



#### Who is here today?

Mrs. Suzanne Grambush Mrs. Stephanie E. Holmes-Webster Mrs. Yvonne Mayfield, Title I Regional Consultant

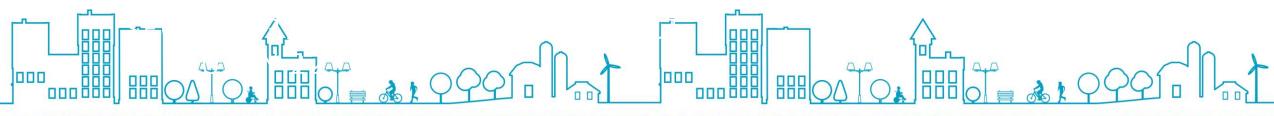
Please add to the chat: Your Name, Your Role, and District Name







#### Section 31a: Overview



# Group Expectations - Virtual

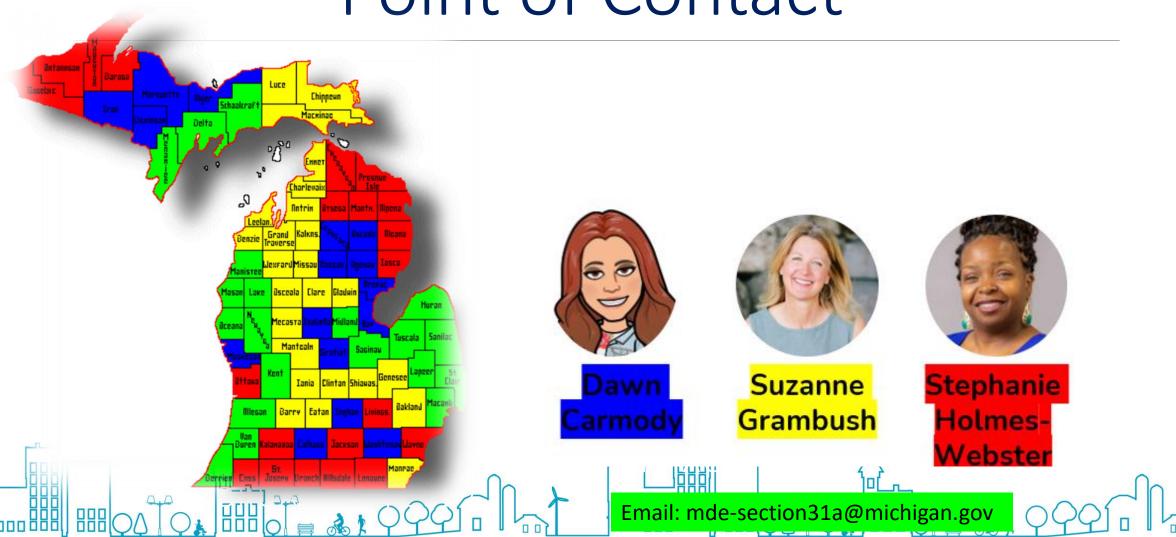


Please remember to keep your microphone on MUTE during the webinar.

Questions in the moment can be written in the chat box. There will also be time at the end of the webinar for questions.

If the district has specific context related questions, please email or contact a consultant to discuss further details.

# Regionalization of Services Point of Contact





#### Session Objectives



The Basics-Intent & Purpose, Assurances, Allowances



What does your local assessment data reveal?



Moving to Year 7, MTSS Implementation



Reinvention & Renewal



Legislative Updates & Review





#### The Basics

REVIEW OF INTENT & PURPOSE, ASSURANCES AND ALLOWABLE COSTS

#### Pupils proficient in:

- ELA by the end of Grade 3
- Math by the end of Grade 8
- Career & College Readiness by high school graduation

Regular School Attendance

Primary Health Care Services

Hearing, Vision, & Dental Screening

#### Intent & Purpose of Section 31a

#### What is Chronic Absenteeism?

Section 31a(1) states, "pupils are attending school regularly"

#### Things to consider:

- general attendance rate
- chronic absenteeism rate
- attendance rate of chronically absent students

MI School Data K-12 Student Attendance

#### **MI School Data Definitions:**

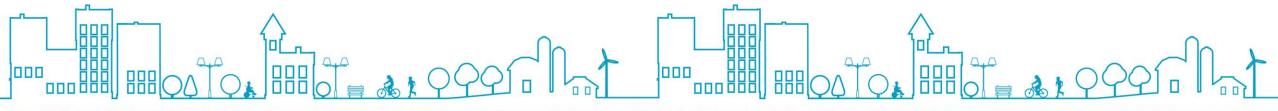


#### **Chronically Absent:**

- 2014-15 SY and prior: Students with 10 or more absences during the scheduled school year.
- 2015-16 SY and after: Students who missed 10
  percent or more possible days during the
  scheduled school year and were enrolled in a
  district or building for at least 10 consecutive days.

#### **Not Chronically Absent:**

- Students who missed less than 10 percent of possible days during the scheduled school year and were enrolled in a district or building for at least 10 consecutive days.
- Available beginning with 2015-16 SY





**Subsection (3): Assurances** 

- Implement MTSS K-12 including all five components
- Supplement School Breakfast
- Comply with Read by Grade Three Law (Section 1280F of the Revised School Code, MCL 380.1280F)
- Use resources to address early literacy and numeracy





#### Sub-Section (5) Allowable Use

**Key Points:** 

**Instructional Programs** 

Direct non-instructional services: medical, mental health, counseling for At-risk eligible pupils

School health clinics (e.g., school nurse)

Programs conducted before/during/after school





#### **Key Points:**



### Sub-Section (5)

Unallowable

**CANNOT BE USED FOR:** 

Administrative costs

The entire cost of an alternative ed program

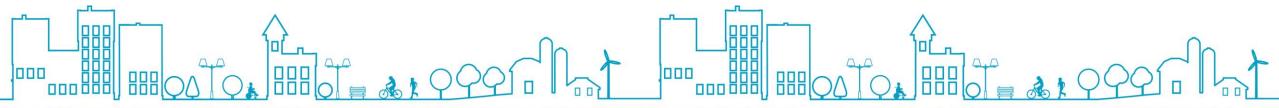
Teacher of record



### Supplemental Support of Alternative Education programs



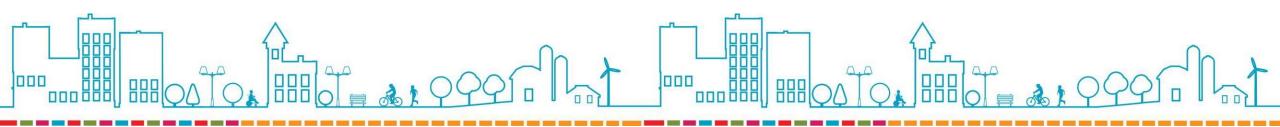
- ☐ Social Worker
- □ Co-teachers/Additional Support Staff-teacher
- □ Counselors
- Paraprofessional
- ☐ School Parent Liaison
- ☐ Supplementary Supplies
- ☐ Educational Based Field Trips
- ☐ Anti-Bullying/Crisis Intervention Programming







# What assessments are you using to measure Whole Child needs?





Component 3: Use of data in school improvement Level 1 Level 2 Level 3 Level 4 Level 5 Mission/vision state-Mission/vision state-Mission/vision state-Mission/vision state-Mission/vision statement ment is developed ment is developed ment is developed ment is developed in a is written by an indithrough stakeholder through direct stakethrough direct stakesmall group with minividual or a small group, involvement and disholder involvement, holder involvement, mal stakeholder input, filed and revised every played and dissemidisplayed and dissemidisplayed and dissemifiled, and revised every five years. nated and referenced nated, and referenced nated, and revised every five years. weekly: data sources frequently. three to five years. are identified to provide evidence of accom-Nishment and revised nually. 'al and internal Some goals include Goals include state tar-Goals are limited to Single goal is to get out specific meagets and desired areas meeting benchmarks of an unfavorable state stated as for improvement set by \ls: specific, sures and levels of set by state. or district designation. \*tainable. accomplishment. the school. dtime Strategies researched Strategies researched Strategies recom-Strategies are chosen by brainstorming in a small by study groups of by study groups of staff; mended by administraraff; none considered none considered withtors or a small group group or from a packout data to provide out data to provide eviand voted on by staff. aged pull-down menu; 'ce of effectivedence of effectiveness. strategies are selected only for math and 'comparison to text, pracliteracy. causes; nies will

#### **Prioritizing Needs**

#### Assessment Framework Te.

	Summative	Benchmark	
Gr. 6			
Gr. 5			
Gr. 4			

#### to Propel Progress and Document Results

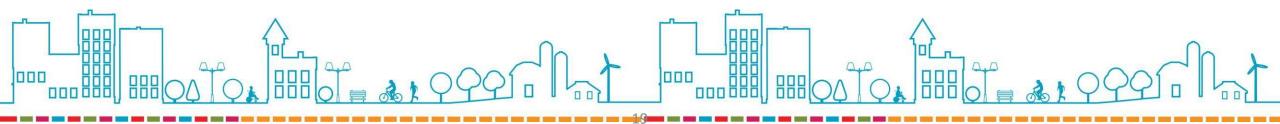
How I Will Document My Progress	Statement of Results
2/2022 MA	FPS Section 31a Presentation
2) 2022 WA	18
	Progress





#### **MICIP Process**

- **0** Did not take part in the MICIP process.
- 1 Provided information but did not walk through the MICIP process.
- 2 Part of the MICIP leadership team but had a minimal role.
- **3** Collaborative part of the MICIP leadership team but did not work through the MICIP process.
- 4 Collaborative part of team, including all steps of MICIP process.





#### Whole Child Needs



#### Which focus area does this story relate to?

#### Academic Non-Academic Systems Community Engagement Assessment / Data Systems Arts Career and College Achievement Family Engagement Communication Career and College Ready Skills Mental and Behavioral Curriculum & Instruction Health Computer Science Facilities Management Nutrition ELA Finance Physical Activity English Language Development Food Service Standards Physical Environment HR / Talent Management Health School Culture and Climate Leadership . . . . . . . . Create Custom Data Set



### Moving to Year 7

MTSS IMPLEMENTATION, K-12



#### Michigan Law that Supports MTSS



#### State School Aid Act (PA 94 of 1979)

- Section 21h Partnership Districts
- Section 31a At-risk
- Section 35a Early Literacy
- Section 54b
   MiBLSI/MiMTSS TA
   Center

#### Michigan School Code (PA451 of 1976)

 Read By Grade Three Law (Section 1280f)

#### Upcoming Dyslexia Legislation

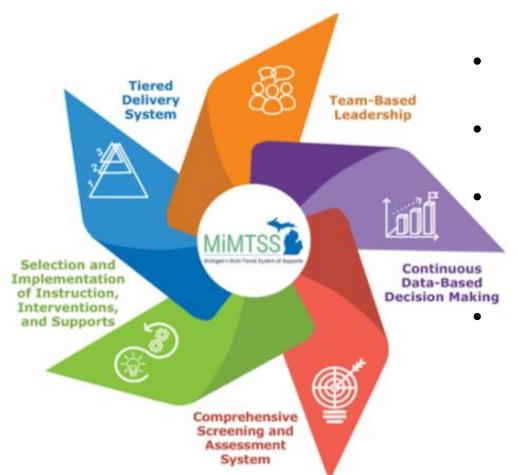
Michigan does not have in-service legislation related to dyslexia, but HB4822 states that, "a school principal or chief administrator [shall] do all of the following: (i) For a teacher in grades K to 3, target specific areas of professional development based on the reading development needs data for incoming pupils.3EHB 4822 (ii) Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates among their pupils.





#### **MDE's MTSS Practice Profile**





- Creates shared understanding
  - Defines standards of expectations
  - Describes actions to develop & implement
  - Provides opportunity to reflect & refine

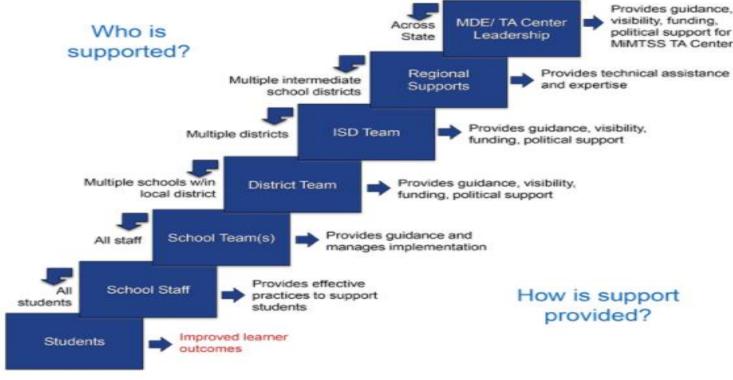


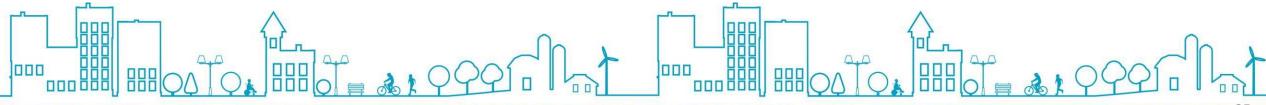
### Cascading Supports & your District Teams



Systems of Support





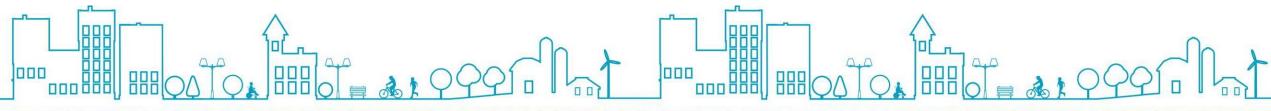




#### **Measuring MTSS Fidelity**



- District Capacity Assessment
  - To reflect on Practice Profile
- Tiered Fidelity Inventory (TFI)
  - Reading TFI
  - PBIS TFI
  - \*Student Assessments (e.g. NWEA, Dibels, local assessments) ARE NOT fidelity measures



# Program Monitoring Indicators (PMI)

#### **GENERAL INFORMATION**

Completed for On-Site or Desk Reviews

Evaluates Compliance of Section 31a Legislation

Four Indicator Sets with Seventeen Indicators Total

- 1 Intent and Purpose
- 2 Allowable Use of Funds
- 3 Annual Program and Fiscal Report
- 4 Early Lit., Numeracy & MTSS

# ndicator Set

This indicator set is designed to be a reflective planning tool to help support the development of your MTSS framework. It is aligned and complies with Section 31a intent and purposes.



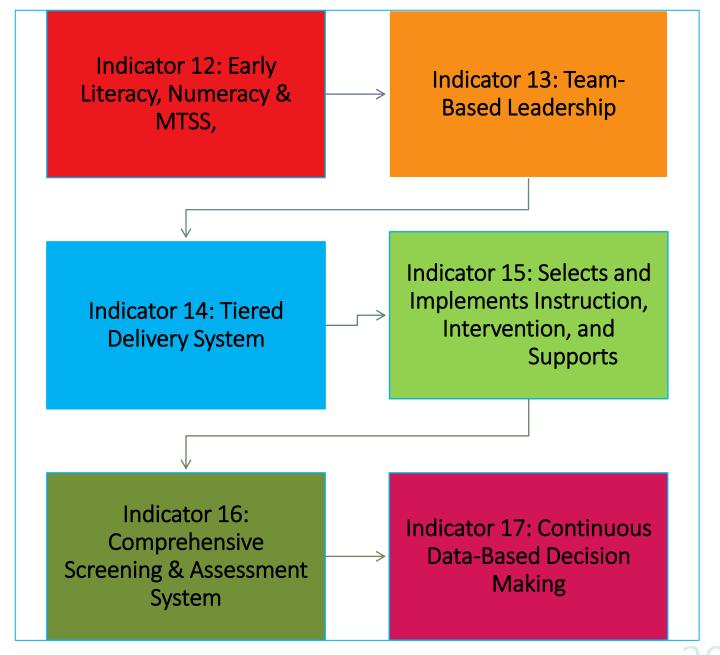
Self-Assessment Ratings Key for indicator set 4 are:

E – Expected Use in Practice

D – Developmental Usein Practice (only set4)/Possible ChangeRequired\*

U – Unacceptable Use in Practice/Change Required (CR)

# Program Monitoring Indicators: Set #4 MTSS



2/2022 MASFPS SECTION 31A PRESENTATION





Office of Educational Supports (OES) Section 31a At-Risk Program

#### Program Review Companion Guide (PRCG)

School Year 2020-21

Indicator Set Implementation Levels Rubrics

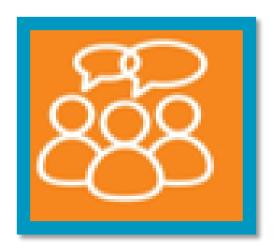
#### Program Review Companion Guides

Serves as an informational resource and reflection tool that leads to improvement in academic achievement.

Each rubric describes what the Section 31a intent and purposes look like across the implementation levels.

Measures fidelity and level of implementation.

Assists with planning for and OSR/Desk Review, create action plans for any Change Required indicators, and/or improving upon the LEA improvement plan.



#### 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.

#### MTSS Practice Profile V. 5.0:

#### 1.1 Creates and maintains a team

ensures authority and responsibility for leading and coordinating MTSS implementation across the district

#### 1.2 Represents key stakeholders

internal and external district and school-level leaders varied roles (data, instruction (general, special ed), union, ISD, family, community)

#### 1.3 Demonstrates a commitment to professional learning

#### 1.4 Maintains a formal communication plan

consistently used over time ensures effective communication with internal and external stakeholders regarding MTSS implementation

#### 1.5 Developed a formal process to address internal and external barriers

consistently used over time addresses internal and external barriers



#### Team-based Leadership (2)

Teams (district, building, and educator)
that collaborate and communicate
contribute to the alignment and
cohesion across the education system.
The alignment and cohesion of
leadership teams create sustainable,
scalable, and engaging school climates
to support the successful
implementation of MTSS and learner
achievement.

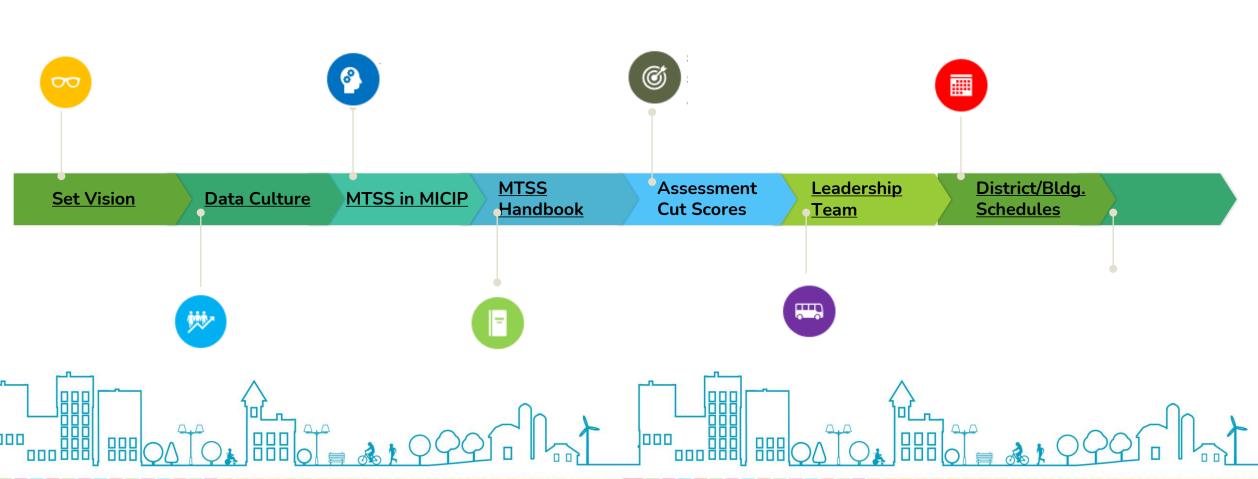
#### Section 31a Program Review Companion Guide: Indicator #13

The LEA has developed a district leadership team that includes collaboration, planning, study, data analysis, goal setting, and reflection that are necessary for the successful implementation of MTSS K-12 that has the following conditions in place.

- Vision and belief system for MTSS
- Collaborative district & school culture are in place
- Commitment to MTSS resources (time, professional learning, materials & staffing)
- Key stakeholders provide input
- Ensure parent/guardian(s), caregivers and community are engaged in non-traditional ways and a collaborative component
- Multiple measures of data are utilized and analyzed
- Collaborates and communicates with all stakeholders
- Leadership teams focus on students' academic outcomes during decision-making



#### MTSS Implementation Checklist







#### The Master Schedule: What does it say about Equity?

#### Old way:

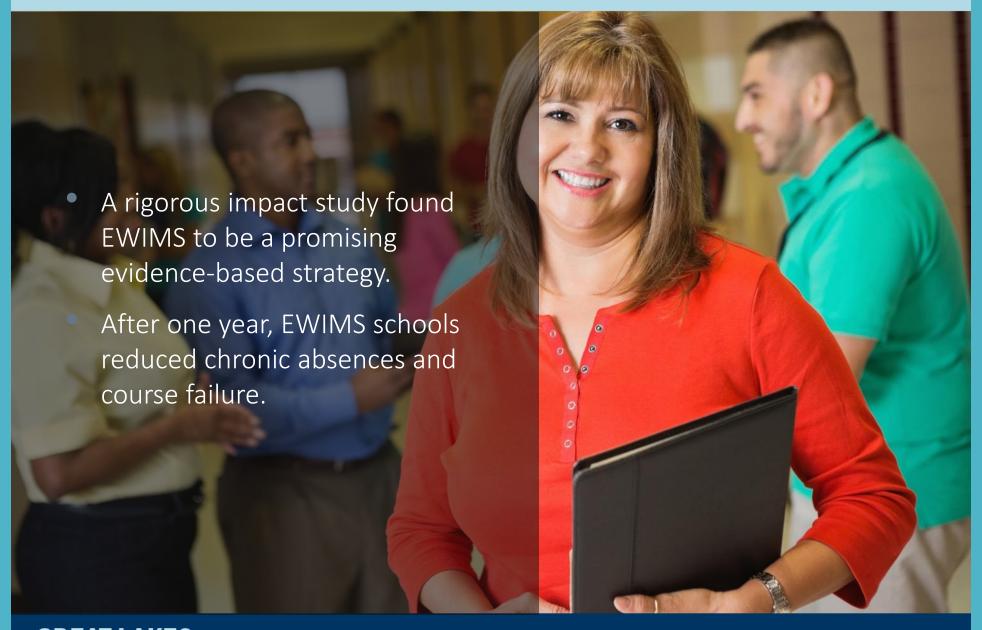
- Sorting mechanism
- Made in isolation
- Static from year to year
- Adult-driven
- Article: <u>Mastering the Master</u>
   Schedule

#### During & Post-Pandemic:

- Dynamic schedules
- Based on student needs
- Flexible
- Equity-driven
- Article: What does your School Schedule Say About Equity? More than you Think.



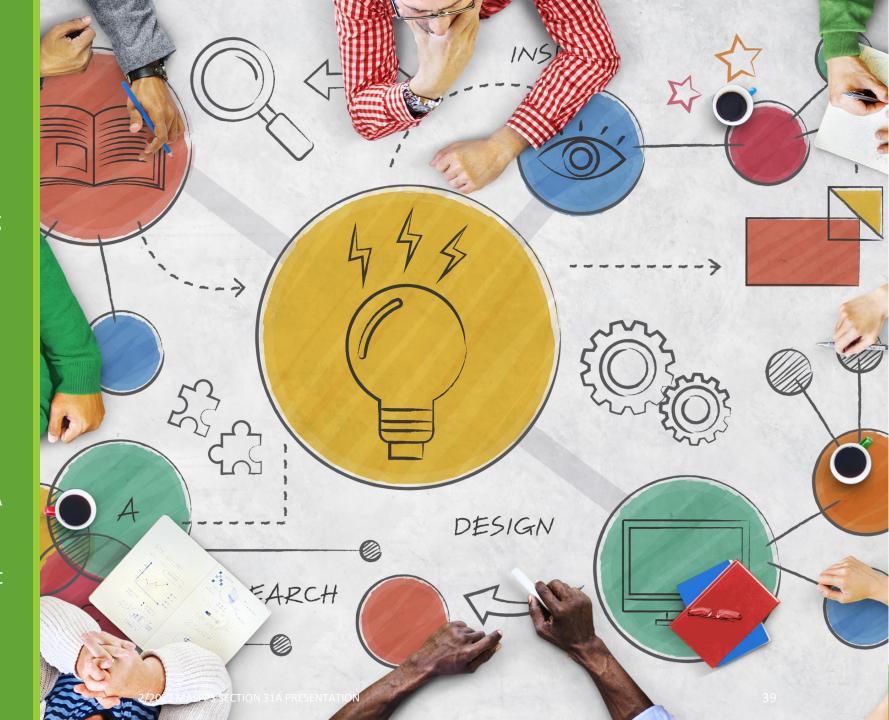
#### Research Base for EWIMS



#### Focus Group: Planning for 2022-23 Academic Year

Does your team find it challenging to develop a cohesive, financially impactful plan to support MTSS implementation? Do you have questions about braiding funding streams to support a position or program initiative? If so, ask to participate in the MDE MiMTSS Fiscal Guidance for Implementing MTSS Focus Group.

Purpose: The MDE and MiMTSS TA Center would like to collect feedback from LEAs/ISDs on the usability of the guidance document alongside the program and budget planning process.





## Fiscal Guidance for Implementing an MTSS v 1.0

#### Released in May of 2021, the guidance:

- 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).
- 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.
- Describes 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.
- Showcases three narratives of 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.

Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS) (michigan.gov)

# Benefits of participating in the MDE & MiMTSS Fiscal Guidance to Support MTSS Focus Group

Complete this short questionnaire to indicate interest in joining.

#### Teams will:

- Participate in orientation to the guidance (e.g., webinar, watch pre-recorded presentation)
- Apply the guidance during their continuous improvement planning this spring, and then
- Participate in a follow-up focus group to provide feedback on the guidance this summer



#### Reinvention & Renewal

PROGRAM PLANNING WITH SECTION 31A



The Pandemic

NEVER LOSE
THE
OPPORTUNITY
OF A CRISIS.

#### Game Changer: Parents as real partners.

01

Using technology to meet face to face with parents/caregivers

02

Setting up hotlines to help parents that struggle to help with classwork/homework

03

Partnering with
Community
Partners/Stakeholders
to reduce food
insecurity, complete
home visits and wellchecks

**Promising Practices from Michigan districts** 

### **Families** are the cornerstone of family engagement engaged & environments supported partners Educators in their child's education Family Engagement efforts are **Community Supports**

### Michigan's Family Engagement Principles

- Relationships are the cornerstone of family engagement.
- Families are engaged and supported partners in their child's education.
- Family engagement efforts are purposeful, intentional, and clearly identify learner outcomes.
- Family engagement efforts are tailored to address all families, so all learners are successful.
- Positive learning environments contribute to family engagement and learning.

### **Systemically Addressing Attendance**

- <u>Contact</u> develop strategies for locating hard-to-reach students, then focus on addressing barriers to attendance
- <u>Connectivity</u> determine whether students have internet access and adequate equipment, and evaluate whether there are resources available to address gaps
- <u>Relationships</u> strong relationships with caring adults and educators are key to keeping students engaged in school
- <u>Participation</u> track whether students are showing up for entire class periods and/or submitting an assignment
- <u>Consider the data</u> analyze pre-pandemic attendance data to assess which students may be in need of additional support

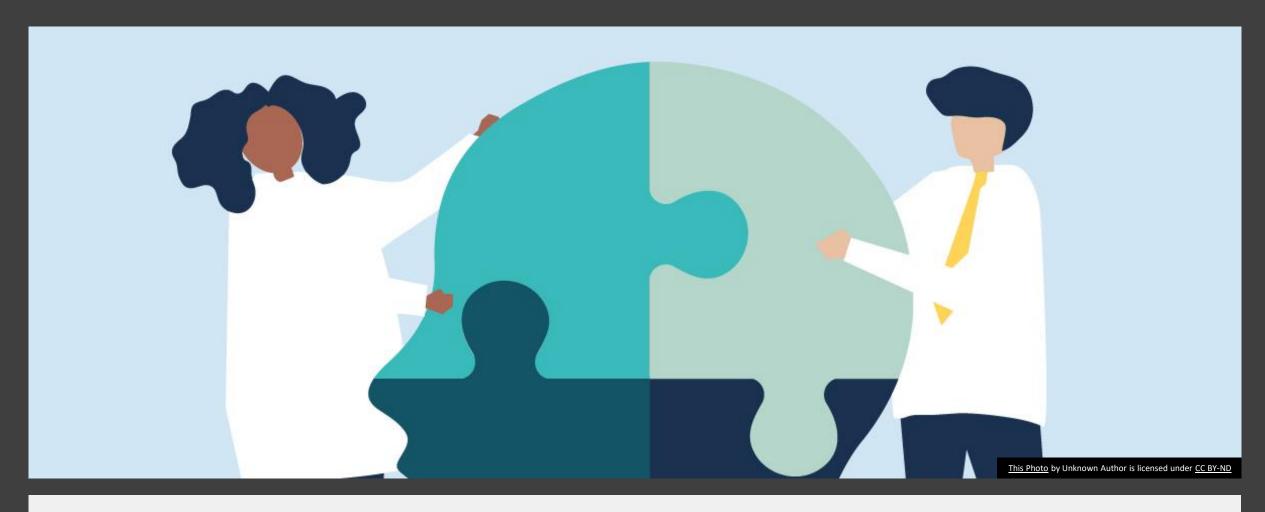


https://www.future-ed.org/wp-content/uploads/2020/07/REPORT\_Attendance-Playbook-Covid-Edition.pdf

### **Subsection (5): School Security Usage**

- 50% of students need to qualify as Economically Disadvantaged (ED) as reported to the Center-CEPI
- used for School Security
   Personnel or School Parent
   Liaison (SPL)

- must align to the LEA needs assessment
- must align to the MTSS model
- connect parents to the school community
- no cap on allowance
- Reminder: Not for infrastructure

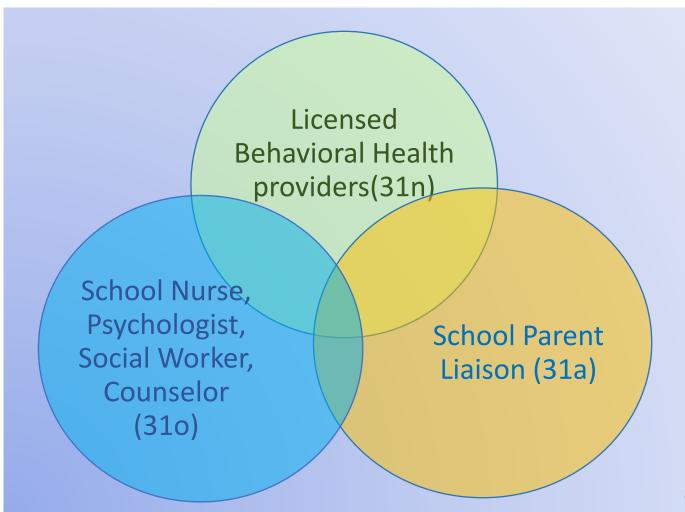


### **Universal Expectations-SEL**

When school leaders and staff set a tone that models kindness and respect, they start to transform a school beyond a place of learning into a space that supports individuals and create a sense of belonging. Schools need to nurture the whole child by intentionally integrating social and emotional learning.

Ensure Supports for Social and Emotional Learning | Restarting and Reinventing School (learningpolicyinstitute.org)

### **Capture the opportunity: Building Strong Connections**





School-to-Prison Pipeline Resources | Montana

Innocence Project (mtinnocenceproject.org)

This Photo by Unknown Author is licensed

### Research has documented....

SROs do not improve school safety or reduce school violence.

Students feel less safe, and more fearful, at schools with SROs.

Black and Brown students feel less safe at schools with SROs.

Source: What the Research Shows: The Impact of School Resource Officers — Chicago Lawyers' Committee for Civil Rights (clccrul.org)

### Game Changer: What is a School Parent Liaison?

Parent liaisons work in the schools and community to help families get the information and assistance they need to support their children and to ensure their academic success. The parent liaisons represent a variety of cultures, languages, and races. Parent liaisons will welcome and orient families who are new to the school and community, and help them understand the school's culture, policies, procedures, and practices. They can also help connect families to resources in the community. Parent liaisons might also assist a family in transitioning to a new school and encourage parent involvement to help ensure their student's success. Source: Fairfax County Public Schools



Students experiencing racism can't wait for schools to move at their own pace and comfort level. Paul Gorski

Avoiding Racial Equity Detours

Avoiding Racial Equity
Detours - Educational
Leadership (ascd.org)

### Becoming Equity Literate (P. Gorski)

### **Detours:**

- 1. Pacing for Privilege
- 2. Poverty of Culture
- 3. Deficit Ideology
- 4. Celebrating Diversity



# Game Changer: Accelerate

VS.

### Remediate

Source: Bakshi, S & Steiner, D. (2020). Acceleration, not remediation: Lessons from the field.



Using a well developed, aligned and efficient MTSS process with fidelity



Ensuring students have grade appropriate work, focused on priority content, daily



Creating, sustaining and maintaining feedback loops that encompass teachers, teacher leaders, instructional coaches and administration



Implementing professional learning that improves teacher capacity and improves student outcomes



Limiting assessments to only what is necessary



## Legislative Updates & Review

### FY 2022 Legislative changes

Standard Section 31a grant increased by \$2.5M (up to \$512.5M)

Increased allocation for out of formula/Hold Harmless districts (from 30% to 35%)

Added School Parent Liaison Personnel

Added use of Section 31a(8) to include dental screening

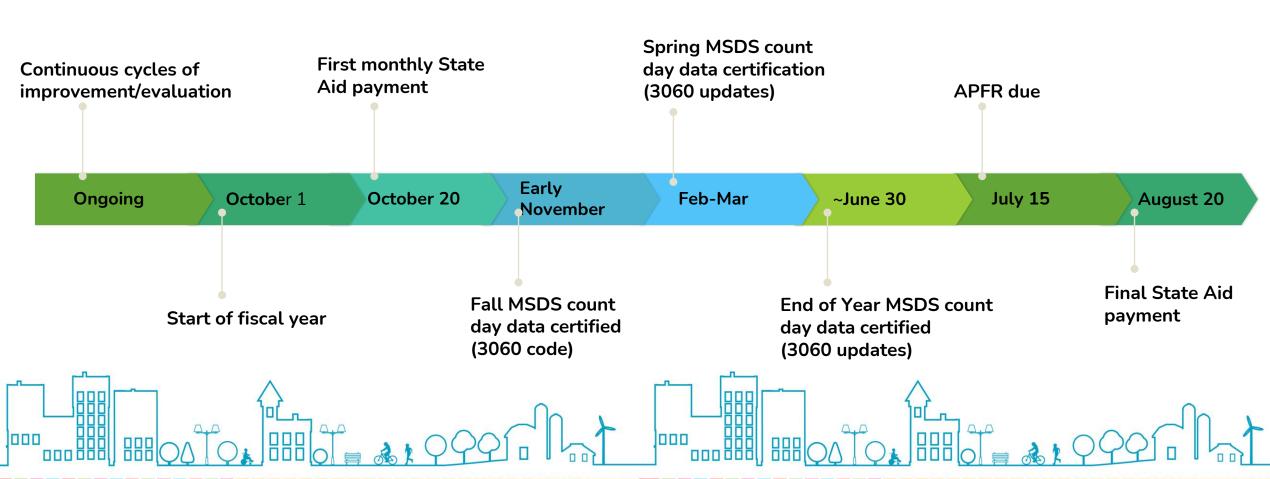
Removed cap on professional learning expenditures

Pre-kindergarten students added to student eligibility criteria

Pre-kindergarten supplement services added & capped (10%)



### Section 31a Annual Timeline



### Who is considered At-risk eligible?

**Subsection 20:** "At-risk pupil" means a pupil in grades PreK to 12 for whom this district has documentation that the pupil meets any of the following criteria:

☐ Economically Disadvantaged (ED)\* ☐ English learner\* chronically absent ☐ victim of child abuse or neglect pregnant teenager or teenage parent has a family history of school failure, incarceration, or substance abuse an immigrant who has immigrated within the immediately preceding 3 years\* did not complete HS in 4 years and is still continuing in school did not achieve proficiency on State summative assessments At risk of not meeting the LEA's local objectives in ELA or math as demonstrated on local assessments

### **At-risk Eligible Pupil Identification**

### **Written Processes and Procedures:**

- Who is responsible for identifying students?
- Who is responsible for uploading students into your School Information System?
- How is the district ensuring that there is a clear understanding the definitions of the identification criteria?
- Is there proper documentation for At-risk criteria for students?
- How is the district ensuring that the collections are being done in a timely fashion?

### Section 31a Funding Summary

Funding within Section 31a	Amount
Section 31a Standard Programming (Subsection 4)	\$512,500,000
Primary Health Care Services (Subsection 7) *Grant with DHHS & MDE	\$8,000,000
Hearing, Vision & Dental Screening (Subsection 8) *Grant with DHHS & MDE	\$5,150,000
Additional Funds/"Hold Harmless" (Subsection 16)	\$12,000,000
TOTAL Section 31a (Subsection 1)	\$537,650,000

Section 31a Legislation Allocation Subsections **Subsection 2:** Out-of-formula/Hold Harmless districts

Subsection 4(a-d): Allocation Formula

**Subsection 14: Proration** 

**Subsection 15:** Dissolving districts

**Subsection 17:** Additional Funds

### Subsection 4: Allocation Formula

- Subsection 4(a-d):
  - Section 31a rate (11.5% of Statewide Weighted Average Foundation Allowance)
    - rate is adjusted for Out-of-Formula districts (subsection 2)
  - traditional calculation (based on previous Fall ED count)
  - new Community Eligibility Provision (CEP) schools: one-year adjusted calculation
  - newly opened districts
    - use current year fall count
  - mid-year newly opened districts
    - if open after fall count day, use spring ED count
  - MDE may use spring count if ED count if there are reporting errors (New 2020-21)
    - Varies by more than 20 percentage points

## How is Economically Disadvantaged (ED) calculated?

- Supplemental Nutrition Eligibility (SNE) component of MSDS
  - free and reduced meals data reporting
  - complete & report documentation
    - traditional meal programs: free & reduced-price meal applications
    - Community Eligibility Provision (CEP) programs: Household Information Report Household Information Report SY 21-22 (michigan.gov)
- Direct Certification
  - collaboration with DHHS (Department of Heath & Human Services)
- Categorical Eligibility: Experiencing Homelessness and Migratory Children & Youth

SPECIAL NOTE: August 2021 Memo & FAQ from OHNS: <u>Critical</u> <u>Funding Ramifications of Collecting Family Income Data</u> (regarding Economic Status documentation while operating USDA waiver nutrition programs)

### Other Allowable Use of Funds Legislative Provisions



Schoolwide Reform (Subsection 11)

Professional
Development &
Implementing
Coaching Model
(Subsection 12)

Support Staff (Subsection 13)

Pre-kindergarten (Subsection 14)

Anti-Bullying & Crisis
Intervention Programs
(Subsection 17)

Pathways to Potential Success Program (Subsection 18)



### Subsection (11): Schoolwide Reform

- Subject to subsections (6), (7), and (8), for schools in which more than 40% of pupils are identified as At-risk eligible, a district or public school academy may use the funds it receives under this section to implement Tier 1, evidence-based practices in schoolwide reforms that are guided by the district's comprehensive needs assessment and are included in the district improvement plan.
- Schoolwide reforms must include parent and community supports, activities, and services, that may include the Pathways to Potential Program created by the Department of Health and Human Services or the Communities in Schools program.

# Subsection (12): Use of Funds – Professional Development (PD) New: NO CAP!

### Key Points

- A district or public-school academy that receives funds under this section may use those funds to provide research-based professional development and to implement a coaching model that supports the multi-tiered system of supports framework. PD must be:
  - provided to district and school leadership, teachers
  - aligned to State of Michigan professional learning standards
  - integrated into district, school, and classroom practices
  - SOLELY related to:
    - MTSS implementation with fidelity and systems data
    - Read by Grade Three Law implementation
    - Allowances: Instructional Coach/Behavioral Coach & their professional learning as well

### **Subsection 13: Hiring Support Staff**

NEW!: Districts may use funds received for supplemental, support staff providing services to At-risk pupils that meet the intent and purpose of the legislation.

### Allowances:

- Instructional Coaches
- Behavioral Coaches
- Social Worker
- Additional Counselor
- Paraprofessional
- School Nurse
- School Parent Liaison
- Interventionist

**Questions?**: Please consult your regional Section 31a single point of contact for additional questions based on district context.



### All about Preschool-PreK

• NEW! Subsection 14 allows a district to use up to 10% of the districts total allocation to provide evidence-based instruction for Prekindergarten instructional and noninstructional services to children who meet at least 1 of the criteria in subsection (20)(a)(i) to (x).

# How can the district spend the funding for PreK?

### Generally Allowable Criteria:

- Supplemental
- Supports students that meet Section 31a criteria
- Within <u>State of</u>
   <u>Michigan GSRP</u>
   eligibility &
   program
   requirements

### **Categories:**

- Additional Seats
- Transportation
   Costs for eligible
   students
- Professional Learning
- Program Coaches-MTSS
- SEL Supplementary Supports

### **Categories for PreK**

- Additional Seats: for students that meet Section 31a criteria, but aren't eligible for GSRP OR if GSRP slots are full
- Professional Learning: must meet the intent and purpose of Section 31a, aligned to professional learning standards and solely related to implementation of the Read by Grade Three law; MTSS, and utilizing data from MTSS system to inform curriculum & instruction

- **Transportation**: costs for transporting eligible students
- Social-Emotional Supports: supplementary evidenced based SEL programs, instructional/noninstructional to support whole child
- MTSS Program Coaches: generally allowable costs for program coaches

### Subsection 9: Annual Program and Fiscal Report (APFR)

### **Key Points**

- each district/school submits fiscal report by July 15
- form provided by MDE in NexSys platform: new last year!
  - a description of program and services performed
  - amount of funds for these programs and services
  - total number of pupils identified as At-risk eligible and served by these programs and services
  - data necessary for the MDE/Department of Health and Human Services to verify matching funds for the Temporary Assistance for Needy Families' (TANF) program

### **APFR Supporting Documentation**

**End-of-Year Expenditure Reports Section 31a funded program planning information** program costs • grade levels impacted В. At-risk pupils served At-risk pupils served eligible for free/reduced meals **Continuous Improvement Planning document** 

### **APFR Sections**

### Section 1 – District Compiled Report

- Part A: Section 31a Carryover and Current Year Expenditures at a Glance
- Part B: MEGS+ Prepopulated Calculations
- Part C: Schoolwide Reform

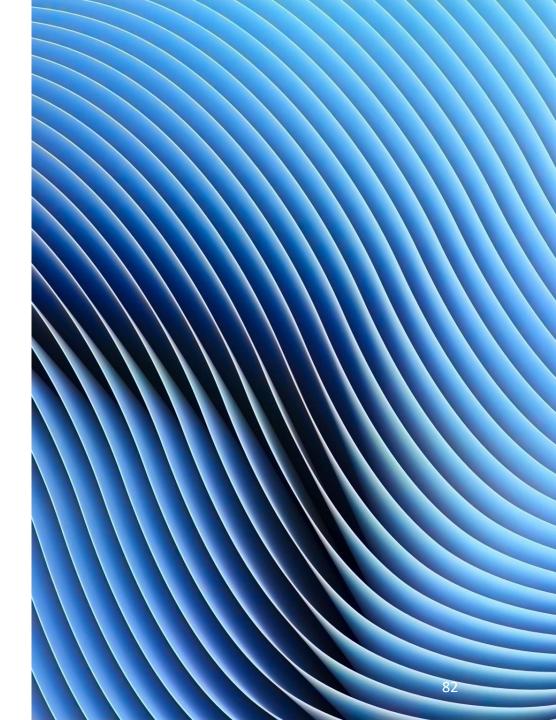
### Section 2 – Direct Instructional Supports

- Secondary Program Planning
- Direct Instructional Supports/MTSS K-12
- During the Day
- After/Extended School Year
- NEW: Pre-kindergarten
- MTSS Survey

### Section 3 – Direct Non-Instructional Supports

- Part A: Social/Emotional, Health Supports
- Part B: Other Supports (Security, Anti-bullying, Crisis-Intervention, Parent, Family & Community Engagement)
- Part C: Professional Learning

### **Section 4 – School Breakfast Programs**



### **APFR Section 1: District Compiled Report**



### SECTION 1. DISTRICT COMPILED REPORT

### Instructions:

LEA needs to complete.

- Report the amount of Carryover spent in 2019-20 in Table 1 Row 4.
- Report 2019-20 allocation spent in Table 2 Row 2.

PART A: Section 31a Carryover & Current Year Expenditures at a Glance

Table 1 - Previous Year Fiscal Summary

1. 2018-19 Final Allocation:	\$3425955.31
2. 2018-19 Allocation Spent:	\$3425955.31
3. 2018-19 Allocation Funds Unspent (Carryover) into 2019-20:	\$0.00
4. Carryover Spent in 2019-20:	\$0

Table 2 - Current Year Fiscal Summary

1. 2019-20 Estimated Allocation:	\$3425955.31
2. 2019-20 Allocation Spent:	\$205,054.50
3. 2019-20 Carryover to 2020-21 (Funds	
not spent by August 31, 2020):	\$3220900.81

Table 3 - Current Year Grand Total Spent

1. Grand Total Section 31a Spent in 2019-20 (Table 1, Line 4 + Table 2, Line 2):	\$205054.50

PART B: MEGS+ will populate the calculations for Lines #1-6. Complete Line #7-Unduplicated Number of At-risk Pupils Served.

Completed Section 2 (Direct Instructional Supports) and Section 3 (Direct Non-Instructional and Other Services), MEGS+ will populate the totals below. The LEA enters the number of Unduplicated Students in the box below.

### MEGS+ will populate calculations.

1. Funds Spent for Direct Instructional Supports: \$125,750.00

2. Funds Spent for Direct Non-Instructional Supports: \$40,000.00

3. Funds Spent for Other Supports: \$3,000.00

4. Funds Spent for Professional Learning: \$30,000.00

5. Funds Spent for School Breakfast Programs: \$6,304.50

6. TOTAL AMOUNT Spent for Programs & Supports: \$205,054.50

7. TOTAL Unduplicated Number of At-risk Pupils Served: 3493

Unduplicated headcount means that each served student is counted only once during the fiscal year, regardless of the number of services provided.



### APFR Section 2: Direct Instructional Supports & MTSS Narratives



Secondary Program Planning International Baccalaureate  9-12	DIRECT INSTRUCTIONAL SUPPORTS	a. ACTUAL GRADES SERVED	b. TOTAL NUMBER OF AT-RISK PUPILS SERVED	c. NUMBER SERVED WHO WERE ELIGIBLI FOR FREE OR REDUCED-PRICE MEALS (ED – Economically Disadvantaged)	d. AMOUNT OF SECTION 31a FUNDS SPENT (Not General Funds)	
Advanced Placement Coursework  English Learner Program Services  Credit Recovery  Career & Technical Coursework  Dual Enrollment Programs  Atternative Education Programs  SAT Preparation Coursework  General Education Development  Coursework (GED)  O of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)	Secondary Program Planning					
English Learner Program Services  Credit Recovery  Career & Technical Coursework  Dual Enrollment Programs  Alternative Education Programs  SAT Preparation Coursework  General Education Development  Coursework (GED)  O of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)		9-12	560	560	\$50,000.00	
Credit Recovery Career & Technical Coursework Dual Enrollment Programs Alternative Education Programs SAT Preparation Coursework General Education Development Coursework (GED)  * Describe who currently provided, or has previously provided, the LEA with professional learning and/or technical assistance to support K-12 MTSS implementation (ex. MiBLSi, ISD, vendor, etc.):  * Describe who currently provided, the LEA with professional learning and/or technical assistance to support K-12 MTSS implementation (ex. MiBLSi, ISD, vendor, etc.):  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)	Advanced Placement Coursework					
Career & Technical Coursework  Dual Enrollment Programs  Alternative Education Programs  SAT Preparation Coursework  General Education Development Coursework (GED)  O of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)	English Learner Program Services					
Dual Enrollment Programs  Alternative Education Programs  SAT Preparation Coursework  General Education Development  Coursework (GED)  O of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)	Credit Recovery					
Dual Enrollment Programs  Alternative Education Programs  SAT Preparation Coursework  General Education Development Coursework (GED)  O of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  ** Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)	Career & Technical Coursework				* Describe who currently	provides, or has previously provided, the LEA with professional learning and/or technical assistance to
SAT Preparation Coursework  General Education Development Coursework (GED)  0 of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation)  K-12 MTSS as intended:	Dual Enrollment Programs				support K-12 MTSS imple	nentation (ex. MiBLSi, ISD, vendor, etc):
General Education Development Coursework (GED)  0 of 500  * Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are implementation) K-12 MTSS as intended:	Alternative Education Programs					
* Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are impleme K-12 MTSS as intended:						
* Indicate the fidelity measure or tool utilized by the LEA to measure implementation effectiveness (how well staff are impleme K-12 MTSS as intended:	General Education Development					
					* Indicate the fidelity me K-12 MTSS as intended:	asure or tool utilized by the LEA to measure implementation effectiveness (how well staff are impleme

### APFR Section 3: Direct Non-Instructional & Other Supports



DIRECT NON-INSTRUCTIONAL SUPPORTS	a. ACTUAL GRADES SERVED	b. TOTAL NUMBER OF AT-RISK PUPILS SERVED	c. NUMBER SERVED WHO WERE ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS (ED – Economically Disadvantaged)	d. AMOUNT OF SECTION 31a FUNDS SPENT (Not General Funds)
School Health Clinics				
Medical				
Mental Health				
Counseling Services				
Social Worker				
Activities to Reduce Chronic Absenteeism				
Totals for Direct Non-	Instructional Services			\$0

OTHER SUPPORTS	a. ACTUAL GRADES SERVED	b. TOTAL NUMBER OF AT-RISK PUPILS SERVED	c. NUMBER WHO WERE FOR FRI REDUCED MEALS Econom Disadvan	ELIGIBLE EE OR -PRICE (ED – ically	d. AMOUNT OF SECTION 31a FUNDS SPENT (Not General Funds)
School Security (20% Cap; LEA must have 50% ED Population)					
Anti-bullying					
Crisis Intervention					
Parent, Family & Community Engagement K-12					
				\$0	
Part C. Use of Funds-Professional Learning [Sec. 31a (1)(3)(5)(12)(13)]					
PROFESSIONAL LE 7.5% Cap		a. ACTUAL GRADES IMPACTED		AMOUNT OF TON 31a FUNDS NT (Not General Funds)	
MTSS K-12					
Coaching Model Implementation					
Read by Grade Three Law (MCL 380.1280f) Early Literacy K-3		y			
	Total F	Total Funds Spent:		\$0	



### APFR Section 4: School Breakfast Programs



SEC	TION 4. SCHOOL BREAKFAST PROGRAMS [SEC. 31A	<u>(6)]</u>		
Click	Save to display your OCTOBER 2017 FREE OR REDUCED PRICE-MEAL	S COUNT on this pa	ige.	
□cl	neck here if the LEA is EXEMPT, AND DOES NOT PROVIDE school	ol breakfast.		
A LEA	ol Breakfast Programs A that operates a school breakfast program, <u>shall use an</u>	October 2017 Free or Reduced-price Meals	Up to \$10 Per Pupil	Total Amount
neces pupil	unt not to exceed \$10.00 per eligible pupil, to pay for costs sary to operate the school breakfast program. The eligible count is based on the preceding school year count for free or sed-price meals.			\$0





### **Subsection 6: School Breakfast Program**

• <u>All districts</u> serving breakfast must supplement the SBP with Section 31a funds.

### **Community Eligibility Program Schools:**

- collect student economic status information using the <u>Household Information Report (HIR)</u> instead of Free & Reduced Meal Application
- report Economically Disadvantaged (ED) Status in <u>MSDS Supplemental Nutrition Eligibility</u> (<u>SNE</u>) Component using HIR documentation
- MDE CEP website
- Alternate Agreement Districts need to:
  - Contact the Office of Health and Nutrition Services (OHNS).
  - TIP: Allocate funding in the beginning of the year.

### Important Procedures

- Pupil identification & reporting
- Early planning of school breakfast program supplement
- Annual Program & Fiscal Report
- At-risk program planning and evaluation
- Student services: entry and exit procedures
- Allocation timelines, updates and proration









### Team Resources

The following slides have resources for the Administration & Building Leadership teams to access.

### **MDE** Websites

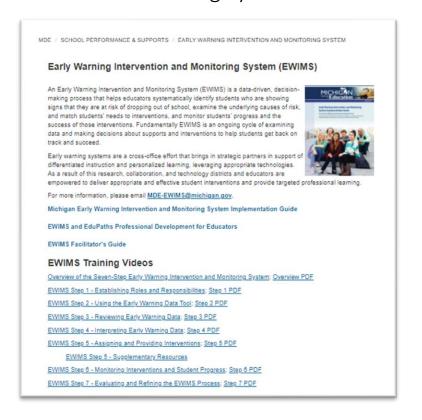
### MTSS

### Multi-Tiered System of Supports



### **EWIMS**

### Early Warning Interventions and Monitoring Systems



### **MICIP**

### Michigan Integrated Continuous Improvement Process



2/2022 MASFPS SECTION 31A PRESENTATION

### MDE Websites – Part 2

### ACCELERATED LEARNING



### SOCIAL AND EMOTIONAL LEARNING



### MDE Websites-Part 3

### SECTION 31A: AT-RISK

MDE / SCHOOL PERFORMANCE & SUPPORTS / FIELD SERVICES

### Section 31a At-Risk

Program Description: Section 31a of the State School Aid Act provides categorical funding to eligible Local Educational Agencies (LEAs) and Public School Academies (PSAs) for the Intent and purposes focused on the following student outcomes: attending school regularly, reading proficiently by the end of 3<sup>rd</sup> grade, being proficient in mathematics by the end of 8<sup>rd</sup> grade, and being career and college ready by high school graduation (Section 31a(1)). A RK-12 publi, for whom the LEA has documentation, that mosts any of the 10 identification criteria in Section 31a(19).

Funds allocated through Section 31a At-Risk are limited to instructional services and direct non-instructional services to pupis. They are intended to be spent in the current State fiscal year and may not be used for administration or other related costs. LEAs may carry over funds for one year. Legislative and Technical Assistance (TA) documents are available below.

### Allocation Information

Section 31a Estimated Allocations can be found on MDE's <u>State Aid Payment Information</u> webpage. Please refer to the following contacts for specific allocation-related questions:

- Calculation Office of State Aid and School Finance: 517-335-4059
- Pupil Eligibility Count Office of Educational Supports (OES), Financial Unit: 517-241-5388

### MT88: The MDE Practice Profile for MT88

LEAs utilizing Section 31a funding are required to implement a K-12 MTSS framework with fidelity. The MDE has created the Practice Profile for MTSS as a model for implementing a responsive framework to address the academic and non-academic needs of students in the State of Michigan. For more comprehensive information, please visit the MDE Practice Profile for MTSS webcage.

### School Breakfast Program Supplement

Per Section 31a(6), LEAs operating a school breakfast program are to use up to \$10/student for the costs associated with the operation of this program. This is not an optional expenditure of Section 31a funds. Please refer to the Frequently Asked Questions for further guidance.

### Resource Materials & Tools

- 2019-20 Legislative Update Summary
- Frequently Asked Questions (Updated 10/5/20)
- Pupil Identification Worksheet Template (Updated 6/4/21)
- Program Monitoring Indicators
- Program Review Companion Guide (Updated 8/11/21)
- The State School Aid Act of 1979
  - Section 31a begins on Page 90 of the PDF print-friendly version
- Regionalization of Service Areas: Point of Contact
  - · Announcing Memo (Coming Soon)
  - · Regionalization of Service Areas Assignment by ISD

### At-Rick Program Plannin

The MDE team is providing technical assistance guidance resources to aid LEAs in meeting the intent and purpose of Section 31a. These resources will guide LEAs in intentional program planning to address the requirements of Section 31a and maximize resources to meet the instructional and non-instructional needs of ad-risk-eligible students.

- Section 31a At-Risk Planning Guide (Updated 4/24/20)
  - . Tachainsi seelekaana on inkaskinnel assarem alamaian and anaka us is imaasiamani

### LITERACY & EARLY LITERACY

### **Literacy**



<u>Early Literacy - Read by Grade Three</u> <u>Communications</u>

MDE Benchmark Assessments – Early Literacy & Mathematics

### SECTION 3 I A ALLOCATION RESOURCES

### MDE STATE & FEDERAL

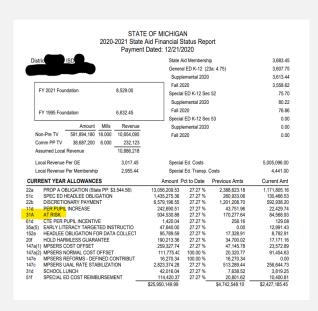
### PROGRAM ALLOCATIONS WEBSITE

### Michigan Department of Education Office of Educational Supports Section 31a At-Risk 2020-21 Estimated Allocations January 2021

Agency Code	Agency Name	Calculation Foundation Allowance	October 2019 Free and Reduced Lunch Counts*	Estimated Allocation
01010	Alcona Community Schools	\$8,214	468	\$347,437
02010	AuTrain-Onota Public Schools	\$8,214	15	\$3,341
02020	Burt Township School District	\$8,214	30	\$6,681
02070	Munising Public Schools	\$8,214	334	\$247,957
02080	Superior Central School District	\$8,214	179	\$132,887
03010	Plainwell Community Schools	\$8,214	1,097	\$814,399
03020	Otsego Public Schools	\$8,214	918	\$681,512
03030	Allegan Public Schools	\$8,214	1,341	\$995,541
03040	Wayland Union Schools	\$8,214	1,186	\$880,471
03050	Fennville Public Schools	\$8,214	911	\$704,964
03060	Martin Public Schools	\$8,214	322	\$239,049
03070	Hopkins Public Schools	\$8,214	575	\$426,873
03080	Saugatuck Public Schools	\$8,214	272	\$201,929
03100	Hamilton Community Schools	\$8,214	755	\$560,502
03440	Glenn Public School District	\$8,214	15	\$3,341
03900	Innocademy Allegan Campus	\$8,214	68	\$50,482
03902	Outlook Academy	\$8,214	42	\$31,180
04010	Alpena Public Schools	\$8,214	2,125	\$1,577,573
05010	Alba Public Schools	\$8,214	81	\$60,133
05035	Central Lake Public Schools	\$8,214	180	\$40,089
05040	Bellaire Public Schools	\$8,214	153	\$37,048

2020-21 Estimated Section 3 la Allocation

### OFFICE OF STATE AID & SCHOOL **FINANCE WEBSITE**



STATE SCHOOL AID UPDATE

Michigan Department of Education

MICHIGAN

**DECEMBER 2020** 

Vol. 29 No. 3

### **HAPPY HOLIDAYS TO ALL OF YOU**

Superintendent Michael Rice and the State Aid and School Finance Unit of the Office of Financial Management (Jeff, Brian, John, Chris, Chad, Jessica, Carri, and Phil) wish each of you a Happy Holiday Season! Also, we wish you the best for the upcoming New Year. As always, we encourage you to feel free to contact us with questions or concerns that we may be able to help with. In addition, we would like to thank you for the many kind words of support and encouragement that you express to us when we talk on the phone or meet remotely during this difficult time. We very much look forward to the day when we can meet with you all in person again.

### **JANUARY 15, 2021 REVENUE ESTIMATING CONFERENCE**

A revenue estimating conference will be held on January 15, 2021 to update revenue projections for fiscal year (FY) 2021 and FY 2022, and to make initial projections for FY 2023. The results of that conference will have an effect on school aid for those years. For detailed information on the January revenue estimating conference, go to the House of Representative Fiscal Agency website or Senate Fiscal Agency website following the

### **DECEMBER PAYMENT INFORMATION**

The December state school aid payment is the third regular payment of the 2021 fiscal year. The payment will be electronically transferred to the districts' accounts on Monday, December 21, 2020.

Pupil membership - October 2020 unaudited pupil count data reported to the Center for Educational Performance and Information (CEPI) via the Michigan Student Data System (MSDS) were used in the calculation of the blended membership count for the December payment.

State Aid Financial Status Reports

State School Aid Update

2/2022 MASFPS Section 3 la Presentation

### Resources, Research



### Attendance

- Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism
- Attendance Works Research
- <u>Every Student, Every Day: A Community Toolkit to Address and Eliminate</u> Chronic Absenteeism
- INCREASING STUDENT ATTENDANCE: Strategies form Research and Practice

### EWIMS, MTSS @ Secondary

- MDE Early Warning Intervention and Monitoring System Implementation Guide
- <u>Center on Response to Intervention at American Institutes for Research Secondary Schools</u>
- NASSP Mastering the Master Schedule: Ensuring Equity and Access for All
   Students

### Resources, Research pg. 2



### **Equity & Anti-Racism:**

- Avoiding Racial Equity Detours Educational Leadership (ascd.org) -Paul Gorski
- The Myth of the Culture of Poverty Educational Leadership (ascd.org)
- Targeted Universalism
- 912007041P4.indd (oecd.org), Policy Brief,
- <u>Capture The Opportunity: Steps to Redesign School-Level Systems for Equity</u> (edelements.com)

### **Family Engagement & SEL**

- MDE Family Engagement Webpage
- US DHHS Family Engagement Inventory

### Resources, Research pg. 3



### **Program Planning During, Post-Covid**

- <u>Can new forms of parent engagement be an education game changer post-COVID-19? (brookings.edu)</u>
- Introduction | The Opportunity Myth (tntp.org)
- TNTP-Reopening Efforts
- Acceleration, not remediation: Lessons from the field | The Thomas B. Fordham Institute
- TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf
- Achievethecore.org :: 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics
- Accelerating Student Learning with High-Dosage Tutoring (brown.edu)
- CGCS Unfinished Learning.pdf
- SEL Roadmap: Actions for a Successful Second Semester (casel.org)



### MDE Contact Information Office of Educational Supports, (517) 241.6970



Manager, Special Populations Unit, Mrs. Michelle Williams, WilliamsM48@michigan.gov

### Section 31a, MTSS, and Early Literacy Consultants

Mrs. Stephanie Holmes-Webster, <u>HolmeswebsterS@michigan.gov</u>
Ms. Suzanne Grambush, <u>GrambushS1@michigan.gov</u>

### Title I, Part D-Neglected & Delinquent, Section 31a

Mrs. Dawn Carmody, <a href="mailto:CarmodyD1@michigan.gov">CarmodyD1@michigan.gov</a>

