



**COLORADO**  
Department of Education



**Colorado Multi-Tiered System of Supports (CO-MTSS)  
Initiative Inventory  
Adopting New Initiatives**

Adapted from the Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts, National Technical Assistance Center on Positive Behavior Interventions and Support. (2017). Eugene, OR: Retrieved from [www.pbis.org](http://www.pbis.org)

Once your MTSS Leadership Team has completed the Initiative Inventory and has developed action steps for the alignment of current initiatives, you are now ready to consider if additional programs or practices are needed and if they can be efficiently assimilated into their overall system. *It is strongly recommended that district teams not consider adding new initiatives until they have completed the alignment process for all current related initiatives programs and practices.*

The Initiative Inventory activity can be used to guide the team in the selection and alignment of new/additional initiatives/practices using the same executive level team and decision-making process. The Initiative Inventory can also be used to identify the core system features of the proposed new initiative or practice to ensure it is properly aligned within the existing system.

**Step 1: For any new initiatives being considered, determine their contextual fit**

The team should identify if there are any specific (gaps (based on data) and determine if a new practice/initiative should be considered to meet valued outcome(s). Before the team begins the decision-making process around any newly proposed initiatives, they should consider the status of existing initiatives they have decided to continue investing in and ensure they have the necessary resources (cost and time) for adding any new initiatives to the district plan.

Before making the decision to adopt a new practice, program, or initiative, the team should determine the “fit” of the selected practice/initiative within existing structures. The NIRN’s Hexagon Tool (Blase, Kiser, & Van

Dyke, 2013) may be helpful to team’s as they, decide the fit of a proposed practice/initiative in relation to existing priorities, structures, and values.

If the team determines a proposed new initiative/practice is needed to address a system gap, has evidence indicating it is likely to achieve desired outcomes, and has good contextual fit, the team can proceed with the alignment process.

**Step 2: Team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.**

The team should determine how the new initiative’s system features will be aligned with current efforts and how will the practices be aligned with the existing practices. This includes decisions about installation through existing leadership, coordination, and professional development/technical assistance structures. Also, the team should identify tools and procedures for measuring fidelity and outcomes, and how these will be aligned with the existing evaluation system. For example, if a team were considering adding a specific social emotional curriculum, they would consider the connection and impact on current instructional processes in the classroom, the ability of current teams to monitor progress within the current evaluation process, and the impact on professional development/coaching resources and activities.

Teams are encouraged to revisit the guiding questions from the activities as needed to assist in alignment of new initiatives. Streamlining and clarity for educators, and avoiding duplicity and competition for evaluation and professional development resources should be prioritized.

