Improving Resource Allocation to Achieve Meaningful Social, Emotional, Behavioral Outcomes Through PBIS

Bob Putnam Ph.D., L.P., BCAB-D, LABA

Objectives of Session

- What do we know about MTSS-B/PBIS and
  - resources (time) spent managing exclusionary discipline
  - reducing costs related to out-of-district placements (ODP)
  - improving student outcomes
- What is PBIS fidelity?
- How can implementing PBIS with fidelity to free up staff time and funding to improve student social/emotional/behavioral competencies and academic performance as well as teacher wellness?

Who is Here?

- Teachers
- District administrators
- School administrators
- Mental health staff
- BCBAs
- Other staff

What takes up discretionary staff time in schools?

- Challenging problem behavior that
  - In the classroom
    - Distracts instructional staff and students from teaching
    - Takes time away from learning in class
    - Results in lower rates of academic engagement
    - Requires additional staff support to help manage the behavior “Velcro aides” (Funding)
  - Out of the classroom
    - Office discipline referral results on the average 15 minutes of staff time to process and 10 minutes lost of instructional time

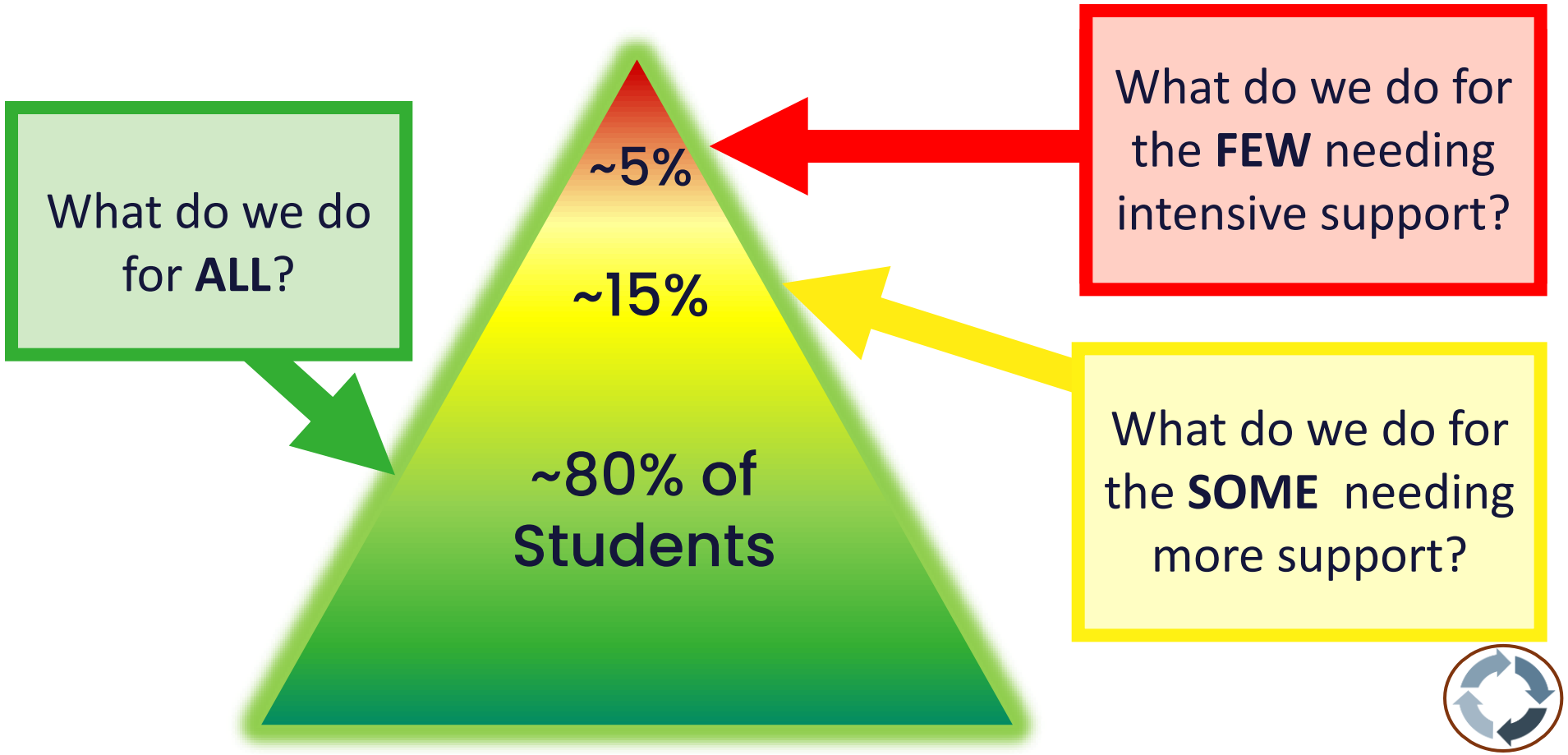
What requires additional funding in schools?

- Within the district/schools
  - Staff to manage problem behavior rather than teaching social/emotional/behavior competencies, including coping and self-management skills
    - One to one aides
    - Mental health and behavior support staff - behavioral responders
    - Administrative staff behavioral responders

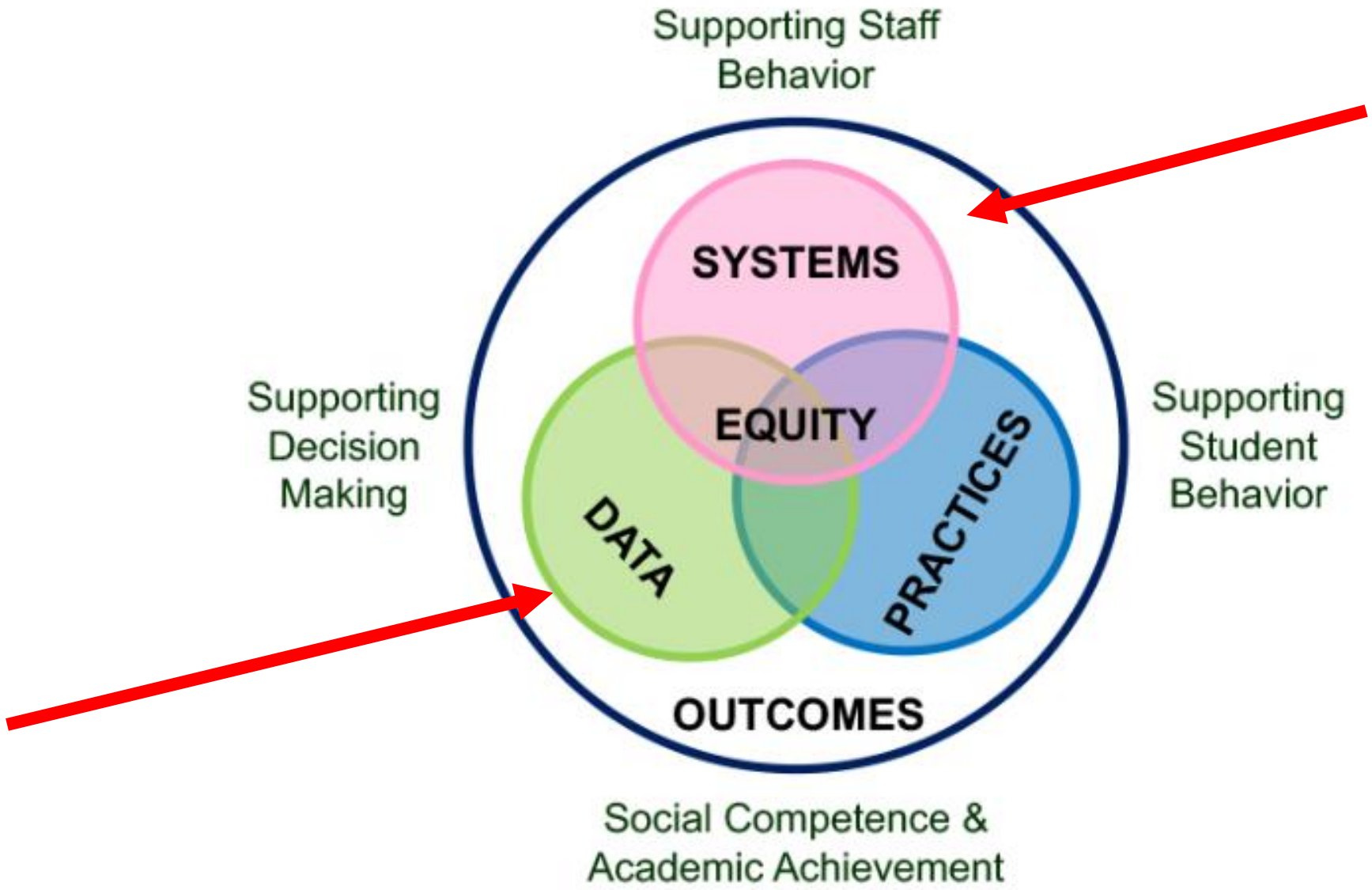
What requires additional funding in schools?

- Outside of the district
  - Segregated out-of-district placements due to problem behavior
  - In Massachusetts –
    - 6.5 percent of special needs students are placed in segregated out district placements
    - on average, tuition plus transportation costs approximately $100,000 per student
    - spending across LEAs in the state is $?? billion

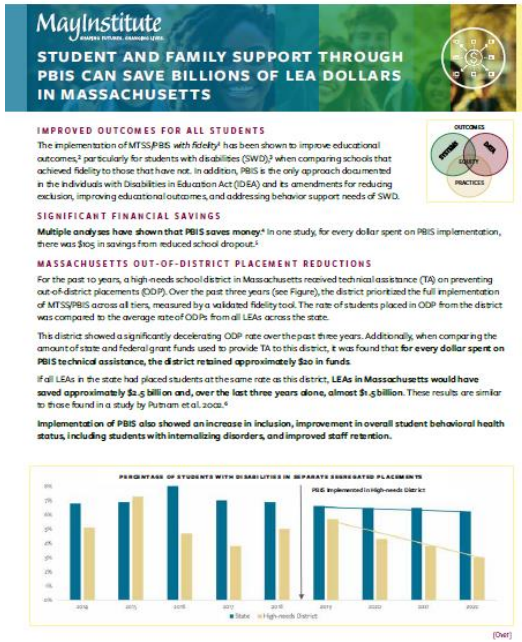
Continuum of School-Wide PBIS



PBIS/MTSS-B Foundations



Why PBIS in Massachusetts?



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STUDENT AND FAMILY SUPPORT THROUGH PBIS CAN SAVE BILLIONS OF LEA DOLLARS IN MASSACHUSETTS

IMPROVED OUTCOMES FOR ALL STUDENTS

The implementation of MTSS/PBIS *with fidelity*[1] has been shown to improve educational outcomes,[2] particularly for students with disabilities (SWD),[3] when comparing schools that achieved fidelity to those that have not. In addition, PBIS is the only approach documented in the individuals with Disabilities in Education Act (IDEA) and its amendments for reducing exclusion, improving educational outcomes, and addressing behavior support needs of SWD.

SIGNIFICANT FINANCIAL SAVINGS

Multiple analyses have shown that PBIS saves money.[4] In one study, for every dollar spent on PBIS implementation, there was $10 in savings from reduced school dropout.[5]

MASSACHUSETTS OUT-OF-DISTRICT PLACEMENT REDUCTIONS

For the past 10 years, a high-needs school district in Massachusetts received technical assistance (TA) on preventing out-of-district placements (ODP). Over the past three years (see Figure), the district prioritized the full implementation of MTSS/PBIS across all tiers, measured by a validated fidelity tool. The rate of students placed in ODP from the district was compared to the average rate of ODPs from all LEAs across the state.

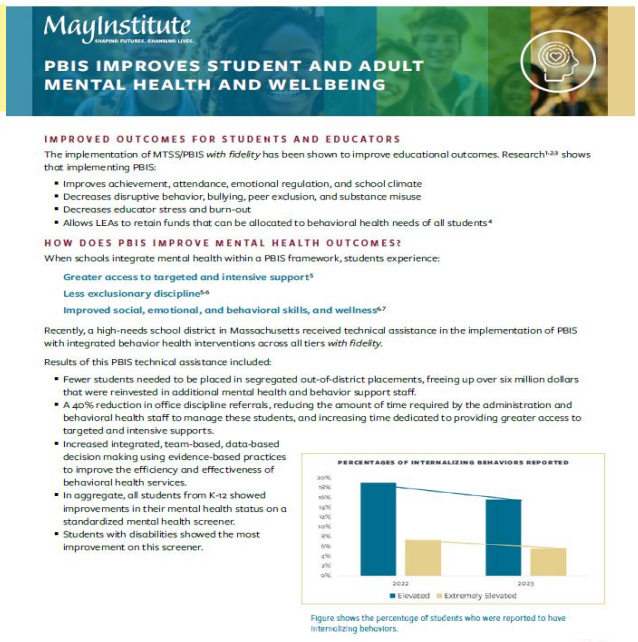
This district showed a significantly decelerating ODP rate over the past three years. Additionally, when comparing the amount of state and federal grant funds used to provide TA to this district, it was found that **for every dollar spent on PBIS technical assistance, the district retained approximately $20 in funds**.

If all LEAs in the state had placed students at the same rate as this district, **LEAs in Massachusetts would have saved approximately $2.5 billion and, over the last three years alone, almost $1.5 billion.** These results are similar to those found in a study by Putnam et al. 2021.[6]

Implementation of PBIS also showed an increase in inclusion, improvement in overall student behavioral health status, including students with internalizing disorders, and improved staff retention.

PERCENTAGE OF STUDENTS WITH DISABILITIES IN SEPARATE SEGREGATED PLACEMENTS

[Over]



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PBIS IMPROVES STUDENT AND ADULT MENTAL HEALTH AND WELLBEING

IMPROVED OUTCOMES FOR STUDENTS AND EDUCATORS

The implementation of MTSS/PBIS *with fidelity* has been shown to improve educational outcomes. Research[1-23] shows that implementing PBIS:

- Improves achievement, attendance, emotional regulation, and school climate
- Decreases disruptive behavior, bullying, peer exclusion, and substance misuse
- Decreases educator stress and burn-out
- Allows LEAs to retain funds that can be allocated to behavioral health needs of all students[4]

HOW DOES PBIS IMPROVE MENTAL HEALTH OUTCOMES?

When schools integrate mental health within a PBIS framework, students experience:

Greater access to targeted and intensive support[5]

Less exclusionary discipline[5,6]

Improved social, emotional, and behavioral skills, and wellness[6,7]

Recently, a high-needs school district in Massachusetts received technical assistance in the implementation of PBIS with integrated behavior health interventions across all tiers *with fidelity*.

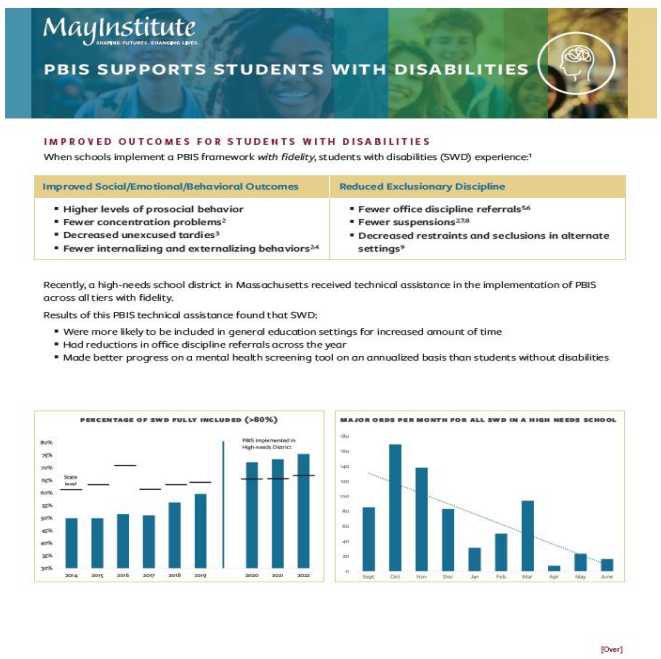
Results of this PBIS technical assistance included:

- Fewer students needed to be placed in segregated out-of-district placements, freeing up over six million dollars that were reinvested in additional mental health and behavior support staff.
- A 40% reduction in office discipline referrals, reducing the amount of time required by the administration and behavioral health staff to manage these students, and increasing time dedicated to providing greater access to targeted and intensive supports.
- Increased integrated, team-based, data-based decision making using evidence-based practices to improve the efficiency and effectiveness of behavioral health services.
- In aggregate, all students from K-12 showed improvements in their mental health status on a standardized mental health screener.
- Students with disabilities showed the most improvement on this screener.

PERCENTAGES OF INTERNALIZING BEHAVIORS REPORTED

Figure shows the percentage of students who were reported to have internalizing behaviors.

[Over]



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PBIS SUPPORTS STUDENTS WITH DISABILITIES

IMPROVED OUTCOMES FOR STUDENTS WITH DISABILITIES

When schools implement a PBIS framework *with fidelity*, students with disabilities (SWD) experience:[1]

Improved Social/Emotional/Behavioral Outcomes	Reduced Exclusionary Discipline
▪ Higher levels of prosocial behavior ▪ Fewer concentration problems[2] ▪ Decreased unexcused tardies[3] ▪ Fewer internalizing and externalizing behaviors[2,4]	▪ Fewer office discipline referrals[5,6] ▪ Fewer suspensions[2,7,8] ▪ Decreased restraints and seclusions in alternate settings[9]

Recently, a high-needs school district in Massachusetts received technical assistance in the implementation of PBIS across all tiers with fidelity.

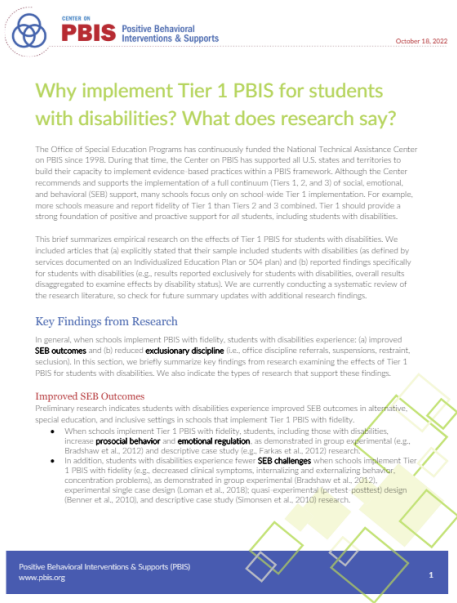
Results of this PBIS technical assistance found that SWD:

- Were more likely to be included in general education settings for increased amount of time
- Had reductions in office discipline referrals across the year
- Made better progress on a mental health screening tool on an annualized basis than students without disabilities

PERCENTAGE OF SWD FULLY INCLUDED (>80%)

MAJOR ORDS PER MONTH FOR ALL SWD IN A HIGH NEEDS SCHOOL

[Over]



CENTER ON PBIS Positive Behavioral Interventions & Supports

October 18, 2022

Why implement Tier 1 PBIS for students with disabilities? What does research say?

The Office of Special Education Programs has continuously funded the National Technical Assistance Center on PBIS since 1998. During that time, the Center on PBIS has supported all U.S. states and territories to build their capacity to implement evidence-based practices within a PBIS framework. Although the Center recommends and supports the implementation of a full continuum (Tiers 1, 2, and 3) of social, emotional, and behavioral (SEB) support, many schools focus only on school-wide Tier 1 implementation. For example, more schools measure and report fidelity of Tier 1 than Tiers 2 and 3 combined. Tier 1 should provide a strong foundation of positive and proactive support for all students, including students with disabilities.

This brief summarizes empirical research on the effects of Tier 1 PBIS for students with disabilities. We included articles that (a) explicitly stated that their sample included students with disabilities (as defined by services documented on an Individualized Education Plan or 504 plan) and (b) reported findings specifically for students with disabilities (e.g., results reported exclusively for students with disabilities, overall results disaggregated to examine effects by disability status). We are currently conducting a systematic review of the research literature, so check for future summary updates with additional research findings.

Key Findings from Research

In general, when schools implement PBIS with fidelity, students with disabilities experience: (a) improved **SEB outcomes** and (b) reduced **exclusionary discipline** (i.e., office discipline referrals, suspensions, restraint, seclusion). In this section, we briefly summarize key findings from research examining the effects of Tier 1 PBIS for students with disabilities. We also indicate the types of research that support these findings.

Improved SEB Outcomes

Preliminary research indicates students with disabilities experience improved SEB outcomes in alternative, special education, and inclusive settings in schools that implement Tier 1 PBIS with fidelity.

- When schools implement Tier 1 PBIS with fidelity, students, including those with disabilities, increase **prosocial behavior** and **emotional regulation**, as demonstrated in group experimental (e.g., Bradshaw et al., 2012) and descriptive case study (e.g., Farkas et al., 2012) research.
- In addition, students with disabilities experience fewer **SEB challenges** when schools implement Tier 1 PBIS with fidelity (e.g., decreased clinical symptoms, internalizing and externalizing behavior, concentration problems), as demonstrated in group experimental (Bradshaw et al., 2012), experimental single case design (Loman et al., 2018); quasi-experimental (pretest-posttest) design (Benner et al., 2010), and descriptive case study (Simonsen et al., 2010) research.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

1

https://www.mayinstitute.org/services-for-schools/pbis-briefs.html

Impact Briefs With Full Implementation of PBIS with Fidelity

- Demonstrated that districts/schools can
  - save large amounts of funds by reducing segregated out-of-district placements and redirecting these funds to support in-district evidence-based social/emotional/behaviors and academic interventions.
  - improve
    - inclusionary services for SWD and reduce ODRs for these students.
    - mental health functioning in aggregate across a district as measured by evidenced-based mental health screeners, particularly internalizers.
    - disproportional discipline for students who are marginalized
    - the effectiveness of Tier 3 interventions reducing the time (weeks) devoted to handling exclusionary discipline.

Where Are You in PBIS Implementation?

Do you have Tier 1 practices in your school?

Do you have a PBIS Tier 1 system?

Do you measure PBIS Tier 1 with a standardized fidelity measure? e.g., Tiered Fidelity Inventory (TFI), Self Assessment Survey (SAS)

Do you have Tier 1 fidelity with a standardized fidelity measure?

Where Are You in PBIS Implementation?

Do you have Tier 2 practices in your school?

Do you have a PBIS Tier 2 system?

Do you measure PBIS Tier 2 with a standardized fidelity measure?

Do you have PBIS Tier 2 with a standardized fidelity measure?

Where Are You in PBIS Implementation?

Do you have Tier 3 practices in your school?

Do you have a PBIS Tier 3 system?

Do you measure PBIS Tier 3 with a standardized fidelity measure?

Do you have Tier 3 with a standardized fidelity measure?

How Can the Implementation of PBIS with Fidelity Save Time and Funding While Improving Social/Emotional/Behavioral Students' Competencies?

Savings Achieved

For every dollar of technical assistance provided through DOE grants, a district saved $20 in out-of-district placement costs

Several Guiding Principles for Implementing PBS

Guiding Principle 1

Working Smarter, Not Harder

Guiding Principle 2

- Select Interventions and Processes that are Staff Time-Efficient and Support Staff Wellness that Enhance Capacity

Guiding Principle 3

- Select Interventions and Processes that are Resource-Efficient and Produce the Largest Outcomes that are Sustainable
- “Do the simplest thing that will result in the biggest outcomes”
  - -Rob Horner

Guiding Principle 4

- Select Evidenced-Based Interventions and Processes that Maximize Students
  - Being meaningful engaged
  - Having prosocial skills for career and college readiness
  - Having improved relationships with staff/family/community
  - Having successful academic competencies

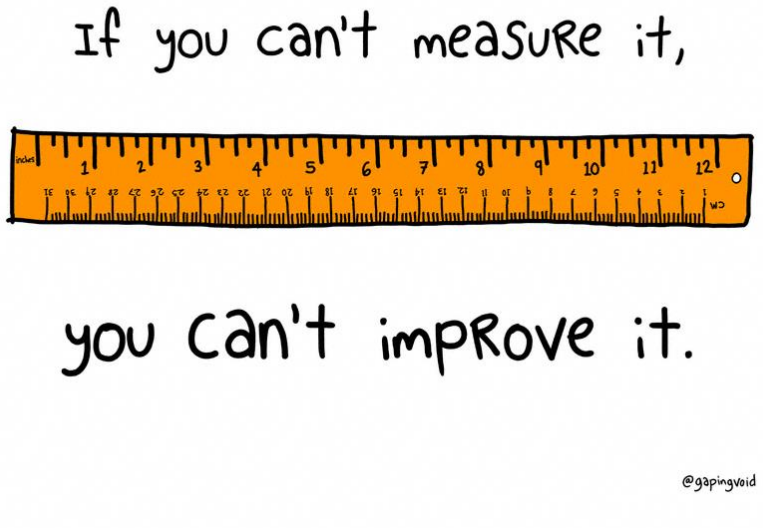
Guiding Principle 5 - Systems Change

Move From Acting in Reactive "Fire Fighter" Mode To

Being More Proactive, Preventative and Inclusionary with Ongoing Data-based Decision-making

Guiding Principle 6

- Develop Representative Data-Based Decision-Making Teams That Meet Regularly with Meaningful Data and Action Plan on That Data



Guiding Principles 7 & 8

Relationships matter

Work toward individual’ s self-management

What Do We Know About Time Saving with PBIS Implemented with Fidelity?

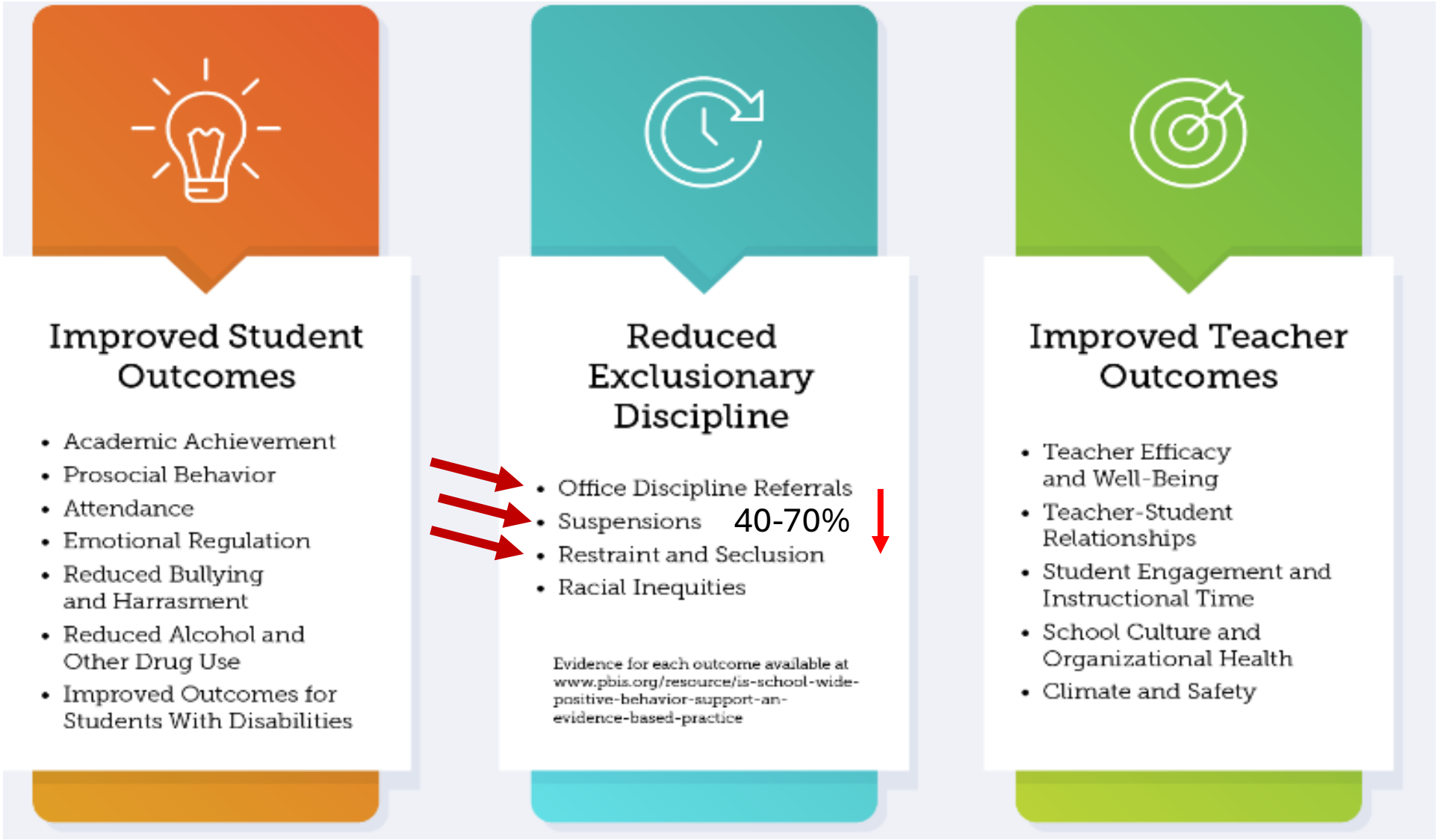
What is PBIS?

- PBIS is a systems framework for creating safe, positive, equitable schools, where every student can *feel valued, connected to the school community and supported by caring adults*.

What is PBIS?

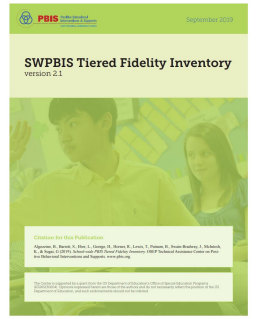
- By implementing evidence-based practices within a PBIS framework,
  - schools support their students' academic, social, emotional, and behavioral success,
  - engage with families to create locally-meaningful and culturally-relevant outcomes, and
  - use data to make informed decisions that improve the way things work for everyone.

Decades of Research Evidence of Why Implement with PBIS with Fidelity?



https://www.pbis.org/pbis/why-implement-pbis

Fidelity is Important



- Fidelity refers to how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.
- The Tiered Fidelity Inventory (TFI) is the gold standard. The TFI was developed by the National Technical Assistance Center for PBIS (pbis.org) It is free and can be obtained here. https://www.pbis.org/resource/tfi
- It is usually conducted with a representative school team and is facilitated by a trained person

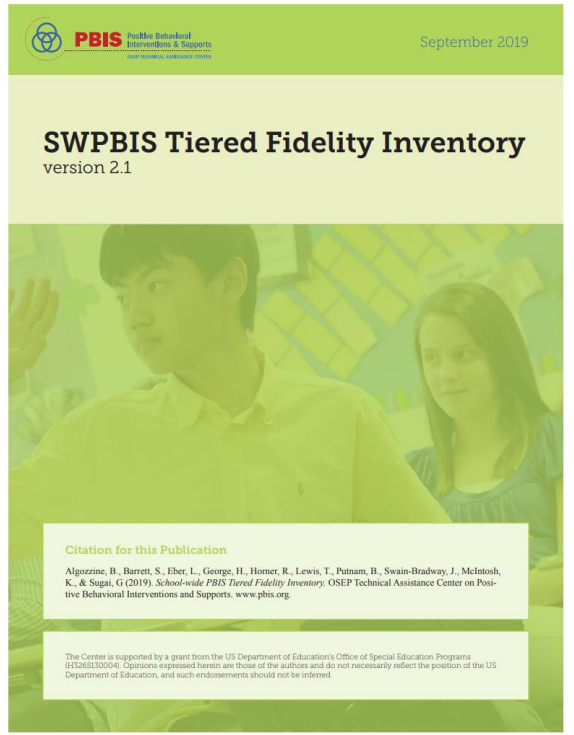
What is the typical process for PBIS system implementation to obtain fidelity?

Readiness

Readiness for Systems Change

- Administrative commitment
- Staff buy-in
- Representation team that will meet at least monthly
- Designated coaches for capacity building and sustainably
- Data system that allows disaggregation of office discipline referrals for data-based decision-making

What is Fidelity at Tier 1?



Systems

- Administrative commitment
- Representative team
- Team meets monthly with meaningful disaggregated data to review (at least office discipline referrals) with agenda and minutes
- Coaches to build capacity and sustainability
- A validated fidelity tool is reviewed at least on an annual basis and an action plan is developed

Data

- Meaningful student & staff data
  - Office discipline referrals
  - Attendance
  - On –task
  - Behavioral climate
- A fidelity tool like the TFI is used to assess fidelity that is linked to student outcomes on annual basis

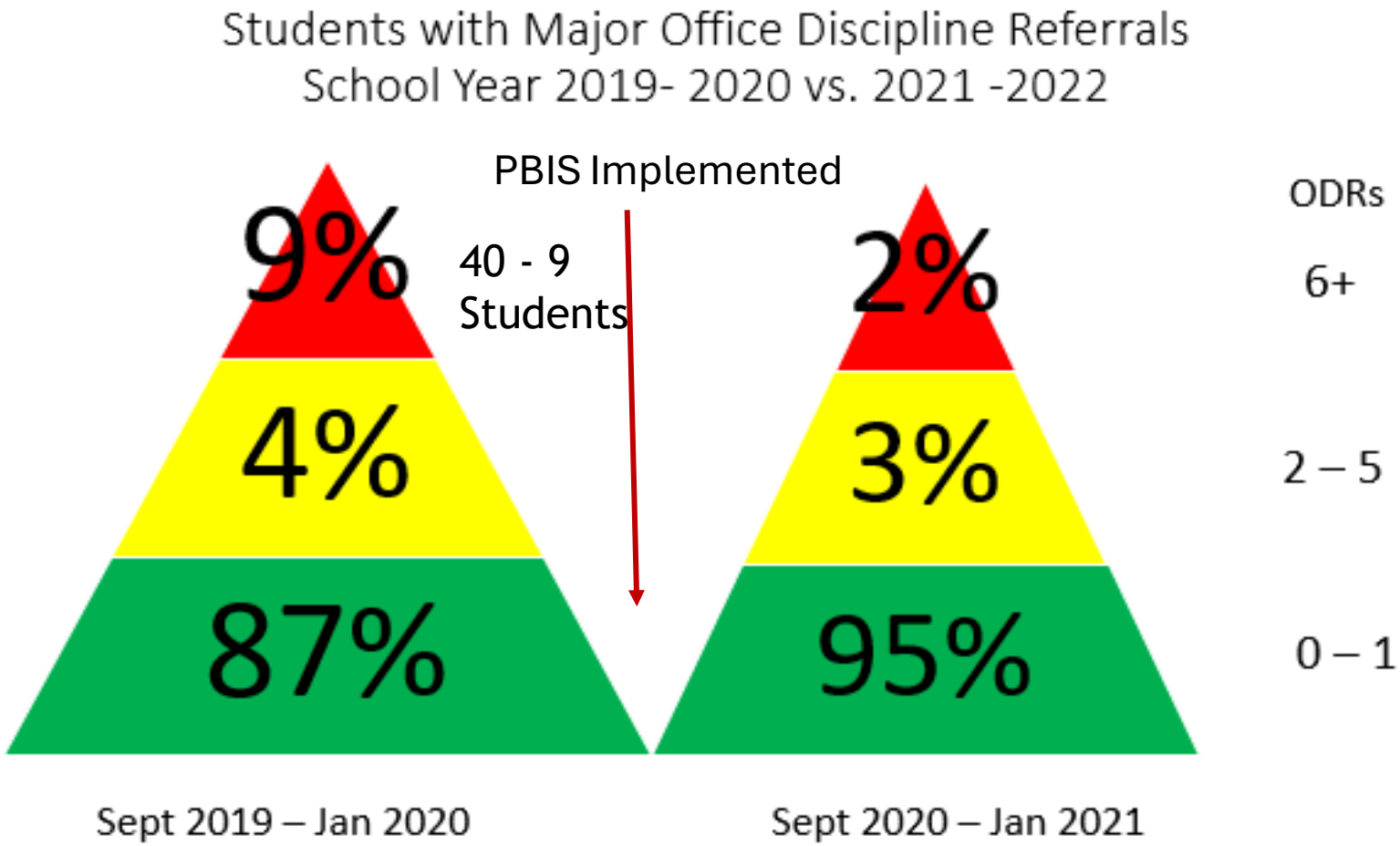
Practices – School-wide

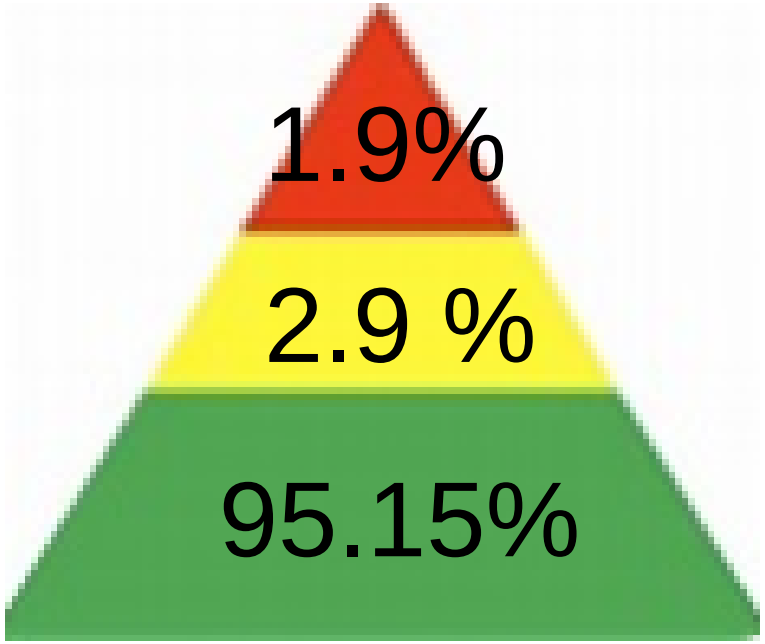
- A school-wide behavior support plan with the representative team is developed that
  - Has three to five developmentally and culturally relevant positive behavioral expectations based on the discipline issues
  - These expectations are taught to fluency to all students
  - A meaningful acknowledgement system is developed and used with all students.

Practices - Classroom

- High-leveraged evidence-based classroom practices to have all students within each classroom academically engaged at 80%
- High-leverage practices
  - Greetings at the door
  - High acknowledgement to error correction ratio
  - Opportunities to respond
  - Active supervision

Distribution of ODR's





Sept -Nov 2022

Time Gained from Decrease in ODR's

Major Office Discipline Referrals
Time Gained
September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

- 20 student instructional minutes lost per ODR*
- 459 less ODRs from Sept 2019– Jan 2020
  vs. Sept 2021– Jan 2022
- 459 ODRs x 20 minutes =

9180 instructional minutes gained, or 25.5 instructional days gained

*Scott & Barrett (2004)

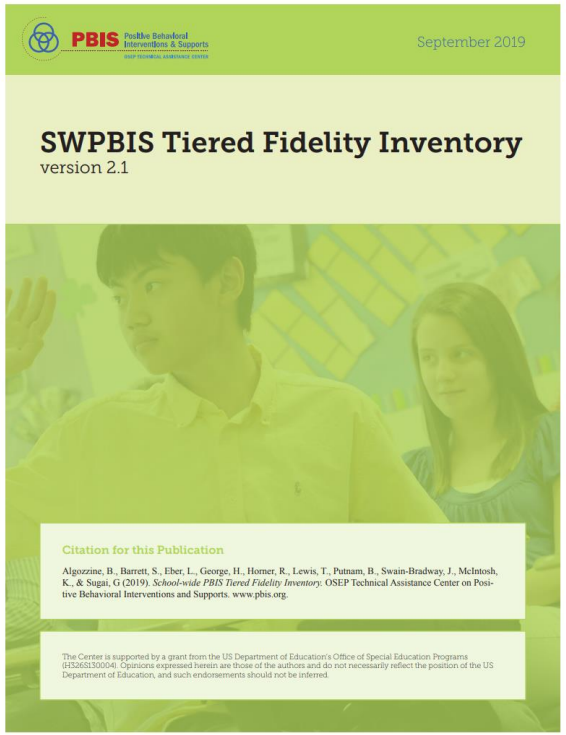
Administrator processing time per ODR

- 10 minutes used to process each ODR*
- 459 less ODRs from Sept 2019– Jan 2020
  vs. Sept 2021– Jan 2022
- 459 ODRs x 10 minutes =

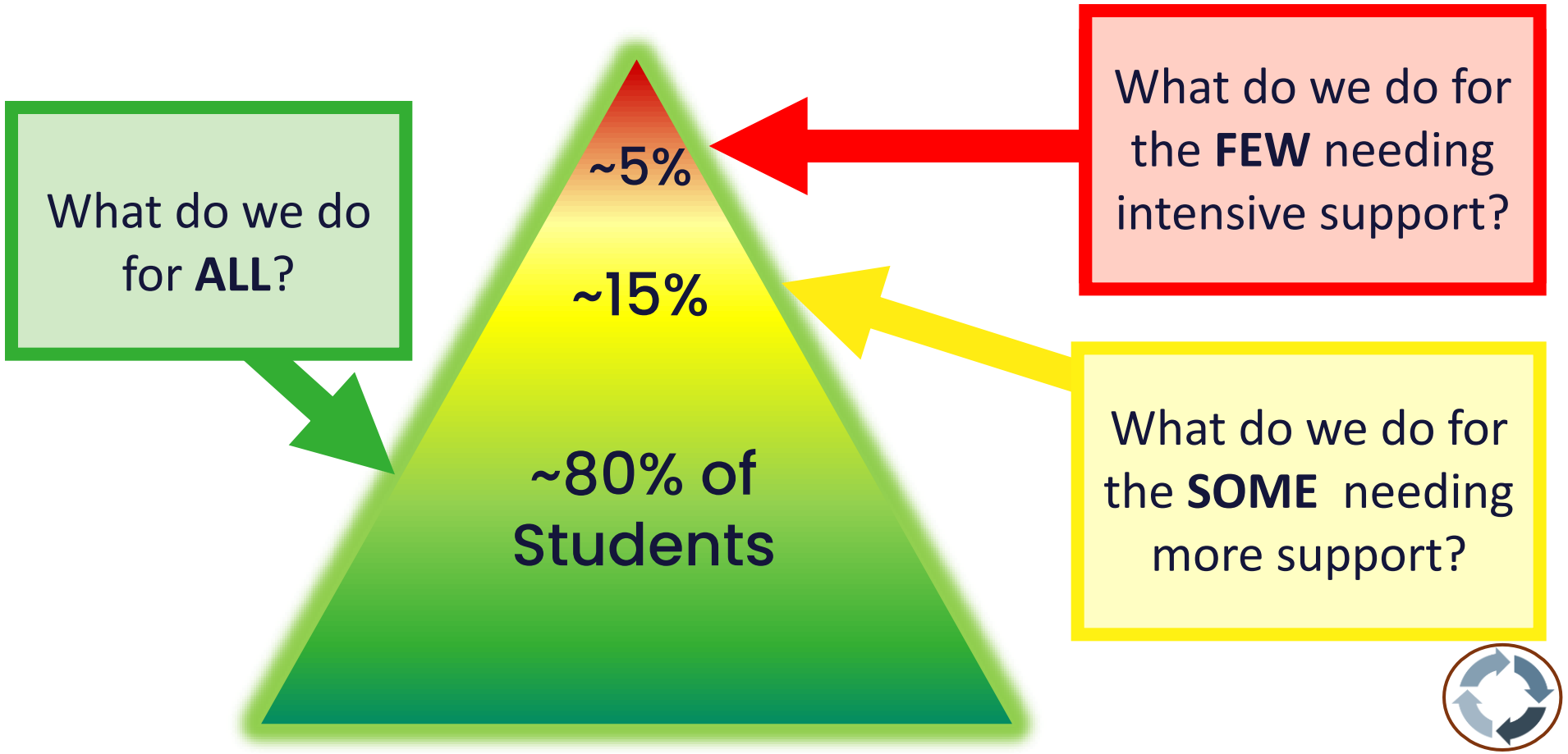
4590 administrative minutes gained, or
12.75 administrative days gained

*Scott & Barrett (2004)

What is Fidelity at Tier 2?



Continuum of School-Wide Instructional PBIS/MTSS-B



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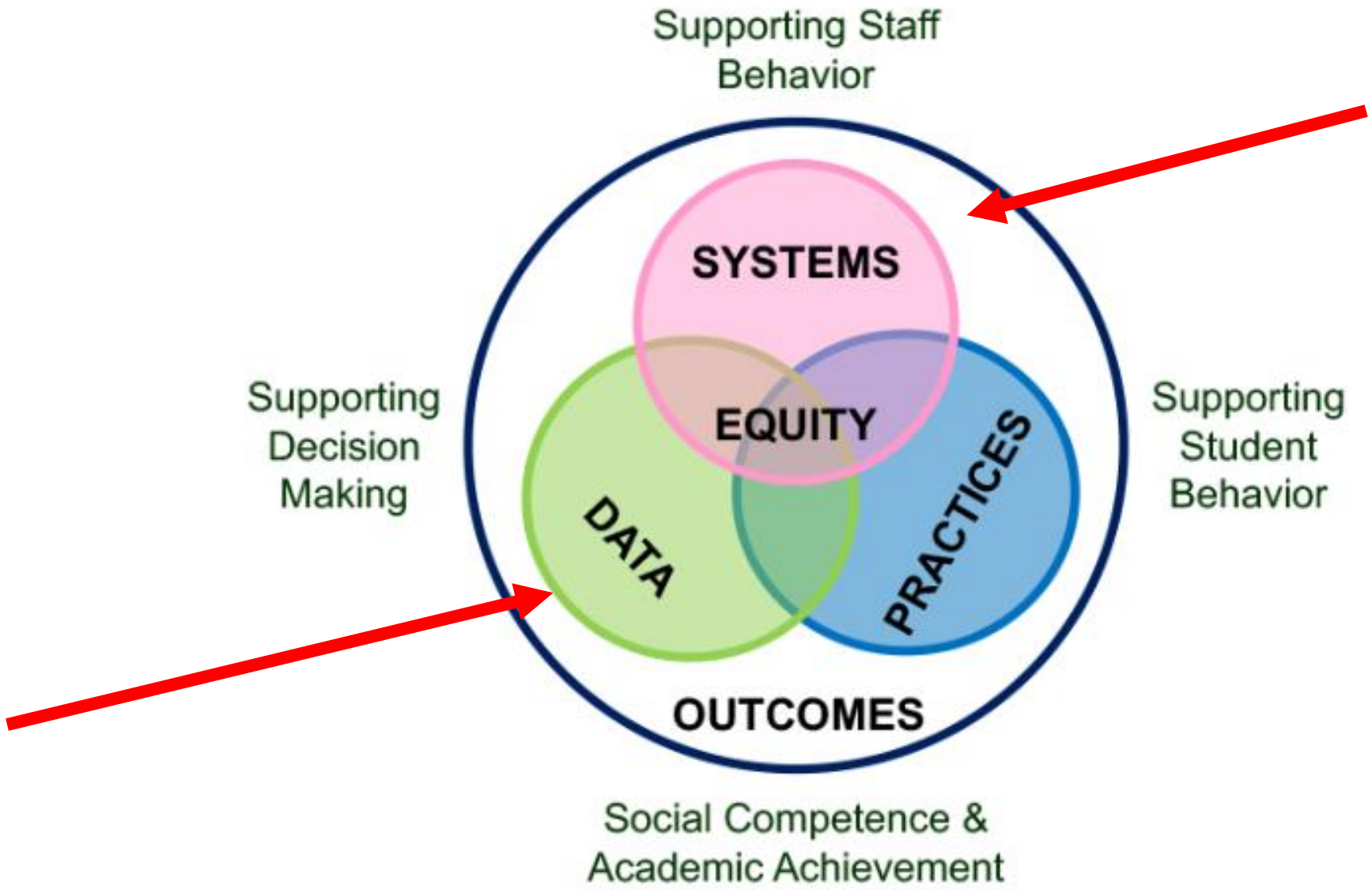


Systems

- Administrative commitment
- Representative team
- Team meets monthly with meaningful disaggregated data to review (ODRs, mental health screening data, CICO, SEL data) with agenda and minutes
- Coaches to build capacity and sustainability
- A validated fidelity tool is reviewed at least on an annual basis and an action plan is developed

Systems

- Important for resource allocation
  - Make sure you have fidelity at tier 1 before starting tier 2 systems implementation
  - Before a student goes into Tier 2 interventions, make sure Tier 1 school-wide and classroom practices are in place with direct observations
  - Individual student data-based progress monitoring to determine if interventions can be faded

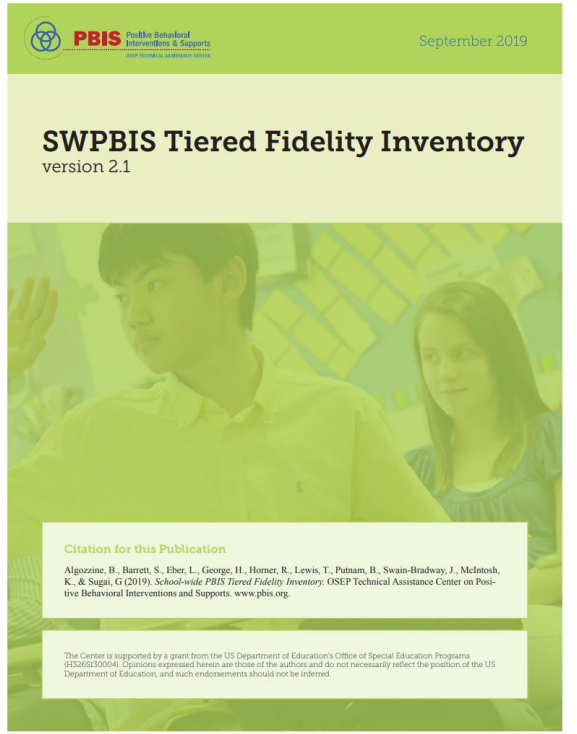
Data

- Meaningful student & staff data
  - Externalizing disorders - Office discipline referrals
  - Internalizing disorders- social/emotional status
  - Attendance
  - On –task
- A fidelity tool like the TFI is used to assess tier 2 fidelity that is linked to student outcomes on an annual basis

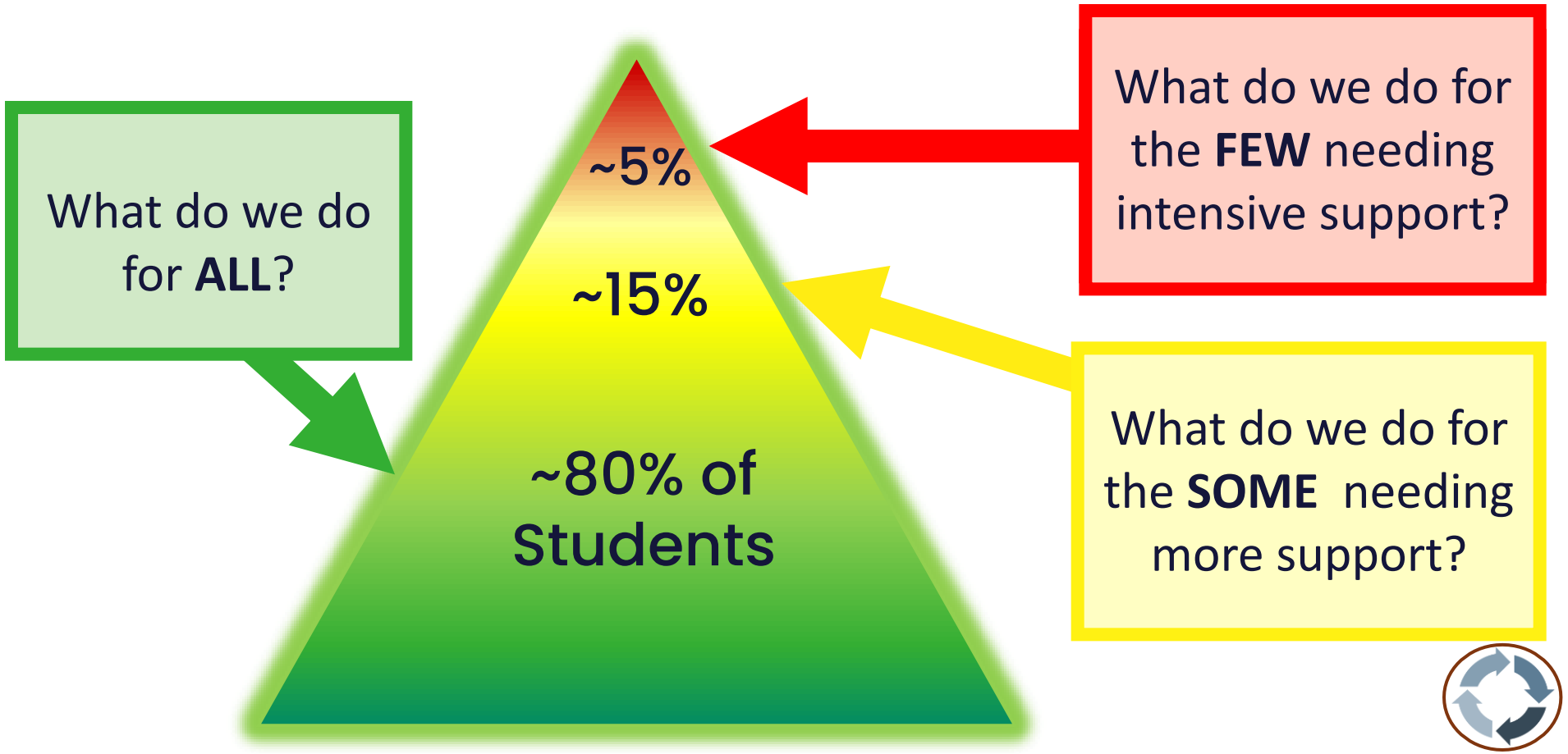
Practices

- Check-in Check-out
- Mentorship
- Evidence-based small group social skills interventions implemented with fidelity and matched to function, problem, and mental health staff

What is Fidelity at Tier 3?



Continuum of School-Wide Instructional PBIS/MTSS-B



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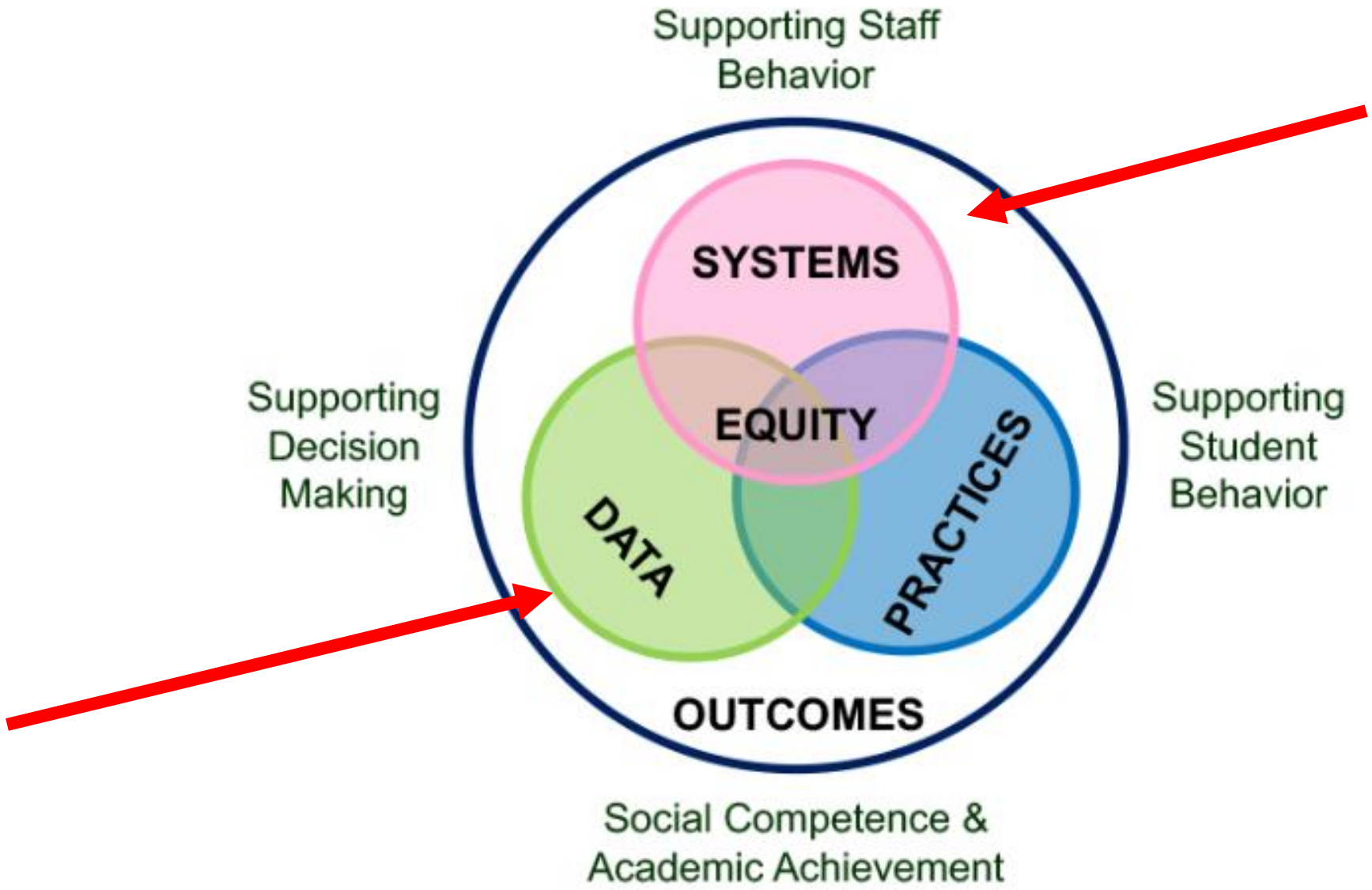


Systems team

- Administrative commitment
- Representative team
- Systems team meets monthly to review the progress of students in tier 3 with agenda and minutes
- Coaches to build capacity and sustainability
- A validated fidelity tool is reviewed at least on an annual basis and an action plan is developed

Individual student team

- Administrative commitment
- Representative team
- FBA and BSP
- Wrap-around services

Systems

- Important for resource allocation
  - Make sure you have fidelity at tier 2
  - Ensure a student who goes into Tier 3 interventions, has Tier 1 school-wide and classroom practices implemented with fidelity and access to Tier 2 interventions
  - Individual student data-based progress monitoring to determine if interventions can be faded

Data

- Meaningful student data
  - Externalizing disorders – Individual student progress data - office discipline referrals
  - Internalizing disorders- social/emotional status
  - Attendance
  - On –task
- Fidelity assessment of BSP

Practices

- Behavior support plan including both externalizing and internalizing interventions implemented with fidelity
- Wrap-around with integration of community services

Funding Reallocation & Savings

Cost-Efficacy Analysis of Out-Of-District Special Education Placements:

An Evaluative Measure of Behavior Support Intervention in Public Schools

Robert F. Putnam, Ph.D., and James K. Luiselli, Ed.D., ABPP, BCBA
The May Institute Inc. and The May Center for Applied Research

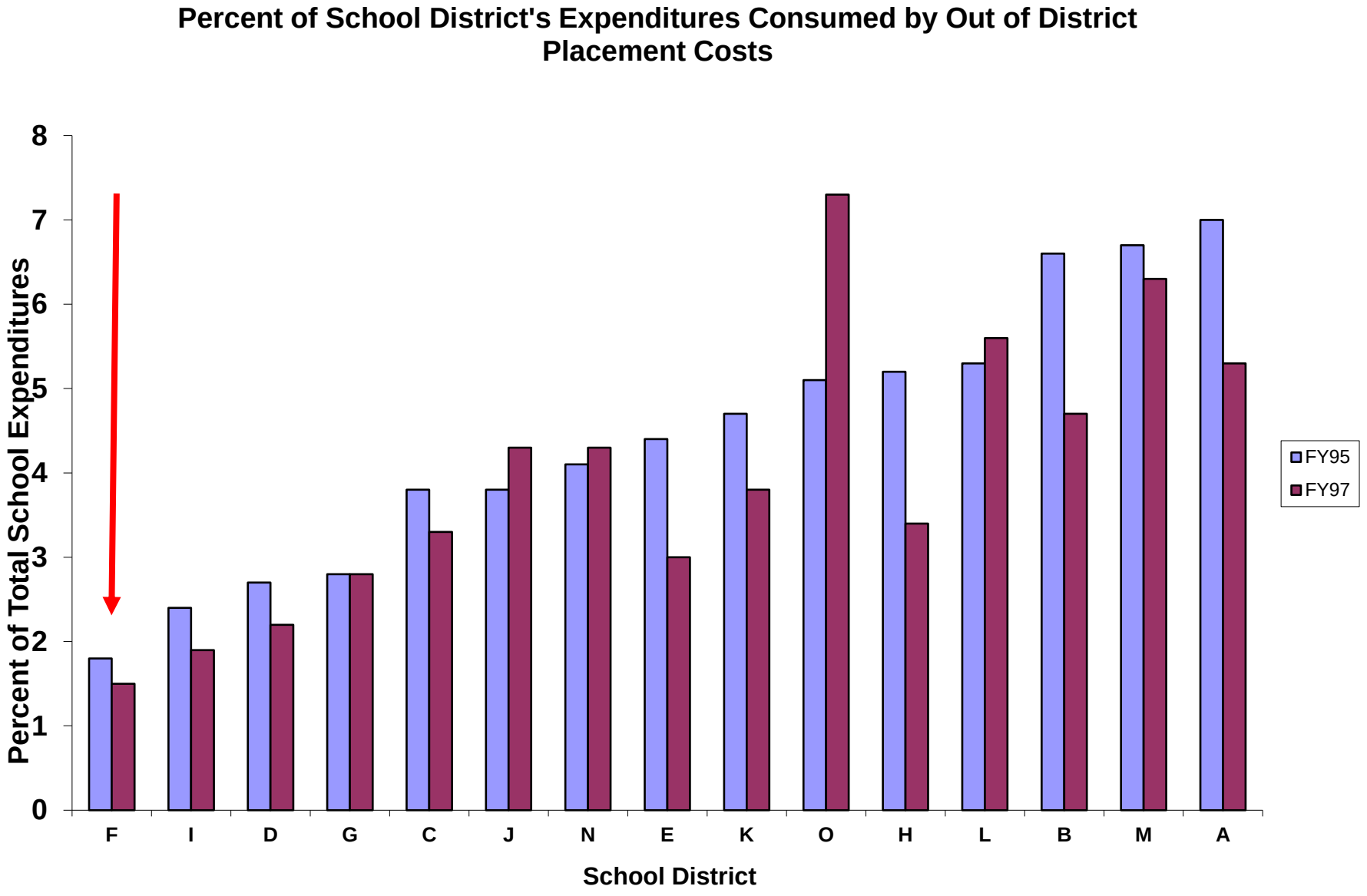
Kenneth Sennett, Ph.D., and Joanne Malonson, M.Ed.
Brockton Public Schools

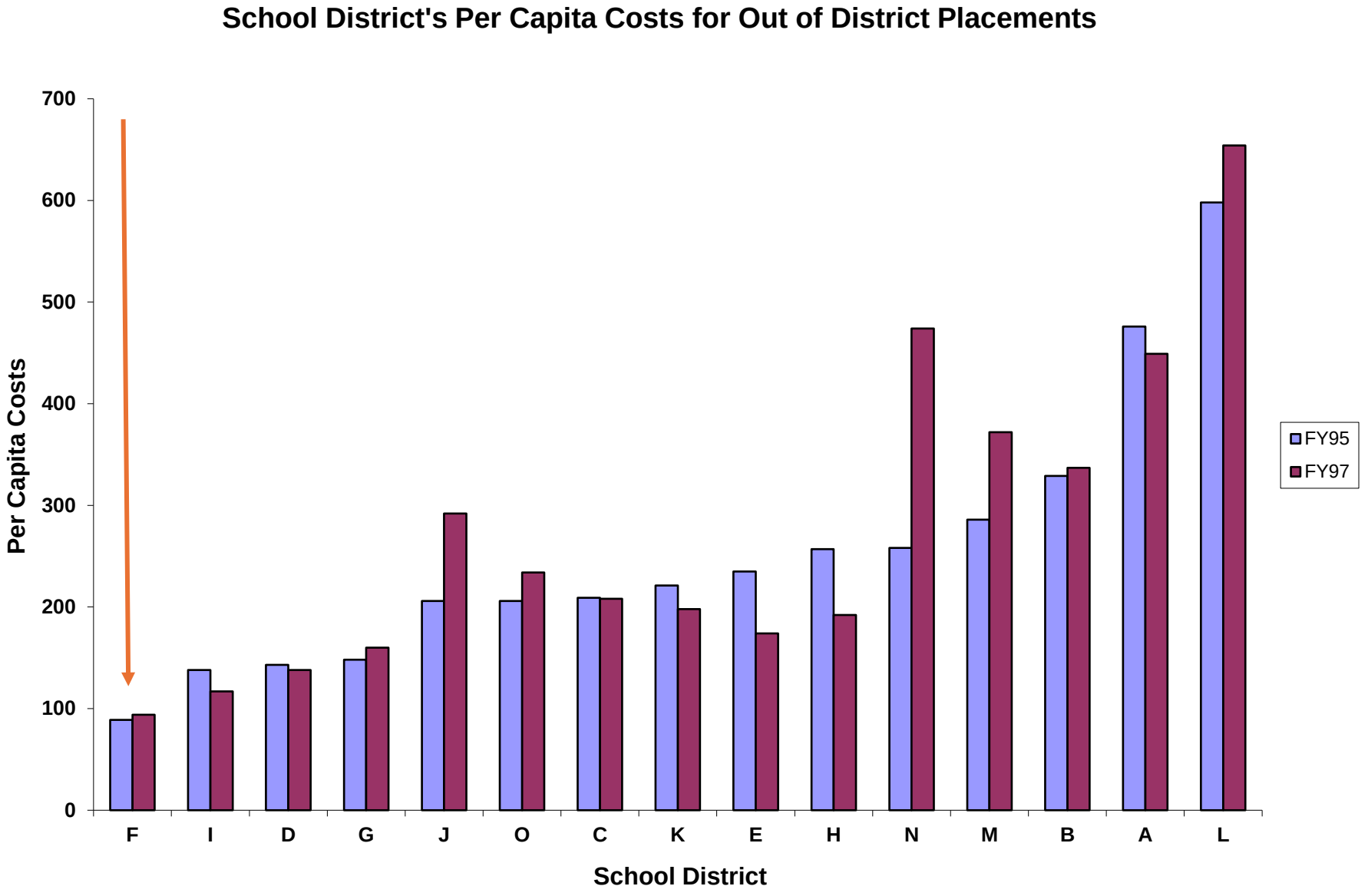
- **Public schools frequently respond to discipline problems by placing students in out-of-district educational programs.**
- **A cost-efficacy analysis of out-of-district special education placements can be used as an evaluative index of behavior support intervention.**
- **A large urban school district within Massachusetts that had developed a system-wide approach to behavioral intervention was compared to 14 similar school districts relative to out-of-district placement expenditures.**
- **The criterion school district had the lowest per capita cost for, and lowest percentage of total school budget consumed by, out-of-district placements. In addition, it had the highest proportion of students with special needs who participated in inclusive educational classrooms.**
- **When incorporated with other outcome measures, out-of-district placement costs can be a useful metric by which to evaluate the effectiveness and efficacy of behavior support intervention in public schools.**

Putnam et al., 2002

Cost of Out of District Placements

- After several years of PBIS implementation a comparison of one large Massachusetts urban school district was compared to 14 largest school districts in relation to out-of-district placement expenditures with Department of Education data.
- The criterion school district had the lowest per capita cost for, and lowest percentage of total school budget consumed by, out-of-district placements.
- This school district also had the highest proportion of students with special needs who participated in inclusive educational classrooms.


Percent of School District's Expenditures Consumed by Out of District Placement Costs
Percent of Total School Expenditures
8
7
6
5
4
3
2
1
0
F
I
D
G
C
J
N
E
K
O
H
L
B
M
A
School District
FY95
FY97


School District's Per Capita Costs for Out of District Placements
Per Capita Costs
700
600
500
400
300
200
100
0
F
I
D
G
J
O
C
K
E
H
N
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A
L
School District
FY95
FY97

State Savings

- It was estimated that if all Massachusetts districts placed students in ODPs at the same rate as this large urban district, in total districts would have saved $150 million in pre 2000 dollars

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SHAPING FUTURES. CHANGING LIVES.

STUDENT AND FAMILY SUPPORT THROUGH PBIS CAN SAVE BILLIONS OF LEA DOLLARS IN MASSACHUSETTS

IMPROVED OUTCOMES FOR ALL STUDENTS

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Multiple analyses have shown that PBIS saves money.[4] In one study, for every dollar spent on PBIS implementation, there was $105 in savings from reduced school dropout.[5]

MASSACHUSETTS OUT-OF-DISTRICT PLACEMENT REDUCTIONS

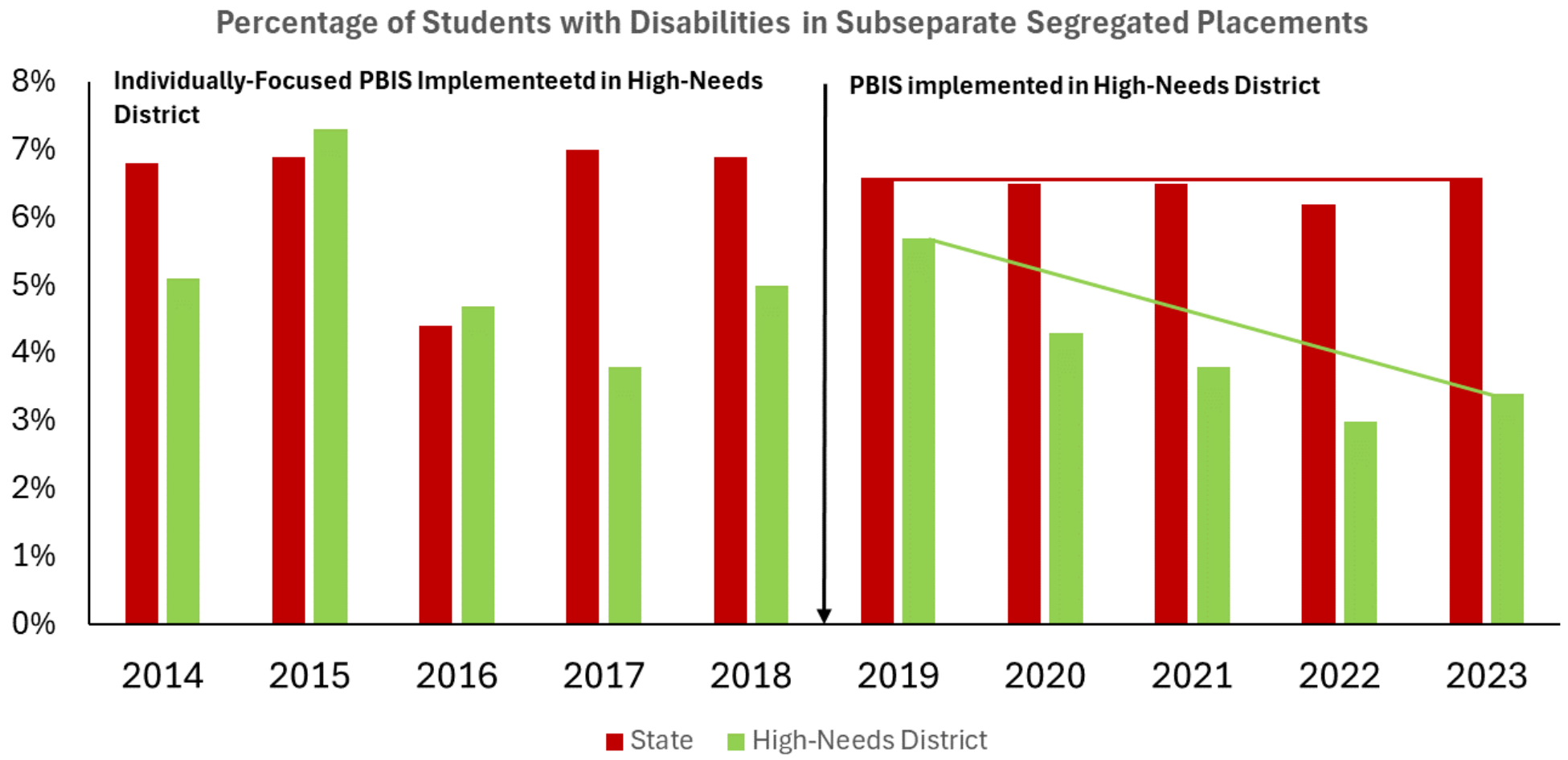
For the past 10 years, a high-needs school district in Massachusetts received technical assistance (TA) on preventing out-of-district placements (ODP). Over the past three years (see Figure), the district prioritized the full implementation of MTSS/PBIS across all tiers, measured by a validated fidelity tool. The rate of students placed in ODP from the district was compared to the average rate of ODPs from all LEAs across the state.

This district showed a significantly decelerating ODP rate over the past three years. Additionally, when comparing the amount of state and federal grant funds used to provide TA to this district, it was found that **for every dollar spent on PBIS technical assistance, the district retained approximately $20 in funds**.

If all LEAs in the state had placed students at the same rate as this district, **LEAs in Massachusetts would have saved approximately $2.5 billion and, over the last three years alone, almost $1.5 billion**. These results are similar to those found in a study by Putnam et al. 2002.[6]

Implementation of PBIS also showed an increase in inclusion, improvement in overall student behavioral health status, including students with internalizing disorders, and improved staff retention.

Percentage of Students with Disabilities in Subseparate Segregated Placements



Funds Saved

- In 2023, the State rate for ODPs was 6.6% - or approximately 11,820 students were in separate segregated placements
- The total ODP expenditures for the state was approx. $1.2 billion, or **$99,306 per student** (1.2 billion/11,820 students)
- If LEAs across the state had placed students at the same rate as the High-Needs District (3.4%), then 5,731 fewer students across the state would have been referred to an ODP.
- At $99,306 per student, this suggests that LEAs across the state could have saved **$569 million this year alone.**
- This suggests that that LEAs across the state could have saved almost **$2 billion over the past four years alone.**

Savings Achieved

For every dollar of technical assistance provided through DOE grants, the district saved $20 in out of district placement costs

Effective Tier 3 Interventions

Saving Time with Effective Interventions

Improving Tier 3 Implementation and Outcomes in a High-Needs School

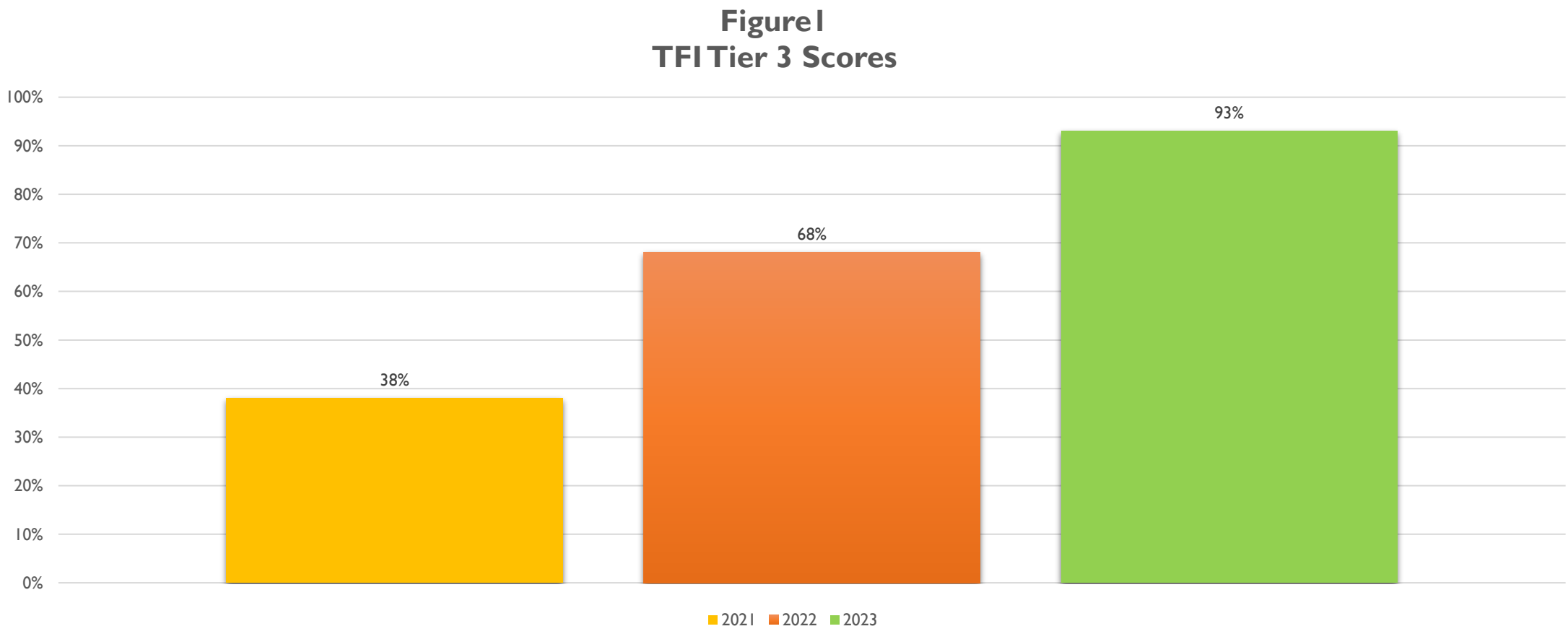
The National Center on Positive Behavior Interventions and Supports (PBIS) provides professional development and technical assistance to more than 27,000 schools nationwide (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2021). Although much has been documented on the impact of Tier I PBIS implementation with fidelity on student outcomes (McIntosh et al., 2023), there is a need for more research regarding Tier 3 implementation with fidelity across a school or district. Additionally, students without effective supports experience increased exclusionary discipline, and educators experience increased stress and burnout (e.g., Brunsting et al., 2022; Soares et al., 2021; Sullivan et al., 2014). To better understand the supports needed to improve outcomes for students served with Tier 3 services positively, this model demonstration will examine the impact of Tier system implementation within a school implementing all three tiers. This brief examines the impact of both improved Tier 3 implementation fidelity as measured by Tiered Implementation Fidelity (TFI) and the Self-Assessment Survey (SAS) 4.0, as well as an improved implementation of individual behavior support practices with a Tier3 group with focused support as compared to Tier 3 group without focused support in a high-needs elementary school in a rural area in the northeast. The information learned from this model demonstration may assist others working in and supporting schools in similar settings.

School Demographics

The elementary school in this model demonstration is in northern Massachusetts and serves 987 students, grades PK-4. The student-to-teacher ratio is 11.6 to 1. The student population includes students who identify as white (60.4%), Hispanic (29%), multi-racial (6.3%), African American (2.5%), or Asian (1.4%). Students considered "high needs" by the state department of education comprise 75.8% of the population, meaning that students are designated as either low-income, economically disadvantaged, English Language Learners, or students with disabilities. The majority (68.8%) of the student population is low-income, 20.7% are those with disabilities, 13.7% speak a first language that is not English, and 11.6% are considered English Language Learners.

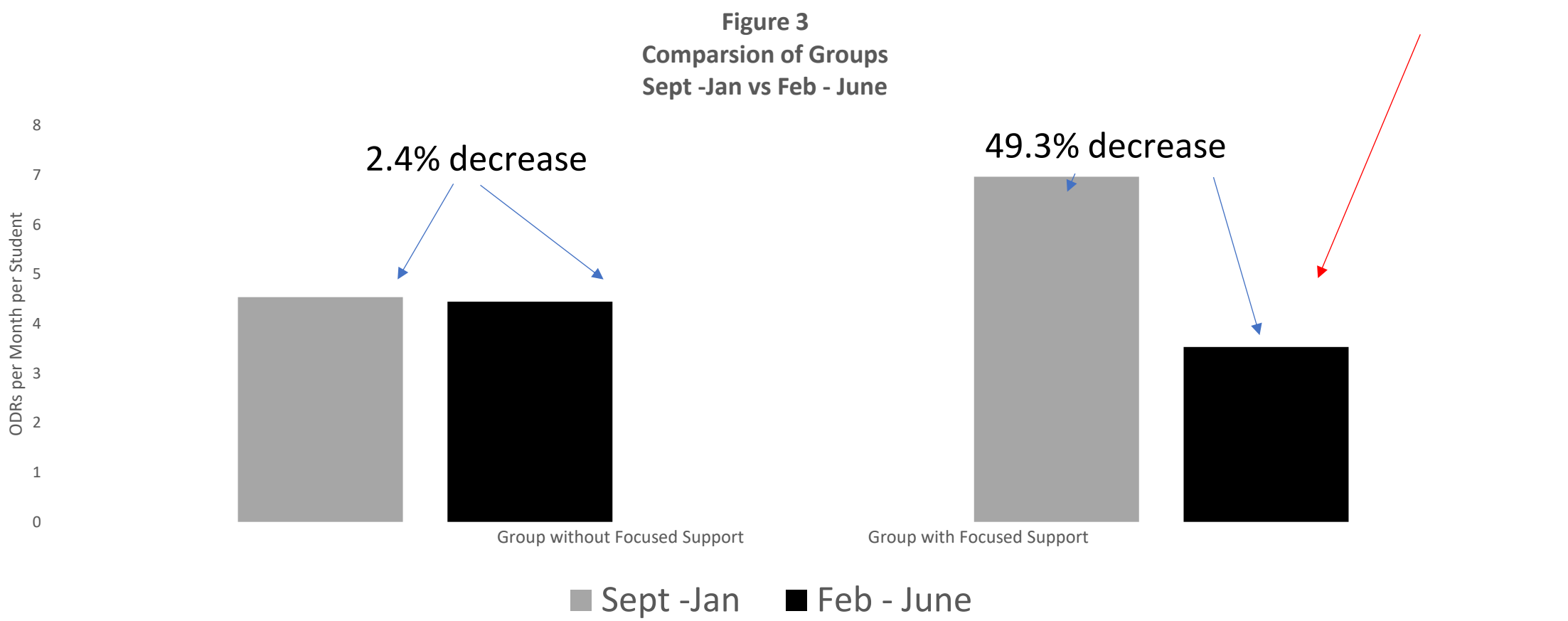
https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school

Improving Fidelity



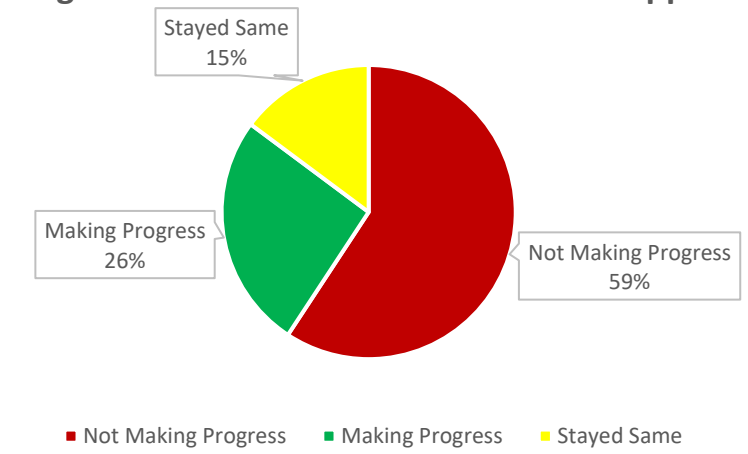
Reducing ODRs

Reduction of 190 ODRS



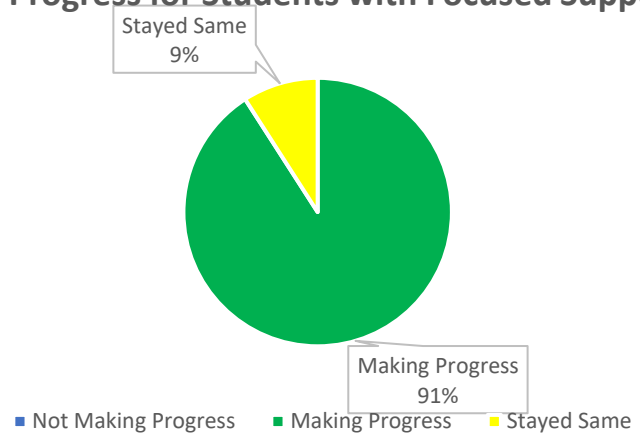
Effectiveness With Fidelity

Figure 4
Progress for Students without Focused Support



27 students

Figure 5
Progress for Students with Focused Support



11 students

Savings of Administrative Time

- Using Scott and Barrett's (2004) formula of each ODR reducing a student's instructional time by 20 minutes and absorbing 10 minutes of administrator time,
  - The reduction of 190 ODRs for the last 5 months of school for the 11 students reflects a loss of approximately 8 days of instructional time and 5.3 days of administrator time.
  - Projecting this over a full year for the 11 students reflects a loss of approximately 16 days of instructional time and over 10 days of administrator time.
  - Projecting these savings over a full year for all 38 students reflects a loss of approximately 54 days of instructional time and 36 days of administrator time

Potential Opportunities for PBIS Technical Assistance

Title I

- Title I funds can be used for a variety of activities and strategies, including:
  - Instruction: Improving instructional materials, curriculum, and activities
  - Academic support: Providing evidence-based programs, counseling, mentoring, and school-based mental health programs
  - Professional development: Staff development and additional staffing
  - Family involvement: Involving parents and guardians in their children's education

Massachusetts PBIS Academy

Massachusetts PBIS Academy

- Free three-year training and individual school technical assistance for the implementation of PBIS for Massachusetts school districts with fidelity
- For additional information contact Christine Downs at

  cdowns@mayinstitute.org

Applicable Massachusetts Grants

Massachusetts FY25 MTSS/SEL/MH Grants

- FY25 SEL/MH grant will be competitive for districts, educational collaboratives and charter schools This grant supports the following:
  - developing adapting, expanding, and strengthen multi-tiered systems of support (MTSS) to respond to the social-emotional and behavioral and mental health needs of students, families, and educators and to build strong partnerships with community-based mental health agencies and/or providers to create comprehensive mental health systems.

For additional information and support please contact

bputnam@mayinstitute.org

Questions????