



# Overview of Intensive Technical Assistance Application Opportunities

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# Overview of Intensive Technical Assistance Application Opportunities

The MiMTSS Technical Assistance Center provides intensive technical assistance in two areas:

1. Integrated Behavior and Reading MTSS
2. Promoting Positive School Climate (PPSC)

## What is Michigan's Multi-Tiered System of Supports (MTSS) Technical Assistance Center?

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Michigan's Multi-Tiered System of Supports Technical Assistance (TA) Center (previously, Michigan's Integrated Behavior and Learning Support Initiative) works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools in a Multi-Tiered System of Supports (MTSS) framework.

There are three categories of MTSS technical assistance provide through the TA Center. These categories are provided on a continuum of intensity based on the supports provided, and the expectations/effort required associated with accessing the Technical Assistance supports. The TA support categories include (1) universal, (2) targeted, and (3) intensive. Brief definitions and examples of each category are as follows:

- **Universal Technical Assistance** involves information provided to primarily educators through their own accord or in connection to larger district efforts. Examples of universal TA includes conference presentations provided by MiMTSS staff, annual state MTSS conference. As well as newsletters, guidebooks, and briefs, downloaded from MiMTSS TAC.
- **Targeted Technical Assistance** involves services developed based on needs common to multiple recipients and not extensively individualized. This includes one-time events, such as facilitating strategic planning or hosting a series of state or regional conferences on specified content to meet an identified need for a defined audience. The partnership is defined by a letter of agreement with mutual commitments from the Technical Assistance Center and local educators. Examples include events that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics that were designed around the needs of the recipients.
- **Intensive Technical Assistance (this application)** involves services often provided in-person and require a stable, on-going relationship between the Technical Assistance Center staff and local educators. A prescribed series of activities are implemented to reach a valued outcome, with the on-going use of data to improve implementation and impact. The partnership is defined by a letter of agreement with mutual commitments from the Technical Assistance Center and local educators. This category of technical assistance should result in changes to policy, program, practice, or operations that support increased capacity and/or improved outcomes. Due to the intensive investment of resources, this type of technical assistance is limited to a small number of partners

- who demonstrate readiness. Intensive technical assistance may also leverage resources used within targeted and universal technical assistance.

## Requirements for Intensive Technical Assistance Participation

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The following describes expectations for the partnership between the MiMTSS TA Center and a district:

- Implementation of an MTSS framework across schools within the district (perhaps with the exception of schools that have special populations such as alternative schools, center-based programs, or schools that have early childhood centers).
- Utilize a District Implementation Team for planning, monitoring, problem-solving, and continually improving implementation efforts across schools.
- Utilize personnel to perform critical roles:
  - Executive leadership (e.g., Superintendent, Assistant Superintendent) to oversee and participate on a District Implementation Team.
  - MTSS coordination.
  - District Implementation Team member.
  - Systems-level coaching for School Leadership Teams.
  - Data Coordination (individuals who will learn how to administer, score, and interpret required assessments over time and support their effective use within the district).
- Allow identified personnel outlined above to travel to a regional location to attend professional learning sessions to learn how to implement the components of an MTSS framework that are the focus Intensive Technical Assistance provided.
- Ensure identified personnel outlined above have access to technology necessary to access remote professional learning sessions (e.g., computer, Zoom, internet access) to learn how to implement the components of an MTSS framework that are the focus of Intensive Technical Assistance provided.
- Allocate resources to adopt and sustain for use, specific measures, and data systems necessary for engaging in data-based problem-solving at the school and district levels within designated timelines (See Appendix A of this application and the Rationale for Required Assessments on the [application webpage](https://mimtsstac.org/applications) (<https://mimtsstac.org/applications>)).
- Connect student demographic data (e.g., race, ethnicity, disability, English language fluency, Title eligibility, 504) to student assessment data (i.e., Acadience Reading, discipline referral data in SWIS, Early Warning Indicators, Student Risk Screening Scale-Internalizing and Externalizing). **The type of data would vary depending on which Intensive Technical Assistance Application option that has been selected.**
- Submit required assessment results (aggregate scores) using the Michigan Department of Education's MiMTSS Data System and use reports and dashboards in the system for on-going problem-solving.

- Provide select MiMTSS TA Center staff direct login access to specific data systems (e.g., SWIS, Acadience Data Management, MiEWIMS) so they can provide data coordination (coaching) on the installation and use of the data systems. **The type of access to data systems would vary depending on which Intensive Technical Assistance Application option that has been selected.**
- Commitment by executive leadership to continuing to support MTSS components as a priority, on-going allocation of resources, and removal of barriers to implementation.
- Maintain focus on a multi-year professional learning and data-based problem-solving series that will lead to high-quality implementation and create the conditions for sustainability.

### **Michigan Department of Education’s MTSS Data System (MiMTSS Data System)**

Schools and districts are required to enter data into the MiMTSS Data System so that it can be used for the following purposes:

- School-Level Data Review, Action Planning, and Continuous Improvement.
- District-Level Data Review, Action Planning, and Continuous Improvement.
- ISD-Level Data Review, Action Planning, and Continuous Improvement (if applicable).
- MiMTSS TAC Internal Problem Solving, Continuous Improvement, and reporting to the Michigan Department of Education and U.S. Department of Education.

### **Who Should Apply?**

The MiMTSS TA Center promotes a “district-wide” model to implement the data, systems, and practices necessary for MTSS framework. **This does not mean that every school must adopt the supported MTSS framework at the same time.** Instead, the district shares ownership for developing readiness and supports across the schools to achieve district-wide results that can include dividing the schools in the district into two cohorts with staggered starts across two school years.

Districts may wish to apply to partner with the MiMTSS TA Center after considering the following:

- Desire to implement an MTSS framework:
  - Option 1: Integrates Positive Behavioral Interventions and Supports (PBIS) and Scientifically-Based Reading Research that is consistent with the findings outlined in Institute of Education Science practice guides (e.g., “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade”) and the language that is found within the Read by Grade Three legislation.
  - Option 2: Desire to implement the behavioral components of an MTSS framework using Positive Behavioral Interventions and Supports (PBIS).
- Previous experience and sustained implementation after participating with MIBLSI (now the MiMTSS TA Center) either in the school-cohort model or the intermediate school district (ISD) model.
- Ability to identify personnel who have sufficient time to provide MTSS coordination, coaching, and data coordination to support the schools with their implementation efforts.

- Ability to have school staff (District Implementation Team, School Leadership Teams, coaches, data coordinators, and other staff when applicable) participate in professional learning sessions to learn how to implement the components of an MTSS framework.
  - Option 1: Integrated behavior and reading MTSS framework: For the scope and sequence of professional learning sessions, see the [Integrated Reading and Behavior MTSS application webpage](https://mimtsstac.org/applications#integrated-behavior-and-reading-mtss) (<https://mimtsstac.org/applications#integrated-behavior-and-reading-mtss>).
  - Option 2: Promoting Positive School Climate (behavioral components of an MTSS framework): For the scope and sequence of professional learning sessions, see the [Promoting Positive School Climate application webpage](https://mimtsstac.org/applications#promoting-positive-school-climate-ppsc) (<https://mimtsstac.org/applications#promoting-positive-school-climate-ppsc>).
- Ability to adopt specific required measures and data systems necessary for engaging in data-based problem-solving at the school and district levels: See the Rationale for Required Assessments on each application page listed above.
- Sustained commitment to support staff across the district to implement the MTSS components that include maintaining a focus on a multi-year professional learning and data-based problem-solving series that will lead to high-quality implementation and create the conditions for sustainability.
- Appropriate timeline for applying to partner with the MiMTSS TA Center (e.g., this application cycle vs. next year's application cycle) by considering the current priorities and level of change if the district is in the process of district reconfiguration and/or leadership or staff turnover.

### Who Should NOT Apply?

- ISDs/Regional Educational Service Agencies (RESAs): Although this application focuses on district applicants, there are still mechanisms for ISDs to support their constituent districts seeking a partnership with MiMTSS TA Center. The ways in which an ISD can support districts in their implementation efforts and steps for contributing to a district's application are outlined in the next section of this application.
- Districts seeking to focus their efforts **solely** on the implementation of a three-tiered reading MTSS framework.
- Districts seeking to access training and supports to only a portion of the schools within their district (e.g., training for an individual high school or an individual elementary school) and not seeking to build district implementation capacity.
- Districts that are either unable to directly allocate dedicated personnel to provide MTSS implementation supports in the form of coordination, coaching, and data coordination support or the ISD/RESA is unable to provide some of the support functions. The ISD supports are outlined in the next section.

## Supporting District Implementation: Essential Role of the Intermediate School District (ISD)

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An ISD is a critical partner with local districts and the Michigan Department of Education to improve educational outcomes. The ISD supports to constituent districts can exist along a continuum that often includes providing professional learning and technical supports and programming. Throughout the evolution of the MiMTSS TAC, the partnerships with ISDs have been greatly valued. In particular, the MTSS integrated model has emphasized developing local capacity at the ISD in MTSS coordination, training, coaching, and evaluation support to scale-up across the county/region an integrated behavior and reading MTSS framework with fidelity so that it sustains over time.

Even with the emphasis on a district application, the MiMTSS TAC continues to believe ISDs can play a critical role in supporting a local district's implementation of MTSS. The following ISD support roles to district applicants are possible:

- Coaching support in the form of systems-level coaching (e.g., School Leadership Team).
- Data coordination support (support with on-going use of measures, and data systems post-installation and initial implementation).
- Data systems, technology integration support.
- Content expertise.

**District applicants who wish to request MTSS implementation support from the ISD will be asked to communicate with ISD leadership about their request for support before submitting their application. ISD leadership will, in turn, be asked to provide the district with a signed letter outlining the support that will be provided from the ISD. The letter will be submitted with the district's application.**

## Costs Associated with Implementation

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The intensive technical assistance provided by the MiMTSS TA Center is specifically funded by one of two federal grants (1) the U.S. Department of Education, Office of Special Education Programs, through a State Personnel Development Grant or (2) the U.S. Department of Education, Local Education Agency, School Climate Transformation Grant. Grant funds are allocated to state education agencies for the purpose of providing professional learning to partnering districts and their schools to assist in the implementation of an MTSS framework. Therefore, funds are used to support MiMTSS TAC-created professional development and technical assistance activities (e.g., developing coaching, data coordination supports, and statewide capacity-building opportunities) for MTSS components.

This intensive technical assistance is not intended to cover the necessary costs associated with MTSS implementation within a given fiscal year and throughout the course of participation with the Center. Funding and additional resources are not available through the MiMTSS TAC to participating districts beyond the project-sponsored technical assistance and professional development. Consequently, applicants are strongly encouraged to leverage existing funding sources to offset implementation costs to develop, sustain, and scale-up local capacity for

MTSS coordination, coaching, technical assistance, and data coordination. One source of funding for local implementation efforts might include Section 31a, subsection 3 of the State School Aid Act for implementing a K-12 MTSS framework.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.