of change by applying active processes.</li> <li>▪ The framework includes the use of common core standards, assessment, and curricula</li> <li>▪ Successful interventions are extended to other schools in the district through support teams.</li> <li>▪ LEA has an active means of ensuring sustainability of SWIFT transformational efforts.</li> <li>▪ LEA has a regularly updated action plan for upgrading its capacity to scale up evidence-based, innovative practices throughout the district.</li> </ul>

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
UNIVERSITY OF KANSAS CENTER FOR RESEARCH, INC. (KUCR)  
AND  
VERMONT AGENCY OF EDUCATION

This memorandum of understanding (MOU) specifies the mutually agreed upon activities of the School-Wide Integrated Framework for Transformation (SWIFT) Center, funded by a U.S. Department of Education grant number H326Y120005, at the University of Kansas (KU) and the Vermont Agency of Education (AOE) pursuant to engaging in a partnership to improve educational outcomes for all students through intensive technical assistance and professional learning opportunities geared to inclusive school reform and applied to at least four schools with a range of K-8 grade configurations. By configuration we mean any combination of grades from K through 8 that comprise elementary, intermediate, junior high school and/or middle schools, and might include an actual K-8 school. Further, this memorandum addresses the activities of at least two local education agencies (LEAs) each of which will enable four schools within their LEAs to receive intensive technical assistance and professional learning opportunities provided by the SWIFT Center. If any LEA has fewer than four K-8 combination schools then the number of LEAs participating may exceed two to ensure that a minimum of eight schools in the state are actively engaged in the transformation process. Upon obtaining the signatures of the Secretary of the Vermont Agency of Education, the superintendents of each participating LEA, the SWIFT Center Director and the authorized signatory for University of Kansas Center for Research, Inc. (KUCR), this MOU will be incorporated in a subaward agreement between the Vermont AOE and KUCR. Upon

acceptance of a subaward agreement, the SEA will be reimbursed an amount not to exceed \$50,000.00 to help offset actual costs in hosting professional development sessions and other AOE/LEA costs related to activities of the U.S. Department of Education grant. This MOU will be in effect initially from a period beginning June 1, 2013 until May 31, 2014 and may be renewed each year of continued SWIFT Center funding from the U.S. Department of Education upon the agreement of both parties until June 2017.

The Vermont AOE agrees to the following:

- The AOE will establish one or more SWIFT state implementation teams with dedicated full time equivalent personnel representing both general and special education. One member of the general education support personnel associated with a state level team shall be designated as the state SWIFT Coordinator. This person shall serve as the single point of contact between the SWIFT Center and the AOE. Members of this team (or these teams) will accompany SWIFT technical assistants (TAs) on their visits to schools within the LEAs, will attend professional learning opportunities provided by the SWIFT Center and will convene four quarterly meetings for the purpose of building capacity over time for these teams to become the in-state technical assistance resource for sustainability and implementation of SWIFT practices through scale up.
- The AOE will nominate or otherwise identify a minimum of two LEAs to become parties to the SWIFT/AOE partnership. Each of these LEAs agrees to nominate or otherwise select a minimum of four schools to receive intensive technical assistance

- and professional learning opportunities from the SWIFT Center. LEAs with four or fewer K-8 configuration schools agree to full scale up within their LEAs.
- The AOE in identifying four LEAs for the partnership will ensure that both rural and urban schools will be served by SWIFT and that some of these schools will be in high need LEAs.
    - Rural is defined as an LEA that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the Elementary and Secondary Education Act of 1965, as amended.
    - A "high-need" LEA is defined as one that serves not fewer than 10,000 children from families with incomes below the poverty line, or for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line, and for which there is (1) a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, or (2) a high percentage of teachers with emergency, provisional, or temporary certification or licensing.
  - The two LEAs identified for the partnership will each ensure the participation of at least one stand-alone elementary (any K-5 configuration) and one stand-alone middle or junior high school (any 6-8 configuration) or a combination of K-6, K-8, 7-8 schools.
  - The AOE SWIFT Team(s) will provide technical assistance and professional learning opportunities to participating schools as well as additional schools, administrators, educators, ancillary support professionals and paraprofessionals, community organizations, parent organizations, etc. in order to facilitate sustainability of transformational practices and to assist with scale up activities within each LEA.
  - The AOE together with each participating LEA agree to provide the SWIFT Center Evaluation Team access to and availability for the collection of data listed below. It



is understood that the SWIFT Center will treat such data as confidential in accordance with its Institutional Review Board (IRB) protocol. The intent is twofold, first to provide cumulative student-, subgroup-, classroom-, grade- and school-level feedback on a regular, ongoing basis to school leadership, grade-level and special purpose teams for multi-tiered systems of support (MTSS)-related decision making; and second, to enable the SWIFT Center to evaluate progress within and across participating schools and their LEAs and be able to adjust its technical assistance and professional learning practices accordingly. Both formative (i.e., SWIFT-Fidelity of Implementation Tool--FIT) and summative (i.e., annual grade-level assessments) data will be collected and/or analyzed for these purposes. This access to data will pertain to all data collected by the AOE and any LEA-specific data collected by each participating LEA. The data include:

- AOE, LEA, school-level data and disaggregated combinations of data within schools including non-identifiable individual student data.
- fidelity of implementation data, including fidelity measures for SWIFT installation, multi-tiered systems of support with embedded response to intervention (MTSS/RTI), and positive behavioral interventions and supports (PBIS).
- school climate measures on participating schools twice per year.
- Each participating LEA agrees to constitute a SWIFT implementation team which will be made up of a minimum of one member from general education administration and one member from special education administration. One member from the

general education administration side will be designated the LEA SWIFT Coordinator and will serve as the single point of contact with the SWIFT Center on the part of the LEA. This team will have the responsibility of working with SWIFT Center staff to arrange technical assistance visits as well as SWIFT Center professional learning opportunities. Its members will attend all technical assistance visits to schools as well as all professional learning opportunities. Further, its members will participate in state-wide networking of schools receiving SWIFT Center TA hosted by the AOE SWIFT implementation team(s). The intent is to build the capacity within the LEA to sustain and further scale up SWIFT practices in other schools-within the LEA over time and to facilitate inter-district sharing of results and practices in the interests of state-wide scale up of SWIFT practices.

- Each participating LEA agrees to ensure that one professional staff member at each participating school is designated as the SWIFT coach (or the equivalent). Each coach so designated will undergo coach training from the SWIFT Center during its July Professional Learning Institute each year of the SWIFT partnership. Each designated SWIFT coach will be assigned to SWIFT support activities for a minimum of .50 FTE per supervisory union.
- The LEA SWIFT Coordinators will have the responsibility for supervision and evaluation of SWIFT coaches within their LEAs.
- The AOE and each participating LEA agree to provide SWIFT Center policy analysts with all documents regarding state and local policy, education codes, discipline manuals, etc. for review and analysis to determine if there are barriers in policy to

the SWIFT transformational processes. AOE and LEA leadership agree to be responsive to SWIFT Center policy recommendations where such barriers are determined to potentially impede the SWIFT transformational processes.

- The AOE and participating LEAs agree to send all members of the SWIFT implementation teams as well as all coaches in participating schools, teachers and other support staff designated by school and LEA leadership to the annual SWIFT Center Professional Learning Institute. In 2013 this Institute will be held on July 22 through 26 in Washington, DC. The location may change in subsequent years but will always be in July.

The SWIFT Center agrees to the following:

- Upon the signing of this MOU by all parties and the finalizing of a subaward agreement between the SWIFT Center and the AOE, the SWIFT Center will reimburse the AOE an amount not to exceed \$50,000.00 pursuant to the SWIFT-related work activities under the U.S. Department of Education grant. The intent is to assist the state by offsetting some of the costs incurred by the partnership.
- The SWIFT Center will conduct a Professional Learning Institute in July of each year for teams from each of its participating SEAs, LEAs and schools. The topics to be covered in addition to the coach training sessions will be developed in consultation with the SEA and LEAs partnering with the SWIFT Center.
- The SWIFT Center will provide intensive technical assistance and professional learning opportunities to one school per LEA in the first year or up to four schools

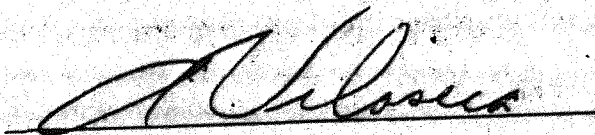
within or across LEAs as negotiated by all stakeholders to arrive at a total of two schools in the first year. Additional schools and/or LEAs will be added each subsequent year that the SWIFT Center is funded for up to four years, serving up to a total of eight schools within the state and across the two (or more) LEAs.

- The SWIFT Center will provide one lead TA and a second TA for on-site visits to each participating school four times each academic year for a period of three days per visit. For each participating school the lead TA will be constant and the second TA will vary according to the prioritized need developed through the action planning process for each school. The lead TA will be responsive electronically to questions, issues, etc. that arise between visits. The SWIFT Center TAs for each school will work with the leadership team at each school together with the LEA implementation team, to develop an Action Plan for SWIFT installation. This Action Plan will be reviewed and updated each August and January for each participating school.
- The SWIFT Center will provide each participating school and its LEA access to an interactive data analysis system to enable the leadership team and grade-level teams at each school to use data from their school efficiently and effectively to make decisions through the MTSS process.
- The SWIFT Center will provide both LEA- and AOE-level TA to assist in the process of aligning AOE and LEA policies to support the conditions for installation of SWIFT transformational processes at the school-level and to assist the process of scale up within participating LEAs and across additional LEAs. The intent is to help the AOE

and participating LEAs to develop the capacity over the period of the partnership to expand SWIFT processes to additional schools in the absence of SWIFT Center TAs.

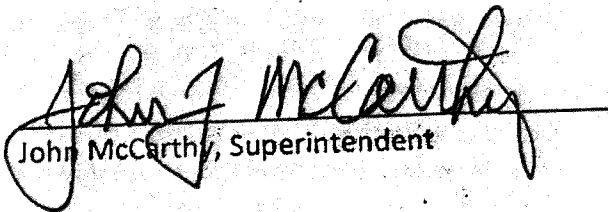
The parties to this Memorandum of Understanding signal their agreement to the terms and conditions above through their signatures which appear below.

This agreement is pending approval of the grant by the Vermont Governor's Office and the Vermont Legislature's Joint Fiscal Committee.



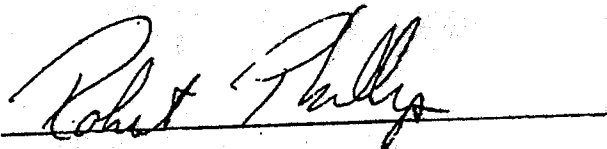
Armando Vilaseca  
Secretary of Education

8-21-13  
Date



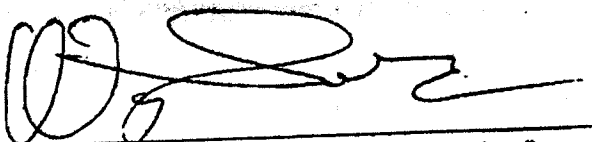
John McCarthy, Superintendent

8/12/13  
Date



Robert Phillips Superintendent

8/19/13  
Date



Wayne Sailor, Ph.D. (Read & Acknowledged)  
SWIFT Center Director

8/26/13  
Date

Kristi Billinger  
Kristi Billinger  
Director, Research Administration  
University of Kansas Center for Research, Inc.

8/27/2013  
Date