



Intermediate School Districts Application to Develop MTSS Implementation Capacity and Coordination

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Intermediate School Districts Application to Develop MTSS Implementation Capacity and Coordination

For the 2022-2023 school year, the Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) will support up to 12 ISDs with two years of Technical Assistance for the development of local implementation capacity in Positive Behavioral Interventions and Supports (PBIS) that integrates social-emotional learning. The MiMTSS TA Center's capacity-building efforts will primarily be accomplished through working directly with ISD MTSS Coordinators to develop and implement an MTSS Scale-Up Plan. Although the MTSS Scale-Up Plan will have an initial focus on social, emotional, behavioral capacity-building efforts, subsequent activities in the plan could expand to developing capacity in the literacy-related components of an MTSS framework. Support from the MiMTSS TA Center will include guidance, training, coaching, and funding disbursement.

Overview

Based on the Special Education Reform Task Force's recommendations, Michigan's Multi-Tiered System of Support Technical Assistance Center (MiMTSS TA Center) (formerly known as Michigan Integrated Behavior and Learning Support Initiative) is provided funding through section 54b of the School Aid Act. The purpose of this funding continues the implementation of the recommendations of the special education reform task force published in January 2016. This project provides resources to develop, enhance, or expand statewide systems of support for and technical assistance to intermediate school districts (ISDs) and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Additionally, this project further supports ISDs and their schools to adhere to the state's laws, MCL 380.1307, restricting the use of seclusion and restraint.

Successful applicants will receive support from the MiMTSS TA Center in training, coaching, and guidance to individuals from the ISD to facilitate local implementation of a multi-tiered framework. The MTSS Coordinator will be responsible for coordinating the development and ongoing use of an MTSS Scale-Up Plan. The Implementation and Scale-Up plan will develop, enhance, or expand the ISDs' capacity to support districts/schools to implement an evidence-based MTSS framework for improving social, emotional, behavioral outcomes and learning conditions for all students. **The ISD will select professional learning from the "ISD MTSS Capacity Building Offerings" (Appendix B) that will be included as a part of their MTSS Scale-Up Plan.** Additionally, this project further supports ISDs and their schools to restrict the use of emergency seclusion and restraint. More information on this law and the use of Positive Behavioral Interventions and Supports (PBIS) is available in the following document, [Policy for the Emergency Use of Seclusion and Restraint](https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf) (https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf).

The technical assistance partnership will continue to the second year after a review of progress in achieving participation commitments/requirements.

What is Michigan’s Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center)?

Michigan’s Multi-Tiered System of Supports Technical Assistance Center (MiMTSS 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 provided through the TA Center. These categories are provided on a continuum of intensity based on the supports provided and the expectations/effort required to access the technical assistance supports. The TA support categories include (1) universal, (2) targeted, and (3) intensive. Brief definitions and examples of each category are available on the [MiMTSS Technical Assistance webpage](https://mimtsstac.org/about/technical-assistance) (<https://mimtsstac.org/about/technical-assistance>). The ISD capacity-building technical assistance options outlined in the appendices of this application are categorized as Targeted Technical Assistance.

Goals for this Capacity and Coordination Program

1. ISDs will have an annually updated MTSS Scale-Up Plan that, at a minimum, includes goals and activities for strengthening the capacity in providing social, emotional, behavioral supports using Positive Behavioral and Interventions Supports (PBIS).
2. Increased teacher access to evidence-based practices to create positive, predictable, consistent, and safe school climates. These practices work to prevent and reduce the use of emergency seclusion and restraint by increasing the number of ISD and district staff supported by the MiMTSS TA Center to provide professional learning, coaching, and data coordination support.
3. ISDs will have an annual MTSS Report that communicates:
 - a. The local reach (scale-up) (i.e., teachers, schools, districts, ISD staff) who have accessed MTSS related professional learning to support social, emotional, behavioral, and academic outcomes
 - b. ISD and district staff capacity
 - c. School-level MTSS implementation fidelity
 - d. Impact on learners, families, and communities

Intended Participants

Who Should Apply?

This MTSS capacity and coordination program is intended for ISDs who are committed to the scale-up and sustainability of implementation of multi-tiered frameworks for positive behavioral interventions and supports within their local school districts. The ISD allocates personnel for the coordination of this work. It also supports the use of effective practices through policy and the allocation of necessary resources. The ISD MTSS Scale-Up Plan must include a selection from Appendix B (ISD MTSS Capacity Building Offerings) and at a minimum result in the ISD strengthening PBIS training and coaching capacity. The plan may also include additional

capacity-building goals to integrate social, emotional, behavior supports with the literacy components of an MTSS framework.

Who Should NOT Apply?

The following examples illustrate those who would not be appropriate for participation in the MTSS capacity and coordination program.

- ISDs who do not intend to work with the MiMTSS TA Center to develop an ISD MTSS Scale-Up Plan that leverages MTSS professional learning capacity-building offerings that are provided by the TA Center on behalf of the Michigan Department of Education.
- Local Education Agencies (local districts, charter schools, public school academies, parochial schools).
- Individual schools.

Requirements for Participation

Participation with the MiMTSS TA Center requires the ISD to identify an individual who will allocate at least .5 FTE to the following tasks:

- Coordinate the development and ongoing use of the ISD's MTSS Scale-Up Plan
- Organize MTSS reach, capacity, implementation, and impact data and develop an ISD MTSS Annual Report that will be shared with internal and external stakeholders
- Participate in an ISD MTSS Coordinator Community of Practice (up to six (6) two-hour virtual sessions with other ISD MTSS Coordinators across the state)
- Maintain an MTSS Coordination Activity Log
- Submit the following to the MiMTSS TA Center for reporting the impact of Sec. 54b funds for increasing ISD MTSS capacity:
 - ISD MTSS Scale-Up Plan
 - ISD MTSS Annual Report
 - MTSS Coordination Activity Log
- Use the MiMTSS Data System to access MTSS related data used to inform updates to the ISD's MTSS Scale-Up Plan and MTSS Annual Report
- Participate in an annual focus group with other MTSS Coordinators and ISD stakeholders

Benefits of Participation

Collaboration with the MiMTSS TA Center to develop MTSS capacity will enhance ISDs' efforts to support districts and schools to implement effective practices to support learners' social, emotional, behavioral health, and academic success within a multi-tiered framework. Capacity includes the ISD's ability to support school-level implementation through MTSS coordination by allocating resources, providing professional learning, supporting coaching of districts/schools, and using data for continuous improvement. In addition, benefits of participation may include:

Improved Efficiency

- Creating a common vision within the ISD that aligns the beliefs and practices needed to support the districts/schools to implement the social-emotional behavior components of a multi-tiered framework using PBIS to accelerate academic outcomes to address the needs of all learners.
- Sharing fiscal responsibility between the MiMTSS TA Center and ISD for MTSS Coordination necessary to support the development and ongoing use of an MTSS Scale-Up Plan.
- Networking opportunities across the state and national level.

Improved School Climate

- Assisting districts/schools to create learning environments that are predictable, engaging, positive, culturally responsive, equitable and safe.
- Developing educator skills in promoting social, emotional, behavioral health and accelerating literacy outcomes.

Improved Effectiveness

- Creating a long-term MTSS Scale-Up Plan that, at a minimum, focuses on social, emotional, behavioral capacity building using PBIS.
- Developing ISD capacity to coordinate MTSS efforts, provide professional learning, enhance coaching supports to schools/districts, and use MTSS-related data for continuous improvement.
- Accessing ongoing technical assistance from the MiMTSS TA Center that will be contextualized to support the unique needs of the ISD and the constituent districts/schools.

Increased Durability (Sustainability)

- Developing infrastructures needed to support implementation efforts over time across districts and schools.
- Establishing mechanisms to communicate successes and implementation challenges between the ISD, districts/schools, and MDE through the MiMTSS TA Center.

Scale-Up

- Demonstrating an increase in the local reach (scale-up) (i.e., teachers, schools, districts, ISD staff) who have accessed MTSS related professional learning to support the social-behavior and academic outcomes, ISD and district staff capacity built, MTSS implementation fidelity, and the impact on learners, families, and communities.

Improved Alignment

- The ISD MTSS Implementation Capacity and Coordination program assists ISDs in meeting the state's goals of eliminating the use of emergency seclusion and restraint in schools.
- Through establishing a PBIS framework, the project aids ISDs in integrating other social, emotional, behavioral initiatives currently in practice.

Access to Professional Development

- MiMTSS TA Center offers several professional learning events designed to increase MTSS capacity.

Funding

- Each selected ISD will receive a fiscal disbursement of \$40,000.00 to offset the costs associated with MTSS coordination. Funds are to be spent by September 30, 2022 with the option to extend through September 2023.
- Additional funds may be provided for MTSS coordination during the 2022 – 2023 school year, depending on the continued availability of state funding.

How to Complete the Application

Applications are submitted online using the application survey on the MiMTSS Technical Assistance Center website. Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.

Applications must be submitted online by 5:00 p.m. EST, May 13, 2022.

Application Timelines

- April 25** Application is released to the public.
- May 2** Informational webinar (11:00 a.m. to 12:00 p.m. EST). *
- May 13** Applications are due (entered online by 5:00 p.m. EST).
- May 18** Applicants are notified of potential partnership.
- May 23, 25** Conversations with potential partners to discuss the ISD’s application, answer additional questions, and mutually determine if intensive TA for supporting MTSS implementation capacity and scale-up is a good fit. These meetings will clarify the work and expectations.

* Webinar connection information is available on the [application webpage](https://mimtsstac.org/ta-supports/targeted-ta-request) (<https://mimtsstac.org/ta-supports/targeted-ta-request>).

Selection Process

The selection of applicants will prioritize geographic and demographic diversity (e.g., size, locale), previous or new experience in developing MTSS implementation capacity with the MiMTSS TA Center, history of successfully collaborating with local districts to support change efforts, as well as district needs to improve academic performance. Based on the quality of the applications, those receiving the highest scores will be considered for partnership. Competitive preference will be given to ISDs who are either:

- participating in MiMTSS TAC sponsored Targeted TA “MTSS Strategic Planning for County/Region-wide Implementation” and have co-constructed an MTSS Strategic Plan;
- exploring developing internal consultant and ancillary staff MTSS capacity to provide professional learning and external coaching to small, rural districts/schools across the region;

- new to collaborating with the MiMTSS TAC for MTSS capacity-building efforts; or
- expanding their internal capacity to scale up PBIS across the county in collaboration with the MiMTSS TAC through previous participation in the PBIS Intensive Project.

Application Questions

Answer the following questions online through the [application survey](https://mimtssta.qualtrics.com/jfe/form/SV_55WeG4so6Je1uZM) (https://mimtssta.qualtrics.com/jfe/form/SV_55WeG4so6Je1uZM). For responses to open-ended questions, it is helpful to type responses in this or another document and then paste them as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, bullets).

Contact

Contact information for primary and alternate contacts (first name, last name, title, ISD name, email address, phone number).

Question 1

Provide information related to current and previous MTSS capacity building efforts:

- Developing staff capacity to provide professional learning and external coaching in MTSS to local districts.
- Demographics of currently supported districts and districts who have expressed interest in receiving support.
- Current number of individuals and total FTE for ISD MTSS coordination.

Question 2

How do you envision the potential partnership with the MiMTSS TA Center will add value to your ISD's efforts to develop MTSS capacity to support learner's social, emotional, behavioral health using Positive Behavioral Interventions and Supports (PBIS) and other areas of student well-being?

Question 3

Please upload a minimum of one district letter of support. The letter must include signatures of the district superintendent and school principals (with signatures) who will partner with your ISD consultants to apply newly acquired skills outlined in the MTSS Scale-Up Plan. Up to ten files can be uploaded with a maximum file size of 10MB. If you have more than ten administrators/principals, scan them into ten or fewer files before submitting.

Question 4

What are the potential challenges of entering into a two-year collaboration with the MiMTSS TA Center and local districts/schools to develop implementation capacity for scaling-up MTSS? How do you anticipate addressing the challenges?

Question 5

As an ISD, we understand and are committed to:

- Coordinate the development and ongoing use of the ISD's MTSS Scale-Up Plan.
- Organize MTSS implementation and impact data and develop an annual ISD MTSS Report that will be shared with internal and external stakeholders.
- Participate in an ISD MTSS Coordinator Community of Practice (up to six (6) two-hour virtual sessions with other ISD MTSS Coordinators across the state).
- Maintain an MTSS Coordination Activity Log.
- Submit the following products to the MiMTSS TA Center for reporting the impact of Sec. 54b funds for increasing ISD MTSS capacity:
 - ISD MTSS Scale-Up Plan
 - ISD MTSS Annual Report
 - MTSS Coordination Activity Log
- Use the MiMTSS Data System to access MTSS-related data that will inform updates to the ISD's MTSS Scale-Up Plan and MTSS Annual Report.
- Participate in an annual focus group with other MTSS Coordinators and ISD stakeholders.

Question 6

Identify current capacity (name, role/title, and allocated time per week) for individuals who have been fulfilling the following roles:

- ISD MTSS Coordination
- MTSS training offered by the ISD
- Systems coaching in the implementation of a school-wide MTSS framework for School Leadership Teams.
- Instructional coaching for teachers on evidence-based social, emotional, and behavioral supports.
- Instructional coaching for teachers using reading curriculum resources (class-wide, Tier 1 and/or intervention).

Question 7

Please provide time ranges during the offered days (**May 23rd or 25th**) when your superintendent and additional ISD leaders would be available for an initial one-hour meeting via Zoom.

Application Scoring Rubric

Site Selection Criteria	3	2	1
Readiness	<p>ISD is at installation stage or beyond as an organization, as evidenced by the focus of activities in the ISD MTSS Strategic/Scale-Up plan and the associated timelines.</p> <p>The activities chosen are from Appendix B. They have identified at least one district or school ready to engage within one year.</p>	<p>ISD is at an installation stage, as evidenced by the focus of activities in the ISD MTSS Strategic/Scale-Up plan and the associated timelines.</p> <p>The activities chosen are from Appendix B. They do not have an identified district or school ready to engage within one year.</p>	<p>ISD is at an exploration stage and/or their activities in the ISD MTSS Strategic/Scale-Up Plan are not included in Appendix B. There are also no districts or schools ready to engage next year.</p>
Executive Leadership Support	<p>The Superintendent and other executive leaders across departments are committed to strengthening the ISD's MTSS capacity, as evidenced by responses.</p> <p>There are no anticipated changes in the ISD superintendent and cross-department executive leadership roles for next school year.</p>	<p>The Superintendent and other executive leaders across departments are committed to strengthening the ISD's MTSS capacity, as evidenced by responses.</p> <p>There are anticipated executive leadership changes for next year. The application responses include plans to ensure continued executive leadership commitment.</p>	<p>There are anticipated executive leadership changes, and the responses do not outline a plan to ensure commitment.</p> <p>Evidence of only 1-2 executive leaders demonstrating commitment to strengthening MTSS capacity as evidenced by lack of responses.</p>

Site Selection Criteria	3	2	1
Expanding Capacity	Prior experience through previous participation in the PBIS Intensive Project resulted in the scale-up of PBIS across the districts/schools in the county, as evidence by a critical mass (majority) of schools within local districts are implementing PBIS.	Not Applicable	Prior experience through previous participation in the MiMTSS TA Center PBIS Intensive Project did not result in a critical mass (majority) of schools within local districts implementing PBIS.
New MiMTSS TA Center Collaboration to Support Capacity Building	A collaboration between the ISD and the MiMTSS TAC will be new.	Previous history of collaboration with the ISD through the MiMTSS TA Center (or MIBLSI) school-level supported model, ISD supported model).	Not Applicable
Implementation District	Superintendent and school administrator support from more than one (1) district to allow ISD consultants to apply newly learned skills in the classrooms/ schools.	Superintendent and school administrator support from one (1) district to allow ISD consultants to apply newly learned skills in the classrooms/ schools.	A district letter of support was not provided, or signatures were incomplete (e.g., only superintendent, only one principal).
Alignment to Address Potential Challenges	Potential challenges were clearly identified with an actionable plan to address the potential challenges.	Challenges were clearly identified, but there was not an identified plan to address challenges.	Challenges were broadly identified.

Appendix A

ISD MTSS Coordinator Position Description

The ISD MTSS Coordinator role is designed to work with ISD leaders to organize and attend to an MTSS Scale-Up Plan that effectively meets the needs of the districts/schools within the county or region. This role is also designed to take the lead in summarizing MTSS data that are being collected across districts/schools to support adjustments to the MTSS Scale-Up Plan and decisions.

Skillsets

MTSS Knowledge and Experience

- MDE MTSS Practice Profile understanding.
- MTSS implementation experience at the district and school level.
- Effective and ineffective methods for supporting implementation consistent with implementation science.

Leadership Skills

- Ability to recommend procedures and problem resolutions based on evidence and knowledge of the ISD administrators and executive leaders' viewpoints.
- Ability to establish and maintain effective relationships, under varied conditions, with ISD leaders, consultants, and a variety of people internal and external to the organization.
- Motivate and lead others in the accomplishment of a task.
- Willingness to delegate assignments and responsibility to determine where a task can most appropriately be accomplished and establish follow-up mechanisms to ensure tasks are completed.
- Ability to identify and initiate a process to address technical and adaptive challenges impeding MTSS scale-up efforts.

Communication and Organization Skills

- Effective written and verbal communication skills (e.g., proactive, provides enough information for a clear description of what is being communicated).
- Ability to present ideas effectively at a level of style, grammar, and organization.
- Ability to effectively communicate with ISD consultants, ISD and LEA leadership, and MiMTSS TA Center staff to better understand the existing MTSS implementation efforts, ongoing needs, and potential professional learning supports offered by the MiMTSS TA Center that could be leveraged to further MTSS scale-up efforts.
- Facilitation skills.
- Willingness and openness to feedback.
- Organizational skills to manage multiple projects.

Responsibilities

- Coordinate the development and ongoing use of the ISD's MTSS Scale-Up Plan.
- Convene a team of individuals who work across ISD departments responsible for activities outlined in the MTSS Scale-Up Plan and/or any Regional MTSS Implementation Plans to discuss accomplishments, challenges (barriers), and data to inform the plan.
- Use team meeting procedures (e.g., co-created agenda, shared facilitation, minutes, action items) to facilitate efficient and effective meetings.
- Meet with ISD administrators and, when appropriate, executive leaders to communicate challenges (barriers) associated with carrying out activities outlined in the MTSS Scale-Up Plan/Regional MTSS Implementation Plan(s) and possible solutions for leaders to address the challenges.
- Organize MTSS reach, capacity, implementation and impact data and develop an ISD MTSS Annual Report that is shared with internal and external stakeholders.
- Participate in the ISD MTSS Coordinator Community of Practice sessions.
- Use knowledge of available MTSS technical assistance and MDE MTSS guidance/ resources available to the ISD and local districts to further inform the ISD's MTSS Scale-Up Plan.
- Maintain an MTSS Coordination Activity Log.
- Timely submission of documents that are required for Section 54b funding allocated for MTSS coordination:
 - ISD MTSS Scale-Up Plan
 - ISD MTSS Annual Report
 - MTSS Coordination Activity Log
- Use the MiMTSS Data System to access MTSS related data to inform updates to the ISD's MTSS Scale-Up Plan/Implementation Plan(s) and MTSS Annual Report.
- Participate in an annual focus group with other MTSS Coordinators and ISD stakeholders to inform MTSS technical assistance and additional supports provided by the MiMTSS TA Center on behalf of MDE.

Appendix B

ISD MTSS Capacity Building Offerings

If an ISD has not worked with the MiMTSS Technical Assistance Center to develop an ISD MTSS Strategic (Scale-Up) Plan, then the ISD MTSS Coordinator, ISD Superintendent, Executive Leaders, and Administrators will participate in the professional learning and planning sessions outlined in the following table.

Dates & Times	Title	Audience
August 16, 2022 9:00 a.m. to 11:00 a.m.	MTSS Scale-Up Planning Session 1	ISD MTSS Coordinator ISD Superintendent, Executive Leaders, and Administrators
August 23, 2022 9:00 a.m. to 11:00 a.m.	MTSS Scale-Up Planning Session 2	ISD MTSS Coordinator ISD Superintendent, Executive Leaders, and Administrators
September to December	Up to five additional preparation sessions	ISD MTSS Coordinator
September to December	Three additional Regional MTSS Implementation, Scale Up & Planning Sessions	ISD MTSS Coordinator ISD Superintendent, Executive Leaders, and Administrators

All ISD MTSS Coordinators

All ISD MTSS Coordinators will participate in the MTSS Coordinator Community of Practice sessions listed below:

August 30, 2022; 9:00 a.m. to 11:00 a.m.

September 19, 2022; 9:00 a.m. to 11:00 a.m.

November 14, 2022; 9:00 a.m. to 11:00 a.m.

January 23, 2023; 9:00 a.m. to 11:00 a.m.

April 11, 2023; 9:00 a.m. to 11:00 a.m.

June 12, 2023; 9:00 a.m. to 11:00 a.m.

Additional Professional Learning Opportunities

Each ISD will determine the additional professional learning opportunities designed to increase local capacity in specific MTSS competencies, knowledge, and skills. These decisions are based on the ISDs Regional MTSS Implementation, Scale-up and Sustainability Plan. ISDs **must select at least one option** related to building local capacity related to Social, Emotional, Behavioral Supports.

Available options for the 2022-2023 School Year are described in the tables below. Additional options will be available for subsequent years.

Social, Emotional, Behavioral Support

Title	Number of Sessions	Audience
Tier 1 Schoolwide PBIS State Trainer Network Fall Series: 9/20, 10/6, 10/25, 11/10, 11/28, and 12/15; 9:00 a.m. to 11:00 a.m. Winter Series: 1/12, 1/26, 2/14, 2/23, 3/8, and 3/16; 9:00 a.m. to 11:00 a.m.	6	ISD identified trainers
Tier 2 Schoolwide PBIS State Trainer Network 1/18, 2/9, 3/1, and 3/9; 9:00 a.m. to 11:00 a.m.	4	ISD identified trainers who completed Tier 1
Tier 3 Schoolwide PBIS State Trainer Network 11/9, and 11/22; 9:00 a.m. to 11:00 a.m.	2	ISD identified trainers who completed Tier 2
Functional Behavioral Assessment / Behavior Intervention Plan State Trainer Network Fall Series: 10/20, 11/2, and 11/15; 9:00 a.m. to 11:00 a.m. Winter Series: 1/17, 2/1, and 2/15; 9:00 a.m. to 11:00 a.m.	3	ISD identified trainers
Tier 1 Classroom Social, Emotional, Behavioral Supports State Trainer Network 9/21 and 10/5; 9:00 a.m. to 11:00 a.m.	2	ISD identified trainers
Behavior Interventions in the Classroom State Trainer Network 1/17 and 2/1; 1:00 p.m. to 3:00 p.m.	2	ISD identified trainers
Enhancing Current Tier 1 PBIS Implementation Through Trauma-Informed Practices 2/21 and 2/28; 9:00 a.m. to 11:00 a.m.	2	ISD identified trainers who completed Tier 1

Structured Language and Literacy in an MTSS Framework

Title	Number of Sessions	Audience
Language Essentials for Teachers of Reading and Spelling Volume 1* 9/21, 10/5, 10/19, 11/2, 11/16, 12/14, 1/11, 1/25, 2/8, 2/22, 3/1, 3/15, 4/12, 4.26, 5/3, and 5/17 3:30 p.m. to 5:00 p.m.	16	ISD identified Literacy Coaches

*The ISD will incur the cost of the LETRS Volume 1 and/or Volume 2 books and access to the online platform. The MiMTSS TA Center will provide the certified LETRS Facilitator for the live training portion of this professional learning series. The MiMTSS TA Center will work with any ISDs who pursue this option to connect with the Lexia representative for the purchase.

District Infrastructure to Support MTSS Implementation

Title	Number of Sessions	Audience
Developing ISD Capacity to Support District Implementation Team Installation	20	ISD identified staff who will train and coach District Implementation Teams

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.