



# Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS)

---

Version 1.0  
May 20, 2021



## Abstract

This document provides Michigan school districts with guidance on how to coordinate the use of state and federal funds to support the implementation of a Multi-Tiered System of Supports (MTSS). The guidance begins with a brief overview of MTSS as defined by the Michigan Department of Education MTSS Practice Profile and general methods for coordinating state and federal funds. The overview is followed by descriptions of how federal and state funds may be used to implement example activities organized first by funding streams and then by the five essential components of MTSS. Lastly, three narratives showcase diverse districts applying the continuous improvement process to identify needs, develop plans, and fund activities to support the implementation of MTSS. Each district narrative offers unique insights into how districts are implementing MTSS and illustrates how coordinated funds may be used to improve learner outcomes.

### Citation:

Michigan Department of Education, (2021). Michigan Department of Education Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS) v. 1.0, Lansing, Michigan.

### Contact Information:

Email: [MDE-MTSS@michigan.gov](mailto:MDE-MTSS@michigan.gov)

MDE MiMTSS webpage: [www.michigan.gov/MTSS](http://www.michigan.gov/MTSS)

MiMTSS Technical Assistance Center webpage: [www.mimtsstac.org](http://www.mimtsstac.org)

# Table of Contents

<b>Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS) .....</b>	<b>1</b>
Abstract.....	2
Part I: Introduction.....	4
Disclaimer .....	4
Multi-Tiered System of Supports .....	5
Methods for Coordinating Funds .....	7
Part II: How Federal and State Funds May be Used to Implement MTSS .....	9
Individuals with Disabilities Education Act (IDEA) Part B.....	9
Title I, Part A .....	10
Title I, Part C .....	11
Title II, Part A .....	11
Title III, Part A .....	12
Title IV, Part A.....	13
Title V, Part B, Rural Education Initiative .....	13
State School Aid Act of 1979, Section 21(h) Partnership Districts .....	14
State School Aid Act of 1979, Section 31a (3).....	14
State School Aid Act of 1979, Section 35a (2), (3), (4)(a)(ii), (5)(i) (A-E) .....	15
Part III: Example LEA Activities to Support Essential Components of MTSS.....	16
Team-Based Leadership .....	16
Tiered Delivery System .....	17
Selection and Implementation of Instruction, Interventions, and Supports .....	18
Comprehensive Screening and Assessment.....	19
Continuous Data-Based Decision Making .....	20
Part IV: District Narratives .....	21
Context for the District Narratives.....	21
Configuration of the District Team .....	21
District Narrative 1.....	21
District Narrative 2.....	27
District Narrative 3.....	33
Part V: Conclusion .....	40
Appendix A: Resources.....	41
Appendix B: District Activities Worktable .....	43

## Part I: Introduction

A Multi-Tiered System of Supports (MTSS) appears in both federal law and Michigan’s state law. At the federal level, the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), promotes a multi-tiered system of supports as a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making. ESSA requires the use of evidence-based interventions and suggests that schools and districts implement a tiered system of supports. [Title IX, Sec. 8002 (33)]<sup>1</sup> ESSA allows state flexibility in using grant funds to implement an MTSS framework for literacy in kindergarten through grade 12 and allows some funding sources to be coordinated, or “braided,” to support programs that improve student learning. Meanwhile, MTSS implementation is noted and assigned funding in various sections of the State School Aid Act of 1979. For example, a local education agency (LEA), which includes both traditional public schools and public school academies (PSAs), is required to implement an MTSS K-12 in order to accept State School Aid Act of 1979, Section 31a At-risk funds. For an outline of where MTSS appears in the law, please see the [MTSS in Michigan’s State School Aid Chart](#).

This document provides district and school leaders, grant administrators, educators, and other stakeholders with guidance on how to maximize the use of state and federal funds to support the implementation of MTSS by illustrating how different funds may be used independently or together to meet identified student and staff needs. To that purpose, information on how federal funds, such as those under ESSA and Individuals with Disabilities Education Act (IDEA), in conjunction with program funds, including sections 21h, 31a, and 35a in the State School Aid Act, may be used to support specific activities to meet district goals. The guidance contained in this document may be most useful in assisting a district that has assessed its needs and is considering activities to address the identified needs within the context of an MTSS framework. Particularly when a district is considering its ability to resource an activity in a sustainable manner before committing to its selection and implementation. When selecting an activity, it is important that a district includes diverse perspectives in the decision-making process, including individuals with knowledge of finance and MTSS. By ensuring that data-based decisions are made based upon need, and efficient methods for planning and allocating funds are employed to support the implementation of a selected activity, districts increase the likelihood of meeting their goals for improved learner outcomes.

### Disclaimer

Although this guide refers to federal and state laws and regulations, it is intended solely to provide general information and does not constitute legal advice. This guidance provides a general overview of allowable activities, but whether a particular cost can be supported with federal or state funds depends on the underlying needs and local context. Therefore, the fact that an activity is listed in this guidance does not mean it is allowable in all circumstances. Similarly, the fact that an activity is not listed in this guidance document does not mean it is not allowable. For more information, please refer to [Generally Allowable Use of Funds](#).

---

<sup>1</sup> References to Multi-Tier System of Support, Every Student Succeeds Act: Summary of Key Provisions, Myrna R. Mandlawitz, Esq., CASE Legislative Consultant

## Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are interrelated and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to eliminate barriers to learning and support successful learner outcomes.

The [Michigan Department of Education Multi-Tiered System of Supports Practice Profile](#) defines the standards and expectations for what MTSS looks like in practice and provides guidance for implementation of MTSS as indicated in Michigan law. It provides guidance about the supports and resources necessary for MTSS implementation, such as professional learning, coaching, identification of fidelity measures, an evaluation plan, and changes in procedures and policy.

Following are the five essential components of MTSS. Each essential component has key actions that need to be taken by educators and leaders and unique features that need to be funded to implement MTSS with fidelity.

1. **Team-Based Leadership**: An active, organized, knowledgeable, and representative group exists to provide whole child supports, remove barriers, coordinate, and evaluate activities for the district in alignment with the broader education system.
2. **Tiered Delivery System**: A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instructional practices, interventions, and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports matched to learner need.
  - a. Tier 1 is the universal instruction and differentiation intended to meet the needs of all learners.
  - b. Tier 2 is an intervention platform consisting of supplemental, targeted interventions intended for some learners who require support or extension beyond Tier 1.
  - c. Tier 3 supports provide intense individual interventions, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.
3. **Selection and Implementation of Instruction, Interventions, and Supports**: Instructional practices, interventions, and supports are chosen because there is evidence that indicates expected success for the identified need. The selection and alignment process considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.
4. **Comprehensive Screening & Assessment System**: A comprehensive assessment system is a coordinated system of multiple assessments and measures, each of which is valid and reliable for its specified purpose and for the population with which it will be used. The system is designed to help educators make informed instructional and programmatic decisions and provides information about the needs and assets of each and every learner

from a whole child perspective. The data acquired through the system are used to systematically evaluate the quality, equity, and efficiency of instruction, interventions, and supports and create a responsive system that enhances individual learner outcomes. A comprehensive assessment system includes:

- a. A [balanced student assessment system](#) (e.g., universal screening, formative, progress monitoring, diagnostic, benchmark/interim, and summative)
  - b. System assessments (e.g., capacity, fidelity)
5. **Continuous Data-Based Decision Making:** The utilization of all relevant whole child and system data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets and a formal continuous improvement process. Data used are timely, valid, reliable, accurate, and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.

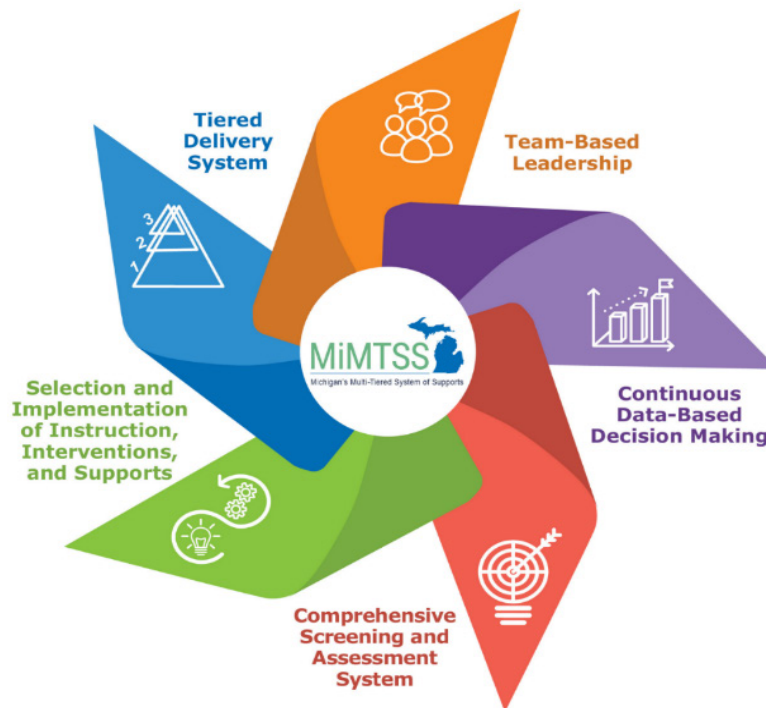


Figure 1. Five essential components of MTSS.

## Methods for Coordinating Funds

Developing a process to coordinate the allocation of funds to meet the needs of the whole child can help ensure consistency and eliminate duplication of services. Successful coordination requires an understanding of what is necessary to meet student needs, the various components and costs of an activity, the allowable uses of each funding stream, the fair market value of products and services, and “supplement not supplant” guidelines. When a district team coordinates funds to support aspects of operating an educational initiative such as MTSS, the team is developing a budget. Through this administrative process, the team determines the need, how the need will be met, who will be engaged in meeting the need, when the activities will occur, which location(s) are involved, the necessary materials, and finally, how much the work will cost.

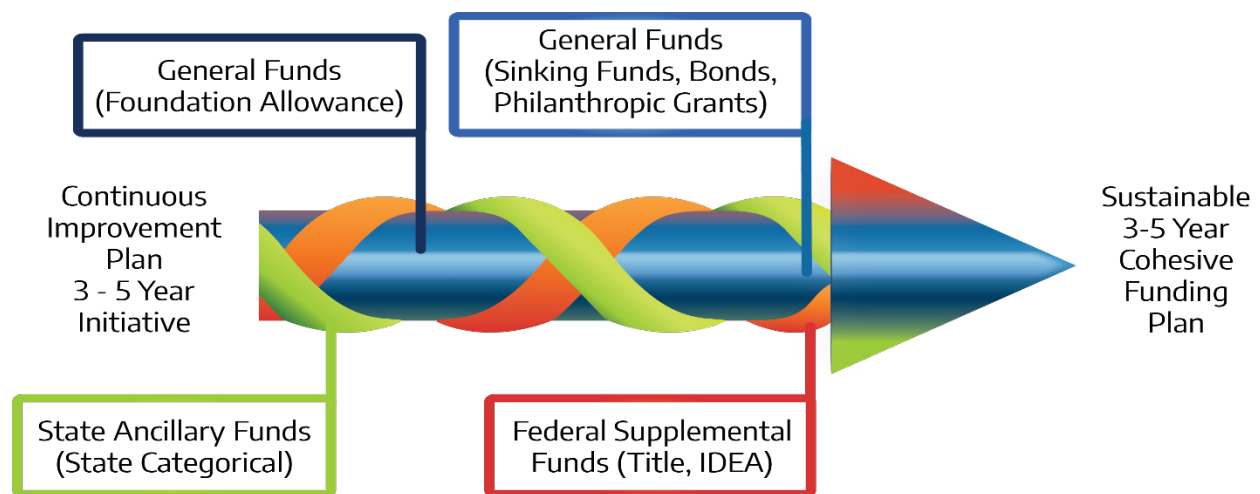


Figure 2. Braiding funding streams.

Funding streams used in developing school district budgets fit into three general categories:

1. **General Funds** (e.g., state per-pupil allocation, local taxes, and philanthropic grants),
2. **State Ancillary Funds** (e.g., categorical funds such as 31a At-Risk), and
3. **Federal Supplemental Funds** (e.g., Title grants, IDEA, and food programs).

**Braiding** funds is a way for districts to use multiple federal, state, and local funding sources to support various parts of an initiative while maintaining the specific identity and purpose of the funds. Through an understanding of allowable uses and careful planning, the braiding of general funds, state ancillary funds, and federal funds will provide resources for specific educational activities that support a given strategy.

**Transferring** is the process that is used when a district moves funds from Title II, Part A, and/or Title IV, Part A to another federal funding source the district receives. For programming purposes these funds lose their original identity, take on the identity of the new funding source, and become subject to all rules and conditions of that new fund source. Therefore, the use of the funds must meet the intent and purpose and all other applicable rules of the fund source that received the transfer.

**Blending** funds occurs when funding sources are combined under a set of single reporting and other requirements. As a result, resources contributed from each funding stream lose the original award-specific identity. Blending can occur through the process of Title I schoolwide consolidation. Schoolwide consolidation is a process that is only allowable for a Title I schoolwide building. This process allows for the blending of certain Title funds, 31a At-Risk (state ancillary fund), and general fund dollars. The specific fund identity is lost while the intent and purpose for each remain the same.

Federal law authorizes an LEA to allocate funds from multiple grant programs to support an activity (braiding), transfer certain funds from one grant to another (transferring), and consolidate specified funds (blending). When considering each option, it is highly recommended that a district communicate with its MDE consultants to navigate the various federal guidelines. The guidance within this document will focus on the braiding and transferring of federal supplemental funds and state ancillary funds.



## Part II: How Federal and State Funds May be Used to Implement MTSS

When engaging in continuous improvement, a district may select one or more strategies connected to MTSS to address an identified need. Districts may select a broad strategy, such as implementation of an MTSS framework more generally to capture all activities that fall under the MTSS framework, or a district may select a strategy with a more narrowly defined focus area, such as behavior (MTSS - PBIS), reading (MTSS - Literacy) or dropout prevention (Early Warning Intervention and Monitoring System). On the following pages, you will find examples of activities a district may support with specific federal and state funds to implement MTSS. These do not represent all the activities that may be paid for with federal funds for this purpose. A best practice is to work with those responsible for curriculum selection and program funding in your district (e.g., program director(s), finance officer), and MDE consultants to identify funds that may be used to support identified MTSS activities.

### **Individuals with Disabilities Education Act (IDEA) Part B**

In general, IDEA Part B funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, such as costs for special education teachers and administrators, related service providers, materials and supplies for use with children with disabilities, professional development for special education personnel, professional development for general education teachers who teach children with disabilities, and specialized equipment or devices to assist children with disabilities.

IDEA Part B funds may not be used for non-special education instruction in the general education classroom, instructional materials for use with non-disabled children, or professional development of general education teachers not related to meeting the needs of children with disabilities. The one exception is IDEA Part B funds may be used for providing a program of Coordinated Early Intervening Services (CEIS) under 34 CFR §300.226, to assist students in grades K through 12 (with an emphasis on K through 3) who are not currently identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment.

Under 34 CFR §300.208(a)(1), IDEA Part B (non-CEIS) funds may be used for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student's individualized education program (IEP), even if one or more non-disabled children benefit from these services, commonly referred to as incidental benefit.

#### Example Activities:

It is important to keep in mind the purpose and intent of the IDEA Part B funds when considering the allowable use of these funds to support an MTSS activity. Generally, the IDEA Part B funds can be used to support MTSS when:

- Providing any special education and related services that are in a child's IEP, regardless of the support the child is receiving (Tiers 1-3).

- Used to provide a program of Coordinated Early Intervening Services (CEIS) for students who are not currently identified as needing special education and related services but who need additional academic and behavioral supports to succeed in a general education environment (34 CFR § 300.226). CEIS funds may be used in coordination with ESEA funds but must supplement not supplant ESEA funds for those activities. Additionally, special reporting requirements apply to CEIS funds.
- Supporting an MTSS activity through a proration of costs. IDEA Part B funds could not fund the entire cost of an activity that benefits both special education and non-special education students. The amount of funds determined must be based upon the allocable benefit for special education.

It is not possible to provide a clear response to what specific MTSS activities are an allowable use of IDEA Part B funds. It depends on the context and nature of the activities performed. When considering the use of IDEA Part B funds for use in an MTSS activity, the member district should contact their intermediate school district or the Michigan Department of Education Office of Special Education, Program Finance, to ensure the costs being considered are allowable.

### **Title I, Part A**

The purpose of Title I, Part A funds is to improve the academic achievement of the disadvantaged by providing all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Funds may be used for some or all activities associated with implementing the components of an MTSS framework, especially supporting Tier 2 and Tier 3 activities.

Title I, Part A program models (both schoolwide and targeted) are required to conduct a comprehensive needs assessment. Therefore, the comprehensive needs assessment directs a building to collect and analyze student (e.g., screening, progress monitoring) and system data (e.g., capacity, fidelity). This process sheds light on the needs of the entire program and identifies the strengths and weaknesses influencing student performance.

#### Example Activities:

- Provide small group intervention services for reading to students who demonstrate a need based on the results of a balanced assessment system beginning with a universal screening tool (Tier 2).
- Hire/pay for intervention teachers (e.g., salary and benefits).
- Purchase supplementary materials needed to address student needs in specific content areas (e.g., reading, math, social-emotional, and behavioral).
- Purchase and use a data management system, including data analysis tools, to help educators manage and analyze eligible student data to improve instruction and decision-making.
- Pay secondary-dual enrollment/early college tuition.

## **Title I, Part C**

The purpose of Title I, Part C funds is to ensure the education of migratory children and youth. While funds received under Title I, Part C may be used to support the implementation of MTSS, allowable uses are specific to eligible migratory children and youth.

### Example Activities:

- Provide supplemental services, such as health, dental, transportation, and counseling services, in addition to the services migratory students would receive through other state and local resources.
- Provide supplemental instruction support and resources (Tier 2 and Tier 3) that address the identified need of the migratory students and is in addition to or provides enhanced learning to the services for which migratory students would be eligible and entitled to receive from other state and local resources.
- Select students to participate in Tier 2 and Tier 3 efforts, such as state-sponsored summer academies.
- Provide school staff with professional learning focused on understanding the migratory lifestyle and instructional strategies for addressing the needs of migratory students.
- Provide advocacy for migratory students to strengthen home-school connections and ensure migratory students stay on course to graduate.
- Designate staff time to coordinate with other state and federal programs to determine the needs of migratory students and the best resource available to address that need.
- Provide summer program services to migratory students who are in the local area during harvest season.
- Provide family literacy, mathematics, and early learning support to help their child in the home.
- Provide early learning opportunities for migratory students who are not enrolled or do not have access to other early learning programs provided by the LEA or local community.

## **Title II, Part A**

The purpose of Title II, Part A is to support effective instruction. Title II, Part A funds may be used to support professional learning for all teachers, instructional paraeducators, principals, and other school leaders (for definitions, see the Title II, Part A section of Part III, Federal and State Programs of this document) on effectively implementing MTSS.

### Example Activities:

- Provide professional learning opportunities, which may include training and coaching on how to:
  - Deliver targeted, small group interventions (Tier 2).
  - Deliver intensive, customized interventions aligned to a student's needs (Tier 3).
  - Use techniques, supports, and referral mechanisms to identify students at-risk of academic or behavioral difficulties.
  - Implement systems and supports for educators to learn to effectively use data to improve instruction.
  - Make data-based decisions regarding when to provide, continue, adjust, or fade services or supports for students.
  - Deliver effective differentiated instruction at all tiers.

- Consult with a broad range of stakeholders from diverse backgrounds (e.g., families, students, educators, private school officials, community partners) as consultation is a critical part of ensuring that Title II, Part A funds are used effectively, and decisions about resource allocation are fully informed.
- Support the hiring of consultants, send educators to be trained, and purchase materials to ensure the effective implementation of interventions.
- Support efforts for recruiting and retaining educators in critical shortage areas, including performance bonuses.
- Provide Professional Learning Communities (PLCs) for designated schoolwide programs.

### **Title III, Part A**

The purpose of Title III, Part A is to support English language acquisition, language enhancement, and academic achievement of English learners. While funds received under Title III, Part A may be used to support the implementation of MTSS, allowable uses are specific to Title III-eligible students. Funds may be used to implement some activities associated with implementing the components of MTSS for English learners (ELs) and/or immigrant students only.

#### **Example Activities:**

- Provide professional learning to classroom teachers regarding the English language proficiency standards and EL instructional strategies to improve the effectiveness of core instruction for ELs. It can also fund the same professional learning to interventionists to improve the effectiveness of interventions provided through other programs.
- Purchase instructional materials designed to support English learners with language acquisition and meaningful access to content instruction.
- Support additional collaboration time for the EL specialist.
- Hire EL Student Advocates. For example, the local school enrolls Somalian students who have experienced an interrupted education due to extenuating circumstances. Many of these students are several grade levels behind. The LEA may use Title III, Part A, Immigrant funds for the salary of a new EL student advocate to help students with their adjustment to the school. EL student advocate duties may include:
  - Address specific needs of refugee students and students with interrupted formal education, including trauma.
  - Meet the needs of long-term ELs, including intensive college counseling and promotion of post-high school learning for ELs.
  - Meet with ELs to consult, check grades, and meet specific language needs.
  - Support district efforts to substantially improve and sustain the academic achievement of all ELs.
  - Work collaboratively with teachers regarding best practices supporting ELs in their core classes.
  - Conduct regular visitations to EL and core classrooms; initiate conversations with content/core teachers about best practices for ELs.
  - Assist teachers and administrators in recognizing and responding to the unique needs of EL students and understanding cultural nuances that affect their learning.
- Extend instructional time. For example, a school has ELs who need additional instruction time to master the sixth-grade math curriculum. The LEA may use its Title III, Part A funds to

provide an extended day bilingual math tutorial program (e.g., stipends for teachers, materials, and supplies).

- Provide financial assistance for teachers and paraprofessionals to earn their EL endorsement.

#### **Title IV, Part A**

Under the Safe and Healthy Students focus, Title IV, Part A funds may be used to support a variety of programs that positively impact safe and supportive learning environments, as well as students' physical, social, emotional, and mental health. This presents an opportunity for schools to promote activities that are inclusive of all students and/or to target services to specific students. In addition, funds for a well-rounded education can support the purchase of technology and professional development. This includes foreign language, art, music, and equipment to support the arts. There are specific rules regarding funding the implementation allowances. Funds may also be used for supplementary support (e.g., transportation, snacks) for dual enrollment and early college. The LEA is encouraged to consult with its MDE consultant.

##### Example Activities:

- Provide social-emotional learning (SEL) for all students (Tier 1) and students needing additional supports (Tier 2 and Tier 3).
- Purchase SEL curriculum and provide training for all staff on its use and how to integrate SEL into all areas of academic instruction (Tier 1).
- Purchase a universal screening assessment to identify students in need of small group intervention to reinforce SEL skills.
- Hire additional staff or provide advanced staff training to work with identified students in small groups (Tier 2).
- Provide additional staff hours for guidance counselors or to contract with expert external partners to work with students one-on-one (Tier 3).

#### **Title V, Part B, Rural Education Initiative**

There are two subparts under the Rural Education Initiative: The Small Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. Eligible districts apply for SRSA directly to the United States Department of Education. The RLIS is a formula allocation received through the state application system. Eligible districts may utilize Title V, Part B to support activities allowed under each of the other Title grant programs. This flexibility is designed to enable districts that receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

##### Example Activities:

- Provide small group intervention services.
- Hire/pay for intervention teachers (e.g., salary, benefits).
- Provide professional learning opportunities.
- Support additional instructional collaboration time.
- Purchase supplemental learning materials.
- Support extended instructional learning time.

## **State School Aid Act of 1979, Section 21(h) Partnership Districts**

These grant funds are available via an application for Partnership Districts only. The funds may be used for expenditures that directly impact student achievement and cannot be paid for from existing district financial resources. A review of the LEA's implementation of an MTSS framework is conducted to ensure that it is used to appropriately inform instruction.

### Example Activities:

Activities aligned with the Partnership Agreement goals and benchmarks:

- Provide professional learning for teachers and leadership (e.g., registration, some travel costs, stipends, materials).
- Increase instructional time (e.g., tutoring, summer instruction).
- Provide teachers with mentors.
- Implement an innovative program with a direct impact on achievement.

## **State School Aid Act of 1979, Section 31a (3)**

For all grades Kindergarten to Grade 12 that the district operates, it must implement an MTSS framework that uses data-driven problem solving to integrate academic and behavioral instruction and interventions delivered to all pupils in varying intensities based on pupil needs. The MTSS framework described in this legislation must include all five essential components identified in the [MDE MTSS Practice Profile](#).

### Example Activities: \*

- Support fidelity of MTSS implementation K-12 through professional learning on the use of fidelity measures - 31a (3).
- Provide instructional programs and direct non-instructional services (Tiers 1-3) (e.g., non-classroom teachers, materials) - 31a (5).
- Implement evidence-based practices for schoolwide reform (Tiers 1-3) - if eligible for 31a (11).
- Provide professional learning for teachers, district, and school leadership - 31a (12) subject to a 7.5% cap of district allocation with requirements.
- Hire instructional or behavioral coaches and provide support for coaches, including their professional learning - 31a (13), no cap.
- Implement anti-bullying and crisis intervention programs - 31a (17).
- Collaborate with Pathways to Potential Success coaches in elementary schools with a high percentage of pupils in grades K-3 who are not proficient in English language arts (ELA), based upon state assessments for pupils in those grades - 31a (18).

*\*Section 31a cannot be used for administrative costs.*

## **State School Aid Act of 1979, Section 35a (2), (3), (4)(a)(ii), (5)(i) (A-E)**

Section 35a (5) (i) (A-E) funds are intended to provide additional instructional time to those pupils in grades PreK-3 (extended to grades 4-12 for 2020-21 only) who have been identified by using department-approved screening and diagnostic tools as needing additional supports and interventions to be reading at grade level by the end of grade 3. Additional instructional time may be provided before, during, and after regular school hours or as part of a year-round balanced school calendar.

### Example Activities:

- Provide research-based professional development for educators in grades PreK-3 in support of the literacy standards - Section 35a (2) subject to a 5% cap.
- Administer department-approved screening and diagnostic tools, support research-based professional development for educators in administering screening and diagnostic tools, and data interpretation of the results obtained using those tools to implement MTSS in PreK-3 – Section 35a (3) subject to a 5% cap.
- Hire early literacy coaches at intermediate school districts to assist teachers in developing and implementing instructional strategies for pupils in grades PreK- 3 so that pupils are reading at grade level by the end of grade 3 (e.g., salary of the coach, travel reimbursement, supplies for the coach, and professional development costs of the coach) - Section 35a (4).
- Hire staff to support literacy efforts (e.g., paraprofessionals, district literacy coaches) - Section 35a (5).
- Purchase technology to support literacy instruction - Section 35a (5).
- Purchase reading materials for student use in the classroom and at home – Section 35a (5).
- Purchase PreK-3 literacy assessments - Section 35a (5).
- Provide before, during, after school, and summer school programming – Section 35a (5).

## Part III: Example LEA Activities to Support Essential Components of MTSS

The tables below provide examples of how LEAs may coordinate federal and state program funds to support implementation of the five essential components of MTSS; however, the tables do not include all allowable activities. There may be specific requirements under each of the state and federal programs to consider before allocating funds. To meet these requirements, consult with your district’s program director(s), finance officer, and MDE consultants.

### Team-Based Leadership

Table 1. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	21h	31a	35a	General
District MTSS Coordinator to convene the district team, lead the development of the LEA’s MTSS implementation plan, coordinate MTSS efforts district-wide, and review the overall progress for continuous improvement.	*						X	*		X
School-level systems coach to support the implementation and monitoring of MTSS (e.g., PBIS, reading components of an MTSS framework)	*						X	*		X
Professional development for the district team to install an MTSS framework	*		X			X	X	X		X
Engage stakeholders (e.g., staff, students, families, ISD, community partners, school board) in the implementation of MTSS through bi-directional communication and events (e.g., information night, focus groups, surveys, handouts)	X			X	X		X	*		X
Substitute teacher costs for teachers participating in the school leadership team			*			X	X	*		X



## Tiered Delivery System

Table 2. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	21h	31a	35a	General Funds
Behavior coach to provide job-embedded professional development to teachers on MTSS implementation (e.g., PBIS) and assist with student intervention plans and data analysis	*		X				X	X		X
Instructional coach to provide job-embedded professional development to teachers on MTSS implementation (e.g., reading components of an MTSS framework) and assist with student intervention plans and data analysis	*		X		X		X	X	X	X
Mental health professional to provide direct services to address the behavioral, social, and emotional needs of general education students	X	*		*	X		X	*		X
Academic interventionists to work with students to improve the academic achievement of learners	X	X		X		X	X	X	*	X
Professional development for teachers to enhance knowledge of instructional content and differentiated instructional strategies (Tier 1)	*		X	*		X	X	X	X	X
Professional development, including job-embedded coaching, for teachers and/or interventionists on how to implement and intensify effective interventions and supports based on learner needs (Tiers 2 and 3)	*		X	*		X	X	X	X	X
Engage families in opportunities to learn how the district has defined Tiers 1, 2, and 3 instruction, interventions, and supports and specific strategies for families to support learner success.	X	X		X	X		X	X		X
Create visuals to make school behavioral expectations visible and easily referred to as they are taught and retaught.	*				X		X			X

## Selection and Implementation of Instruction, Interventions, and Supports

Table 3. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	21h	31a	35a	General Funds
Professional learning for district and school leadership to develop skills to support the exploration, installation, and implementation of MTSS (e.g., systems thinking, instructional leadership, skills to address implementation challenges, data-based decision making)	*		X		X		X	X		X
Stipends or substitute pay for team members to engage in district processes to: <ul style="list-style-type: none"> <li>Conduct an initiative inventory.</li> <li>Select and deselect instructional practices, programs, interventions, and supports.</li> <li>Align instructional practices, interventions, and supports.</li> </ul>						X	X			X
Engage stakeholders (e.g., staff, students, families, ISD, community partners, school board) to obtain input and feedback throughout the process to select and align district-wide instruction, interventions, and supports (e.g., overviews of options being considered, focus groups, surveys)	X	*		*	X		X	X		X
Purchase of new instructional curriculum or intervention programs and related materials (e.g., educator materials, text, learner consumables)	*					*	*	*	*	X
Professional learning for coaches, teachers, and interventionists to support the use of updated or newly selected curriculum.	*		X	*			X	X	X	X

## Comprehensive Screening and Assessment

Table 4. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	21h	31a	35a	General Funds
Stipends or substitute pay for team members to engage in district processes to select, deselect, and align assessments (e.g., student assessments and system assessments).								*		X
Purchase assessment tools (e.g., universal reading screener, benchmark, progress monitoring) for all schools in the LEA.	X						X		*	X
Professional learning on how to administer assessments, score assessments, interpret assessment data, and use the results to inform planning for instruction, interventions, and support.			X			X	X	X	X	X
Provide materials and support to learners and their families to interpret assessment results using audience-friendly language and format by hosting a Family Data Night.	*						X	X		X
Professional learning on the use of fidelity measures to improve supports and ensure implementation as intended.	*					X	X	X	X	X

## Continuous Data-Based Decision Making

Table 5. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Title I Part A	Title I Part C	Title II Part A	Title III	Title IV Part A	IDEA	21h	31a	35a	General Funds
Purchase or upgrade of data system(s) (e.g., Student Information System (SIS) software) that allow access to student progress data, assessment reports, etc.										X
Subscription fees for School-Wide Information System (SWIS) and Check-In Check-Out (CICO-SWIS) to collect, summarize and use student behavior data for decision making district-wide.							X			X
Early warning intervention and monitoring data system and materials to improve the academic achievement of students achieving below grade level.	*					X	X	*		X
Data coordinator to train and support staff on assessment administration and scoring, schedule assessments, ensure accuracy of administration, scoring and data entry, generate data reports, assist with data interpretation and analysis.	*		X				X	*	X	X
Software to track staff training and monitor training effectiveness data to determine professional learning needs of district staff.										X
Stipends for district team members to convene outside of contract hours to review and analyze data to improve systems and services for students and professional learning to support the process.	X			*	*	X	X	X	X	X
Substitute teacher costs for teachers participating in professional learning on data-based decision making and/or data reviews to inform planning.						X	X	X		X

## Part IV: District Narratives

### Context for the District Narratives

Districts create data stories and develop related plans as part of their portfolio in the [Michigan Integrated Continuous Improvement Process \(MICIP\)](#) platform. The three districts described in the following narratives are fictitious; however, the related narratives have been developed using real data from across the state. They provide examples of how districts of different sizes might apply the continuous improvement process to assess their needs, develop a plan to address those needs, and coordinate funds to support implementation of the plan. Since the funding method a district selects for resourcing initiatives is dependent on many factors (e.g., district size, eligibility for state and federal categorical or supplemental funds, amount of funding provided through categorical or supplemental funds, fund source guidelines, and the type of activity being employed), the methods provided represent one of multiple ways the identified initiative may be funded. It is valuable to read through all three narratives as each one offers unique insights.

### Configuration of the District Team

The district team referenced in the narratives include members with cross-department perspectives (general education & special education), varied expertise (e.g., MTSS, fiscal), an understanding of student needs, an understanding of local culture and context, and at least one person with decision making authority to allocate resources. Depending on the size and context of the district, roles of individuals on the team might consist of the superintendent, principal(s), EL director, teachers, special education director, finance director, state & federal programs director, curriculum director, MTSS coordinator, professional development coordinator, and MTSS coach.

### District Narrative 1

This narrative represents a small district that consists of 721 students across three schools (an elementary, middle, and high school) within two different buildings. Demographically, the district serves 391 students (54%) who are economically disadvantaged, 88 (12%) students with IEPs, and 16 students (2%) who are English Learners. This district is focusing on implementing the behavioral components of an MTSS through Positive Behavioral Interventions and Supports (PBIS), grades K-12. Given their focus on PBIS, the area of inquiry is non-academic, specifically school culture and climate.

#### *Custom Data Set*

The district analyzed multiple data objects from the [MiMTSS Data System](#), [School-Wide Information System \(SWIS\)](#), and the district's Student Information System (SIS) to understand current successes and challenges associated with culture and climate, specifically PBIS. Implementation fidelity data was used to determine whether critical features of PBIS were being implemented consistently by staff. Specific data sets included implementation fidelity, measures of student outcomes, and perception data from students, staff, and families.

Fidelity Data	Student Outcome Data	Perception Data
<ul style="list-style-type: none"> <li>School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) scores and item analysis</li> </ul>	<ul style="list-style-type: none"> <li>Office Discipline Referral (ODR) rates</li> <li>Suspension and expulsion rates</li> <li>Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>School climate survey results</li> </ul>

*Initial Data Discovery*

As the team reviewed systems data, it discovered that only one of three schools in the district was implementing Tier 1 PBIS with fidelity, as indicated by meeting the threshold of at least 70% on the [School-wide PBIS Tiered Fidelity Inventory \(SWPBIS-TFI\)](#). Aggregates of the SWPBIS-TFI data revealed that all three buildings were struggling with the following core components of PBIS: School Leadership Team Development, Correction Procedures, and Data-Based Problem Solving, as evidenced by scores of “0” or “1” on a 0–2 point scale. The district team read through the identified school level barriers related to those items: “coach doesn’t have sufficient time to organize agendas,” “team doesn’t have time to prep data for monthly meetings,” and “coach is doing their best to draft agendas but cannot attend every monthly meeting.”

Next, the team reviewed student outcome data. The [School-Wide Information System](#), which houses office discipline referral data, indicated that all three buildings had been above the national median for referral rates for the past two years. The elementary and high schools had rates above the 75th percentile, with most discipline referrals from classrooms. Attendance data from the student information system indicated that chronic absenteeism continued to be an area of concern with minimal improvement from the previous year. Only 75% of students were attending school for at least 90% of the time. Student subgroups with the highest absentee rates included: 79 students (20%) who are economically disadvantaged, 21 (24%) students with IEPs, and 6 (37%) students who are English learners. Last year 8% of elementary, 15% of middle school, and 12% of high school students received suspensions or expulsions. This year the only reduction in students that received suspensions or expulsions was at the middle school with 14%, showing minimal progress toward the district goal of 10% or fewer students in any grade level receiving a suspension/expulsion.

Upon reviewing perception data from the school climate survey, it was discovered that 67% of instructional staff agreed or strongly agreed they could manage almost any student behavior problem, 70% of students agreed or strongly agreed they felt safe at school, and 30% of parents indicated that behavior issues were impacting their student’s education. Overall, the survey data showed that 30% or more stakeholders (staff, students, and parents) perceived behavior and safety as areas of need.

*Data Story Summary*

After reviewing the data collectively, the team summarized its findings that multiple data sources pointed to the need to strengthen the implementation of SWPBIS at Tier 1. Understanding the importance of fidelity, the team co-created the following gap statement to focus their efforts. As of April 2020, two out of three schools implementing PBIS have not yet reached the criterion of 70% at Tier 1 as measured by the SWPBIS Tiered Fidelity Inventory.

## *Root Cause Analysis*

To better understand why fidelity of Tier 1 PBIS was not as strong as the team had expected, the team needed to identify the root cause(s). Given the district's routine use of the [District Capacity Assessment \(DCA\)](#) to evaluate its infrastructure to support MTSS implementation, the district elected to use the [MTSS Root Cause Analysis Tool](#) to identify contributing factors at the district level. Based on the results of the root cause analysis, the team determined that a district-level factor likely contributing to the current data was that the district's coaching system (e.g., defining coach responsibilities, decision-making authority, time allocation, and frequency of coaching) needed strengthening to improve the implementation of PBIS before increased student outcomes could be expected.

## *Challenge Statement*

To provide clarity around the connection between the challenge identified in the data and the identified root cause, the team created the following challenge statement: "If the district strengthens its coaching system (e.g., defining coach responsibilities, decision-making authority, time allocation, and frequency of coaching) for PBIS, then improvements in Tier 1 scores on the SWPBIS Tiered Fidelity Inventory across all schools should occur."

## *Goal*

A goal was created to reflect the targets and timeframe the team wanted to see for improvement. By June 2024, all schools will implement a multi-tiered system of supports for behavior (PBIS Tiers 1-3) with fidelity (70% total score) as measured by the SWPBIS TFI, and office discipline referrals will decrease by 12% district-wide. Interim targets were identified for monitoring district progress toward meeting the goal.

- Interim Target 1: By June 2020, the district team will review the coaching system and clearly define coaching requirements in terms of roles and responsibilities, and more accurately allocate the time and frequency needed to coach resulting in the district receiving a "2" on DCA item 25 "District has a coaching system to support schools in the use of innovations (i.e., MTSS-PBIS)."
- Interim Target 2: By September 2020, monthly school leadership team meeting attendance is consistent and includes the coach and administrator in all three schools resulting in all school leadership teams receiving a two on the SWPBIS TFI item 1.1, "Team Composition."
- Interim Target 3: By October 2020, 100% of identified school coaches have a written plan on how to support the implementation of PBIS in their building resulting in the district receiving a "2" on DCA item 26, "District uses coaching service delivery plans to support building implementation teams."
- Interim Target 4: By June 2021, 70% or higher Tier 1 scores on the SWPBIS-TFI for all three schools.
- Interim Target 5: By June 2022, at least a 5% decrease in office discipline referrals for all schools.
- End Target 1: By June 2024, all schools will have a total score of 70% or higher across all tiers as measured by the SWPBIS-TFI, and office discipline referrals will decrease by 12% district-wide.

## *Strategy Selection*

In a previous year, the district team had engaged in a selection process and identified MTSS-PBIS (behavior) as the district strategy to improve school culture and climate. At that time, five of the six program and implementing site indicators were rated high by the team in relation to PBIS, with a lower score for capacity to implement. Since the most recent data review highlighted continued concern about capacity, and the district was also implementing other initiatives to address social, emotional, and behavioral supports, the team reviewed the district inventory of initiatives. The team determined that implementation of PBIS remained a high priority initiative, and additional work was warranted to ensure district PBIS efforts and community-based partnership programs were well aligned. Given that the team re-confirmed the commitment to PBIS as a district-wide strategy, it moved into planning the activities necessary to strengthen the implementation of MTSS, specifically PBIS.

## *Activities*

The following activities were identified to strengthen the district's implementation of MTSS-PBIS, with owners, start dates, and end dates assigned to each activity:

1. Review the coaching system and clearly define coaching requirements in terms of roles and responsibilities (e.g., planning team meetings, facilitating team meetings, reviewing data, engaging in professional learning individually and as district coaches together), and more accurately allocate the time and frequency needed to coach.
  - a. Revise the school counselor job title, description, roles, and responsibilities to include coaching the School Leadership Team (SLT) and staff on the installation and implementation of PBIS. Specific administrative responsibilities will be removed to enable the addition of PBIS coaching and related tasks such as: providing coaching support sessions, monitoring the PBIS implementation plan, developing monthly PBIS team meeting agendas, supporting fluency of staff in using PBIS practices, supporting SLT in adapting resources to fit each school's context. Coach the SLT on PBIS concepts outlined by the SWPBIS TFI and coordinate monthly school leadership team meetings.
  - b. Revise 1.0 FTE to fund a Programs Coordinator that will hold the following administrative duties previously assigned to counselors across the three schools: coordination of state & federal funds, coordination of MTSS-PBIS, and coordination of the Parent & Family program.
    - i. Job description includes items such as:
      - Coordinate parent volunteers.
      - Coordinate the parent and family program.
      - Meet with private schools.
      - Coordinate with Title I schools for needs and budgeting; collaborate with the business office and the ISD.
      - Coordinate districtwide MTSS efforts.
  - c. Leverage community volunteers to lead the food assistance program previously led by school counselors. (Elementary & Middle School only)



2. Professional learning for Counselors / PBIS Coaches who provide teachers with job-embedded professional learning to support PBIS implementation.
  - a. Access professional learning from the [MiMTSS Technical Assistance Center](#) at no charge.
3. School counselors / PBIS Coaches across the district will meet monthly with their school administrator from the district team to:
  - a. Develop an effective teaming structure (e.g., develop monthly agendas, pull monthly data, and develop coaching service delivery plans).
  - b. Re-confirm the SLT members and provide stipends to members so that 30 minutes can be added to monthly team meetings for at least one year beginning in June 2020, to accommodate the following:
    - i. Professional learning on PBIS, including a book study throughout the summer.
    - ii. Team collaboration to apply learning to implementation plan activities and monitoring.
4. Provide professional learning for the elementary and high school SLTs.
  - a. Elementary and high school SLTs, and new middle school staff, will attend a refresher session on classroom PBIS and strategies to promote equity and inclusion.
    - i. Specific secondary examples will be provided and modeled.
    - ii. ISD coaches and school administrators that will be leveraged to support secondary staff in implementing classroom PBIS strategies will attend the refresher alongside teachers.

### *Funding Method*

#### School Building Designations:

- Elementary School: Title I School-wide
- Middle School: Title I School-wide
- High School: Not identified

As a small rural district that serves many students identified as “at-risk” eligible, it receives a limited amount of federal Title funds and a slightly larger allocation of state categorical funds via section 31a. Based upon this information, budgetary constraints, and other factors, the district chose to reallocate human resources to improve utilization of current staff skill sets to address identified needs. The district team decided to revise the school counselor position by removing administrative responsibilities and duties related to the food assistance program to include PBIS coaching responsibilities. The new coaching responsibilities focus on providing job-embedded professional learning to leadership and staff to ensure that PBIS is implemented as intended. This decision enabled the district to split fund the counselor/PBIS coach positions and utilize 31a funds. The funds allocated from 31a to support coaching also included professional learning for the coach and was not subject to the 7.5% cap for professional learning activities, therefore, enabling the district to utilize the 7.5% of the 31a allocation in coordination with Title I and Title II funds to support stipends, learning materials, and other expenses related to professional development to improve the implementation of PBIS.

A newly created position (Programs Coordinator for MTSS, Parent & Family, and State & Federal) revised duties of a current administrator to include the coordination duties previously completed by the school counselors. Through a collaborative agreement with a local non-profit organization, volunteers will assist in the operation of the food assistance program previously organized by the school counselors. This reconfiguration enabled split funding based upon allowable activities of each funding stream. To ensure money was available within Title II to support the counselor/coach positions, identified professional development, and related supplies, the district elected to transfer all Title IV allocations to Title II. Furthermore, to fully fund the PBIS refresher training, a portion of the funds available in section 31a for professional learning was utilized. Although stipends for meeting beyond contracted time for team collaboration and PBIS professional learning are an allowable expense through IDEA, the district did not use this funding source since the amount needed for stipends was small. Lastly, the district had a system in place for maintaining meeting agendas, sign-in sheets, activity logs, and other related information. These documents were utilized as evidence of allowable activities and for split-funded positions supported by state and federal funds. The district communicated with its MDE consultant(s) to ensure allowable use of funds and leverage them as thought partners to identify possible solutions to funding challenges.

### Allocation Summary

Table 6. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 1a	3.0 FTE School Counselor / PBIS Coach <ul style="list-style-type: none"> <li>Title I (.30), Title II (.40), 31a (.30)</li> </ul>	X		X						*		
Activity 1b	1.0 FTE Programs Coordinator for MTSS, Parent & Family, and State & Federal Programs <ul style="list-style-type: none"> <li>Title I (.40), Title V (.18), 31a (.25), and indirect cost (.17)</li> </ul>	X					X			*		
Activity 3b	Stipend for school leadership teams to meet beyond contracted hours for PBIS professional learning and team collaboration to apply learning to implementation plan activities and monitoring. <ul style="list-style-type: none"> <li>Title I ES &amp; MS, 31a HS</li> <li>Increase: 30 min x 9 months = 270 minutes, 4.5 hours @ \$25.00 hr. = \$112.50 per teacher member</li> </ul>	X		X						X		

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 3b.i	Materials for book study			X								X
Activity 4	Professional learning for Elementary & HS SLTs, and new MS staff, on classroom PBIS and strategies to promote equity and inclusion.			X						X		X

*Communication*

The district team provided stakeholders with information about the strengths of their district’s efforts, the challenges being faced, and the next steps the district would take to address those challenges. Several modes of communication were used to provide this information to the school board, staff, and families and solicit feedback. A quarterly district report was provided to the LEA’s Board of Education, weekly updates were provided to staff in a memo, and a monthly update was provided to families in the school newsletter.

**District Narrative 2**

This narrative represents a medium-sized district that consists of 3,934 students across eight buildings (four elementary, two middle, and two high schools). Demographically, the district serves 2,834 (72%) students who are economically disadvantaged, 650 (16.5%) students with IEPs, and 328 (8.3%) students who are ELs. This district’s specific area of inquiry was on academics, specifically ELA, as it focused on implementing literacy for grades K-12 within an MTSS framework. Given that the elementary buildings and secondary buildings were at two different stages of implementation, the district team decided to look at data across their elementary buildings first.

*Custom Data Set*

The district analyzed multiple data objects from the [MiMTSS Data System](#), [MI School Data](#), and the district’s Student Information System to understand current successes and challenges related to literacy. Implementation fidelity data was used to determine whether the reading components of MTSS were being implemented consistently by staff. Specific data sets included implementation fidelity, measures of student outcomes, and staff perceptions.

Fidelity Data	Student Outcome Data	Perception Data
<ul style="list-style-type: none"> <li>Reading Tiered Fidelity Inventory, Elementary Edition (scores and item analysis)</li> <li>Intervention Fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Acadience Reading Screening data</li> <li>M-STEP data</li> <li>Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>Staff Survey results</li> </ul>

### *Initial Data Discovery*

In reviewing systems data, the district team celebrated that all elementary schools in the district had reached or exceeded 80% fidelity at Tier 1 on the [Reading Tiered Fidelity Inventory, Elementary Edition](#). However, only one of four elementary schools in the district had reached the criterion of 80% fidelity in the advanced tiers (Tier 2 and 3) of the reading components of an MTSS framework. The lowest scores were in the subscales of “Implementation” and “Evaluation.” The district team read through the identified school level barriers related to those items: “not enough staff to adequately intervene with the number of students that need support,” “time for preparing the data has been a barrier,” “fidelity of progress monitoring is low due to lack of training,” “not adequate time dedicated for students who are struggling to get caught up.”

Next, the team reviewed student outcome data. The Acadience Reading K-6 winter benchmark results showed that the district was close to approaching the Tier 1 goal of 80% of students performing “At or Above Benchmark,” indicating they were at low risk for future reading difficulties. Across the four elementary schools, 70%-80% of students met the thresholds for “At or Above Benchmark” based on the Reading Composite Score. Further analysis of scores on each of the Acadience Reading measures for approximately 20% of students scoring “Below Benchmark” or “Well Below Benchmark” indicated skill deficits in the areas of advanced phonics and reading fluency primarily at grades 3-5. Each of the four elementary schools reported that all students needing intervention in these grades were receiving intervention at Tier 2 or Tier 3, but only a small percentage of students receiving intervention were meeting or exceeding their intervention goals (range of 23-35%). M-STEP summative data indicated that the percent of students in the district that were advanced or proficient in 3rd grade ELA in 2018-2019 was 53%, while the State average was 45.1%. In comparing attendance data for reading intervention and special education to grade level/classroom attendance in each school, there were no meaningful patterns of difference in attendance rates. The chronic absenteeism rate had decreased by 8% to 252 students from the previous year across the four elementary buildings.

Upon reviewing perception data from a recent survey, the team discovered that most of the reading intervention and special education teachers across the four elementary schools did not have opportunities to learn how to systematically use assessment data to inform instruction. They needed support with research-based strategies to adapt and intensify reading intervention instruction.

### *Data Story Summary*

After reviewing the data collectively, the team identified a need to strengthen the implementation of Tier 2 and 3 reading supports across all elementary buildings. The following gap statement was developed: As of April 2020, three out of four elementary schools implementing Tier 2 and 3 of the reading components of an MTSS framework have not yet reached the criterion of 80% as measured by Tier 2 and 3 scores on the Reading Tiered Fidelity Inventory (Elementary R-TFI).

## *Root Cause Analysis*

To understand why fidelity of Tier 2 and 3 reading supports was not as strong as expected, the team needed to identify the root cause(s). Given the district's routine use of the [District Capacity Assessment](#) to measure the strength of its infrastructure to support MTSS implementation, the district elected to use the [MTSS Root Cause Analysis Tool](#) to identify contributing factors at the district level. Based on the results of the root cause analysis, the team determined that the district-level factors likely contributing to the current data were:

- Inadequate staff selection process – the district lacked clear job descriptions and did not have performance assessments built into the interview process to hire qualified staff.
- Ineffective supports for implementing effective practices with high fidelity – the district inadequately trained staff to successfully deliver interventions, and staff inconsistently used progress monitoring data and fidelity data to improve practice.

## *Challenge Statement*

To clearly connect the challenge identified in the data to the root cause, the team created the following challenge statement: "If the district provides general and special education classroom teachers and interventionists with the training and coaching needed to deliver and monitor interventions or specialized instruction successfully, then improvements in the advanced tier scores (Tier 2 and 3) on the Reading Tiered Fidelity Inventory should result in intervention fidelity and outcome data that will be readily available for demonstrating improvement across all elementary schools."

## *Goal*

A goal was created to reflect the targets and timeframe the team wanted to see for improvement. By March 2023, all elementary schools will implement a multi-tiered system of support for reading (Tiers 1-3) with fidelity (80% total score) as measured by the Elementary R-TFI, and 60% of students in grades 3-5 receiving Tier 2 or Tier 3 intervention will meet or exceed their intervention goals as measured by Acadience Reading K-6 progress monitoring measures and intervention program mastery measures.

Interim targets were identified for monitoring district progress toward meeting the goal:

- Interim Target 1: By May 2021, the district team will receive a score of "2" (on a 0–2-point scale) for DCA item #21 – "District uses a process for selecting staff."
- Interim Target 2: By May 2021, the district team will receive a score of "2" (on a 0–2-point scale) on the District Capacity Assessment (DCA) for item #22 – "District has a plan to continuously strengthen staff skills."
- Interim Target 3: By June 2022, 100% of the elementary reading interventionist and special education teachers will have successfully completed the first set of professional learning sessions on Data Based Individualization (DBI), a process for intensifying intervention instruction.
- End Target 1: By March 2023, all elementary schools will score an 80% or higher across all tiers on the Elementary R-TFI.

- End Target 2: By March 2023, 60% of students in grades 3-5 receiving Tier 2 or Tier 3 intervention in each of the four elementary schools will meet or exceed their intervention goals as measured by Acadience Reading K-6 progress monitoring measures and intervention program mastery measures.

### *Strategy Selection*

In a previous year, the district team had engaged in a process to select a district strategy to improve student literacy outcomes. At that time, all six program and implementing site indicators were rated high by the team in relation to the reading components of an MTSS framework. [Data Based Individualization](#), a process for intensifying interventions within an MTSS framework, was also identified to improve the effectiveness of Tier 3 intervention supports. Currently, the team reviewed the inventory of district initiatives in place related to elementary reading supports. The review revealed that implementing an MTSS for literacy K-12 remained a high priority and additional work was needed to ensure Tier 2 and 3 reading intervention supports were meeting the needs of elementary students. Upon re-confirming the district's commitment to this district-wide strategy, it moved into planning the activities necessary to strengthen the implementation of MTSS, specifically Tier 2 and 3 reading supports.

### *Activities*

The following activities were identified to address the challenges related to elementary Tier 2 and 3 reading supports, with owners, start dates, and end dates assigned to each activity:

- Revisit the district staff selection process and interview protocols to improve the likelihood of hiring qualified staff.
- Revisit the district assessment system to ensure that it includes guidance on data collection window(s) for the school year (calendar), individuals who will administer the assessments, individuals who will enter the data/scores (if applicable), individuals/team who will use the results and when they will be used, and individuals who will serve as data coordinator(s).
- Provide professional learning to general education and special education staff that supervise and/or provide the selected research-based elementary reading intervention to increase fidelity of implementation and apply Data Based Individualization. Professional learning will include training on DBI, intervention, related assessments (e.g., fidelity, diagnostic, progress monitoring), and data utilization.
  - a. Contract with qualified trainer(s) to provide professional learning on the selected research-based elementary reading intervention and DBI.
  - b. Utilize ISD staff, or MiMTSS Technical Assistance Center staff, to facilitate data review days and provide staff with professional learning on the accurate use of data specific to the selected research-based elementary reading intervention and DBI.
  - c. Schedule Professional Learning Community (PLC) meetings so that reading interventionists and special education teachers can mutually attend meetings to review progress monitoring data, review systems fidelity data, adjust implementation plans as necessary, and receive professional learning based upon identified need.
  - d. Provide stipends for PLC members to meet beyond contracted hours.

- Adjust the elementary school schedule to embed more intervention time into the current school day.
- Select and implement an advanced phonics intervention program that will complement the current reading curriculum and further support students receiving intervention in grades 3-5.

### *Funding Method*

Building Designations:

- Elementary Schools: Schoolwide (3), Targeted (1)
- Middle Schools: Schoolwide (1), Not Identified (1)
- High Schools: Not Identified (2)

The district consists of eight school buildings. Three of the four elementary schools are identified as Title I school-wide, and the remaining school is a targeted Title I building. Of the two middle schools, one is a school-wide building, and the other has no classification. Neither of the two high schools are identified for Title services.

The varying identifications of school buildings impacts the allowable use of federal Title funds. Therefore, the district planned carefully as most federal Title funds at the elementary school identified as a Targeted Title I building were designated for efforts to serve specific students. Schools without a Federal Title I designation have significantly limited access to resources funded through federal title dollars. Consequently, the district braided general, state ancillary (categorical), and federal funding sources to support identified strategies and activities differently for each building. For example, section 35a is intended to provide additional support and resources to K-3 students showing signs of an early reading deficiency. Thus, all allocations of these funds were directed toward allowable activities at the elementary schools. Additionally, the district allocated federal Title grants to fund certain MTSS activities at Title eligible schools while utilizing 31a funds to support those same activities in schools not designated to receive federal funds to serve “at-risk eligible” students. The district communicated with its MDE consultant(s) to ensure allowable use of funds and leverage them as thought partners to identify possible solutions to funding challenges.

### *Allocation Summary*

Table 7. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 1	Revisit the staff selection process and interview protocols to improve the likelihood of hiring qualified staff.							X				X

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 2	Revisit the district assessment system to ensure that it includes data collection window(s) for the school year (calendar), individuals who will administer the assessments, individuals who will enter the data/scores (if applicable), individuals/team who will use the results and when they will be used, and individuals who will serve as data coordinator(s).											X
Activity 3a	Contract with qualified trainer(s) to provide professional learning on the selected research-based elementary reading interventions and DBI.			X				X		X	X	X
Activity 3b	Utilize ISD staff, or MiMTSS TA Center staff, to facilitate data review days and provide staff with professional learning on the accurate use of data specific to the selected research-based elementary reading interventions and DBI.			X						X	X	X
Activity 3c	Schedule Professional Learning Community (PLC) meetings so that reading interventionists and special education teachers can mutually attend meetings to review progress monitoring data, review systems fidelity data, adjust implementation plans as necessary, and receive professional learning based upon identified need.											X
Activity 3d	Provide stipends for PLC members to meet beyond contracted hours to review progress monitoring data, systems fidelity data, adjust implementation plans as necessary, and receive professional learning based upon identified need.			*				X		*		X
Activity 4	Adjust the elementary school schedule to embed more intervention time into the school day.											X
Activity 5	Select and implement an advanced phonics intervention program that will complement their current reading curriculum and further support the students in grades 3-5 receiving intervention.	X		*				X		*	*	X



*Communication*

The district team provided stakeholders with information about the strengths of their district’s efforts, the challenges being faced, and the next steps the district would take to address those challenges. Several modes of communication were used to provide this information to the school board, staff, and families and solicit feedback. A quarterly district report was provided to the LEA’s Board of Education, weekly updates were provided to staff in a memo, and a monthly update was provided to families in the school newsletter.

**District Narrative 3**

This narrative represents a large district that consists of 14,040 students across 21 buildings (twelve elementary, six middle, and three high schools). Demographically, the district serves 10,530 (75%) students who are economically disadvantaged, 1,966 (14%) students with IEPs, and 2,106 (15%) students who are ELs. This district’s area of inquiry is academic, as it focuses on the Tier 1 reading components for grades K-12 within an MTSS framework.

*Custom Data Set*

The district team analyzed multiple data objects from the [MiMTSS Data System](#), [MI School Data](#), and the district’s Student Information System to understand current successes and challenges related to reading. Implementation fidelity data was used to determine whether the reading components of an MTSS framework were being implemented consistently by staff. Specific data sets included implementation fidelity, measures of student outcomes, student attendance and staff perceptions.

Fidelity Data	Student Outcome Data	Perception Data
Elementary <ul style="list-style-type: none"> <li>Reading Tiered Fidelity Inventory, Elementary Edition (scores and item analysis)</li> </ul> Secondary <ul style="list-style-type: none"> <li>Reading Tiered Fidelity Inventory, Secondary Edition (scores and item analysis)</li> </ul>	Elementary <ul style="list-style-type: none"> <li>Acadience Reading Screening data</li> <li>M-STEP data</li> </ul> Secondary <ul style="list-style-type: none"> <li>Early Warning Indicators (Attendance and Course Performance)</li> <li>PSAT 8/9, PSAT 10</li> </ul>	Elementary <ul style="list-style-type: none"> <li>Staff Survey results</li> </ul> Secondary <ul style="list-style-type: none"> <li>Staff Survey results</li> </ul>

*Elementary Initial Data Discovery*

In reviewing systems data, the district team discovered that eleven out of the twelve elementary schools had not reached the criterion of 80% for fidelity at Tier 1, with the lowest scores in the subscale of “Implementation” as measured by the [Reading Tiered Fidelity Inventory, Elementary Edition](#). The district team read through the identified school level barriers related to those items: “Only some teachers are teaching instructional routines,” “Not all grade levels have at least 90-minutes of daily core reading instruction for all students,” “We need to take a look at the

differentiation of core curriculum reading materials,” and “We haven’t implemented written guidelines in grade levels.”

Next, the team reviewed student outcome data. The previous end-of-year Acadience Reading benchmark scores showed that only two of twelve elementary schools met the 90% threshold for students “At or Above Benchmark” for Phonemic Awareness in kindergarten and the 80% threshold for Alphabetic Principle/Basic Phonics in kindergarten and first grade. One of the 12 elementary schools did meet the threshold of 80% for Advanced Phonics, Reading Fluency, and Comprehension in grades 2-5. According to M-STEP 3rd grade ELA data from last year, the percentage of students in the district who were advanced or proficient was 27%, while the state average was 45.1%.

Upon reviewing perception data from a recent staff survey completed by general education teachers across the 12 elementary schools, the results indicated that most teachers identified the need for additional resources and support for phonemic awareness and phonics instruction.

### *Secondary Initial Data Discovery*

The team continued the data discovery at the secondary level. In reviewing systems data, the team found that only one of the nine secondary schools in the district had reached the criterion of 80% fidelity at Tier 1, with the lowest scores in the subscales of “Teams” and “Implementation” as measured by the [Reading Tiered Fidelity Inventory, Secondary Edition](#). The district team read through the identified school level barriers related to those items: “cross-department teams do not meet regularly,” “the feedback loop between department teams and administration is not strong,” “we aren’t currently collecting content area reading strategy fidelity data.”

Next the team reviewed student outcome data. As measured by Early Warning Indicators, attendance data showed that 90% of students were attending school at least 90% of the time across most grades 6-12, with some concern noted for 12th grade in two of the nine schools. Analysis of attendance data for ELA courses and students with IEPs compared to other courses and students without IEPs in each school showed no meaningful pattern of differences in attendance rates. Course performance data indicated that 60%-74% of students across grades 6-12 were meeting the thresholds for low-risk on course performance (ELA classes grades 6-8 and Core Courses 9-12). The data discovery also showcased that the percent of students meeting the College Readiness benchmarks in evidence-based reading and writing was 44.3%.

Upon reviewing perception data from a recent survey of content area teachers across the nine schools, the team found that most teachers did not have background knowledge or previous training in reading instruction. The results also indicated that while each secondary school had access to and had been trained in at least one research-based content area reading strategy, only one school was currently collecting fidelity data on implementation of the strategy.

### *Data Story Summary*

After reviewing the data collectively, the team identified that multiple data sources were pointing to the need to strengthen the implementation of Tier 1 reading supports in elementary and secondary schools. The following gap statement was developed: As of April 2020, 11 out of 12 elementary schools and eight out of nine secondary schools implementing reading components of an MTSS framework have not yet reached the criterion of 80% for Tier 1 as measured by the Reading Tiered Fidelity Inventory (Elementary R-TFI or Secondary R-TFI).

### *Root Cause Analysis*

To understand why fidelity of Tier 1 was not as strong as the team expected, the team needed to identify the root cause(s). Given the district's routine use of the [District Capacity Assessment](#) to measure the strength of its infrastructure to support MTSS implementation, the district elected to use the [MTSS Root Cause Analysis Tool](#) to identify contributing factors at the district level. Based on the results of the root cause analysis, the team determined that the district-level factor likely contributing to the current data was the need to strengthen the district MTSS implementation plan by providing stronger implementation supports (e.g., training, coaching support).

### *Challenge Statement*

To clearly connect the challenge identified in the data to the root cause, the team created the following challenge statement: "If the district provides teachers and administrators with the training and coaching needed to successfully deliver core instruction (Elementary) and content area reading strategies (Secondary), then Tier 1 fidelity scores should improve on the Reading Tiered Fidelity, ultimately resulting in improved student outcomes K-12."

### *Goal*

A goal was created to reflect the targets and timeframe the team wanted to see for improvement. By June 2024, all schools will implement a multi-tiered system of support for reading with fidelity (80% total score) as measured by the Elementary and Secondary Reading-Tiered Fidelity Inventories, and students will improve in their reading skills (Elementary) and Course Performance (Secondary) as described in the interim and end targets below. Interim targets were identified for monitoring district progress toward meeting the goal:

- Interim Target 1: By June 2022, 100% of general education teachers K-12 will have attended training specific to teaching reading/content area reading strategies, and fidelity of implementation data will be collected.
- Interim Target 2: By June 2022, all schools will score 80% or higher on Tier 1 Elementary and Secondary R-TFIs. Elementary will improve scores on items 1.7, 1.9, 1.12 regarding instructional routines, grade level guidelines, and 90minutes of core instruction, while Secondary will improve scores on items 1.5 and 1.10 regarding strategy fidelity data and cross-department teaming.
- Interim Target 3: By June 2023, all elementary schools will meet the thresholds of 90% of kindergarten students at "low-risk" for Phonemic Awareness and 80% of kindergarten and first grade students at "low-risk" (i.e., Well Above, Above, or At Benchmark) for Alphabetic Principle/Basic Phonics as measured by the corresponding Acadience Reading measures at each grade level.

- Interim Target 4: By June 2023, Grades 2-5 in all elementary schools will meet the threshold of 80% of students at “low-risk” for Advanced Phonics, Reading Fluency & Comprehension as measured by Acadience Screening data.
- Interim Target 5: By June 2023, all grade levels in secondary schools will meet the threshold of 80% of students at “low-risk” for course performance without higher risk for minority students.
- End Target 1: By June 2024, all schools will receive a total score (Tiers 1-3) on the R-TFI of 80% or higher.

### *Strategy Selection*

In a previous year, the district team had engaged in a process to select a district strategy to improve student literacy outcomes. At that time, all six program and implementing site indicators were rated high by the team in relation to MTSS-Literacy (reading). To identify what efforts were already taking place in the district to address reading, the team reviewed their inventory of initiatives related to the elementary and secondary school-wide reading plan. It revealed that implementing MTSS for K-12 remained a high priority, and additional work was needed to ensure Tier 1 reading supports were meeting the needs of K-12 students. Upon re-confirming the district’s commitment to this district-wide strategy, it moved into planning the activities necessary to strengthen the implementation of MTSS – Literacy.

### *Activities*

The following activities were identified to address the challenges related to elementary and secondary reading, with owners, start dates, and end dates assigned to each activity:

1. Review district-wide ELA curriculum (with a focus on phonemic awareness and phonics in K-2), standards, and resources to strengthen core instruction and apply the district selection process to identify a supplemental phonemic awareness and phonics programs/resources to incorporate into Tier 1 instruction.
  - a. If necessary, purchase new programs and resources to supplement existing curriculum at Tier 1 in grades K-2.
2. Contract with qualified trainer(s) to provide professional learning for building principals, coaches, teachers, and paraprofessionals on delivering K-5 core instruction and supporting parent engagement on early literacy.
3. Develop and implement a parent engagement series focusing on early literacy and reading outside of school hours.
4. Provide stipends for instructional staff and paraprofessionals to attend a two-day training before the start of the academic year and three after-school professional learning dates on any new program or resource selected for K-2.
5. (Elementary only) Work with Elementary staff to ensure a 90-minute core reading block is built-in for all grades.
6. (Elementary only) Allocate FTEs for coaching support at elementary schools, including monthly PLCs to support the implementation of pacing, instructional routines, and guides for the core reading program and differentiation of instruction.
7. (Elementary only) Identify members from the district team to collaborate with identified members from elementary School Leadership Teams (SLT’s) to develop a pacing and instructional guide for the core reading program across grades K-5.

8. Assure substitute funding or stipends to cover the team's time outside of the classroom or after hours to attend professional learning.
9. Contract with qualified trainers to provide professional learning to building administrators, teachers, and support staff on delivering secondary content area reading strategies.
10. (Secondary only) Provide stipends to cover a two-day training before the start of the academic year and three after-school professional learning dates on fluency building opportunities for teachers' use of selected content area reading strategies.
11. Allocate FTEs for weekly coaching support, including secondary department meetings once a month to support the use of content area reading strategies.

### *Funding Method*

#### Building Designations:

- Elementary Schools: Schoolwide (8), Targeted (2), Not Identified (2)
- Middle Schools: Schoolwide (4), Targeted (1), Not Identified (1)
- High Schools: Schoolwide (1), Targeted (1), Not Identified (1)

This district of 21 schools consists of thirteen Title I Schoolwide, four Title I Targeted, and four that are not identified for federal title funds. Like the previous narrative, there are schools with various identifications that provide multiple funding solutions. Schools identified for Targeted Title I services support efforts assisting specific students. Schools without a Federal Title I designation have significantly limited access to resources funded through federal title dollars. Consequently, the district braided general, state ancillary (categorical), and federal funding sources to support identified strategies and activities differently for each building. For example, the district chose to use Title II funds to support professional learning on literacy across the district; however, it also utilized Section 35a funds to support the aligned professional learning activities and literacy coaches to support K-3 improvement efforts in accordance with caps identified in legislation. This method enabled some of the Title allocation to be used for other activities while leveraging the restrictions of Section 35a funds to meet the literacy needs of students in primary grades. Furthermore, the district was able to support all professional learning initiatives with its Title II allocation, thereby eliminating the need to access the allowable 7.5% of the Section 31a allocation. This enabled those Section 31a funds to be utilized for activities directly serving "at-risk eligible" students in schools that do not have access to Title I funds. As in each scenario, the district communicated with its MDE consultant(s) to ensure allowable use of funds and leverage them as thought partners to identify possible solutions to funding challenges.

## Allocation Summary

Table 8. X indicates generally allowable use of funds; \* depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 1	Review district-wide ELA curriculum standards (focusing on phonemic awareness and phonics in K-2) and resources to strengthen core instruction, and select a supplemental phonemic awareness and phonics program to incorporate into Tier 1 instruction.			*								X
Activity 1a	If necessary, purchase new programs/resources to supplement existing curriculum at Tier 1 in grades K-2.									*	*	X
Activity 2	Contract with qualified trainer(s) to provide professional learning for building principals, coaches, teachers, and paraprofessionals on delivering K-5 core instruction and supporting parent engagement on early literacy.	X		X						X	X	X
Activity 3a	Develop a parent engagement series focusing on early literacy outside of school hours.	X		X	*	X						X
Activity 3b	Implement a parent engagement series focusing on early literacy outside of school hours.	X		X	*	X				X		X
Activity 4	Provide stipends for instructional staff and paraprofessionals to attend a two-day training before the start of the academic year and three after-school professional learning dates on any new program or resource selected for K-2.	X		X						X		X
Activity 5	(Elementary only) Work with Elementary staff to ensure a 90-minute core reading block is built-in for all grades.											X
Activity 6	(Elementary only) Allocate FTEs for coaching support at elementary schools, including monthly PLCs to support the implementation of pacing, instructional routines, and guides for the core reading program and differentiation of instruction.	X		X						X	X	

Activity Number	LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	Title V	IDEA	21h	31a	35a	General Funds
Activity 7	(Elementary only) Identify members from the district team to collaborate with identified members from elementary School Leadership Teams (SLT's) to develop a pacing and instructional guide for the core reading program across grades K-5.	X		X				X				X
Activity 8	Assure substitute funding or stipends to cover the team's time outside of the classroom or after hours to attend professional learning.	X		X				X		*		X
Activity 9	Contract with qualified trainers to provide professional learning to building administrators, teachers, and support staff on delivering secondary content area reading strategies.	X		X						X		X
Activity 10	(Secondary only) Allocate funds for stipends to cover a two-day training before the start of the academic year and three after-school professional learning dates on fluency building opportunities for teachers' use of selected content area reading strategies.	X		X						X		X
Activity 11	Allocate FTEs for weekly coaching support, including secondary department meetings once a month to support the use of content area reading strategies.	X		X						X		

**Communication**

The district team provided stakeholders with information about the strengths of their district's efforts, the challenges being faced, and the next steps the district would take to address those challenges. Several modes of communication were used to provide this information to the school board, staff, and families and solicit feedback. A quarterly district report was provided to the LEA's Board of Education, weekly updates were provided to staff in a memo, and a monthly update was provided to families in the school newsletter.

## Part V: Conclusion

As illustrated in this guidance, there is not one single way to implement or fund MTSS. Many factors, including unique district context, play into the decisions that districts make while applying the continuous improvement process to identify needs, select activities to address the identified need within the context of an MTSS framework, develop implementation plans, and fund activities in a sustainable manner. While the process may seem complex, it is a critical undertaking. By ensuring that data-based decisions are made based upon need, and efficient methods for allocating funds are employed to support the implementation of a selected activity, districts increase the likelihood of meeting their goals for improved learner outcomes.



## Appendix A: Resources

### **ESSA – Title Funds**

#### MDE Field Services

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051---,00.html))

#### Foster Care

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-428655--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-428655--,00.html))

#### Title I, Part A – Improving Basic Programs

([https://www.michigan.gov/mde/0,4615,7-140-5236\\_6048-69709--,00.html](https://www.michigan.gov/mde/0,4615,7-140-5236_6048-69709--,00.html))

#### Title I, Part A - Schoolwide Consolidation

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-254873--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-254873--,00.html))

#### Title I, Part C – Migrant

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-252889--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-252889--,00.html))

#### Title I, Part D – Neglected and Delinquent

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-237385--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-237385--,00.html))

#### Title II, Part A – Supporting Effective Instruction

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-429619--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-429619--,00.html))

#### Title III - English Learner & Immigrant Education Programs

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_88063---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_88063---,00.html))

#### Title IV, Part A – Student Support & Academic Enrichment

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_88063---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_88063---,00.html))

#### Title IX - McKinney-Vento Homeless Assistance Grant

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-252888--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-252888--,00.html))

### **IDEA**

#### The IDEA Statute and Regulations

(<https://sites.ed.gov/idea/statuteregulations/>)

#### Supports for Students with Disabilities

([https://www.michigan.gov/mde/0,4615,7-140-6598\\_88191---,00.html](https://www.michigan.gov/mde/0,4615,7-140-6598_88191---,00.html))

#### Individuals with Disabilities Education Act (IDEA) 2004, Part B, Section 619 Preschool Grants

(<https://www.michigan.gov/mde/0,4615,7-140-5236-314477--,00.html>)

## **State School Aid Act of 1979**

### Section 21h - Partnership Districts

Partnership Districts are eligible to apply for Section 21(h) funds. These districts can contact their Partnership Agreement Liaison for more information.

### [Section 31a - At-Risk](#)

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-43638--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-43638--,00.html))

### [Section 32d and 39 - Great Start Readiness Program](#)

([www.michigan.gov/gsrp](http://www.michigan.gov/gsrp))

### [Section 35a - Additional Instructional Time Grant](#)

([https://www.michigan.gov/mde/0,4615,7-140-28753\\_74161-367703--,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_74161-367703--,00.html))

## **Multi-Tiered System of Supports**

### [Michigan Department of Education \(MDE\) Multi-Tiered System of Supports Practice Profile](#)

([https://www.michigan.gov/documents/mde/MDE\\_MTSS\\_Practice\\_Profile\\_5.0July2020\\_ADA\\_700696\\_7.pdf](https://www.michigan.gov/documents/mde/MDE_MTSS_Practice_Profile_5.0July2020_ADA_700696_7.pdf))

### [Michigan's Multi-Tiered System of Supports \(MiMTSS\)](#)

([https://www.michigan.gov/mde/0,4615,7-140-81376\\_86454---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_86454---,00.html))

### [MiMTSS Technical Assistance Center](#)

(<https://mimtsstac.org>)

## Appendix B: District Activities Worktable

### LEA Activities Worktable

LEA Level Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	21h	31a	35a	General Funds