

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page


Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

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By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Michael F. Rice, Ph.D.	
Signature of Authorized SEA Representative 	Date: 06/07/2021

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other States and LEAs.

Michigan has identified a number of strategies to support the needs of children during the COVID-19 pandemic.

Feeding Children

On March 12, 2020, Michigan's governor closed schools to in-person learning for an initial three-week period. The following day, March 13, the Michigan Department of Education (MDE) Office of Health and Nutrition Services (OHNS) held teleconferences and webinars for over 1,200 participants outlining steps to ensure children would still have access to meals during the unanticipated school closures. Since that time, Michigan has served over 200 million meals, including breakfasts, lunches, suppers, and snacks.

Throughout the course of the pandemic, MDE has maintained constant communication with local sponsors through town hall forums, industry calls, sponsor emails, countywide meetings, press releases, and one-on-one customer service. Families were able to pick up meals from any location identified on our statewide map (www.michigan.gov/meetupeatup) or have shelf-stable meals mailed to their homes. Pandemic Electronic Benefits Transfer (P-EBT) benefits were provided to over 1 million children.

Nationwide waivers provided the ability to streamline operations and oversight and MDE elected to participate in every available waiver. Strong partnerships with such agencies as the Michigan Department of Health and Human Services (MDHHS) and the Food Bank Council of Michigan proved to be invaluable in advocating for and reaching Michigan's most vulnerable children.

Targeted Resources to Students Most Impacted by COVID-19

In October 2020, MDE awarded 328 urban, rural, and suburban local education agencies (LEAs) grants totaling nearly \$37.4 million from an education equity fund to provide mental health services and supports to children and adults and to help close the digital divide. The education equity fund was created with the state education agency (SEA) reserve from Elementary and Secondary School Emergency Relief Fund (ESSER) I Coronavirus Aid, Relief, and Economic Security (CARES) Act funding. This competitive grant program focused largely on districts that met at least one of the following need-based criteria (as reported during the 2019-20 school year):

- Over 85 percent of the district’s students were economically disadvantaged.
- At least one school in the district was over 85 percent economically disadvantaged.
- Over 20 percent of the district’s students were students with disabilities.
- Over 10 percent of the district’s students were English learners.

Grant applications were submitted by 569 LEAs, which requested a total of over \$63 million. With the amount available, not all applications could be granted, and some districts could not be awarded funds for their full requests.

MI Safe School Testing Program

On January 8, 2021, Governor Gretchen Whitmer announced her goal that all preK-12 school districts in Michigan offer an in-person learning option to students by March 1, 2021. To assist school districts in meeting this goal, MDHHS offered rapid antigen testing to any district using testing as a component of its plan to resume in-person instruction. The [MI Safe Schools](#) voluntary testing program offers weekly testing to students, educators, and staff to reduce risks associated with in-person instruction. MDHHS provides training, guidance, rapid antigen testing materials, and an easy-to-use reporting system to school districts.

Communication and Support

Sharing Best Practice Information and Guidance

Since the start of the pandemic, MDE has continued to provide timely information and guidance and numerous resources to assist local school districts, educators, and families. A new section of the department’s website, [MDE COVID-19 Education Information and Resources \(michigan.gov\)](#), was created as a central location for LEAs to access relevant information related to the COVID-19 pandemic. Since March 13, 2020, MDE has shared over 190 subject level guidance memoranda with LEAs. By way of this new section of the website, this page has 15 dedicated subject sections that provide LEAs with resources and toolkits focused on early childhood, special education, social emotional learning, and other topics.

Michigan State Superintendent Dr. Michael Rice has been in regular direct contact with local district leaders and has convened LEA superintendent groups to provide a platform for the open exchange of thoughts and concerns regarding LEAs’ ongoing needs and challenges in responding to the COVID-19 pandemic. Since March 2020, Dr. Rice has met one-on-one or in small groups with educational leaders throughout the state, and has convened many large-group meetings with associations representing educational stakeholders and philanthropic partners. These groups include: the Michigan Education Association, American Federation of Teachers-Michigan, Michigan Association of Superintendents and Administrators, Michigan Association of Intermediate School Administrators, Middle Cities Education Association, Michigan Association of Public School Academies, Michigan Council of Charter School Authorizers, Michigan Elementary and Middle School Principals Association, Michigan Association of Secondary School Principals, Michigan School Business Officials, Michigan Association of School Boards, Michigan Association of Nonpublic Schools, the Special Education Advisory Council, Michigan Alliance for Families, Special Education Instructional Leadership Network, Autism Alliance of Michigan, Special Education Mediation Services, ISD directors of special education, and the Council of Michigan

Foundations. Direct input from middle and high-school students was obtained through monthly meetings with the department’s Anti-Racism Student Advisory Council. These exchanges have provided MDE with real-time updates and insight about short- and long-term needs from LEAs and other stakeholders.

Best Practices Clearinghouse and MDE Best Practices Repository

MDE has encouraged and will continue to encourage local districts to submit lessons learned and best practices to the U.S. Department of Education’s Safer Schools and Campuses Best Practices Clearinghouse. Upon the announcement of the creation of the Clearinghouse, MDE issued a [memo](#) to leaders of all local and intermediate school districts (ISDs) and public school academies (PSAs), as well as to the state’s tribal education and statewide education association directors, to share information about this resource and encourage submissions to it.

As part of the implementation of Michigan’s Top 10 Strategic Education Plan, MDE is in the process of developing a similar repository to collect and share best practice examples related to certain of the goals included in the state’s education plan, which is expected to launch early next school year.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

A strategic plan aims to drive priorities, concentrate energy and resources, strengthen operations, and set success measures to ensure that all stakeholders are working together toward common goals. [Michigan's Top 10 Strategic Education Plan](#), approved by the State Board of Education in August 2020, is both a directional and aspirational plan in which LEAs, education partners and stakeholders, and MDE can contribute to its implementation and, more importantly, to the improvement of public education in the state. The plan was informed by a wealth of feedback that included nearly 12,000 survey responses, focus groups, and interviews with a diverse group of stakeholders in education, philanthropy, government, and businesses from around the state.

The plan outlines eight goals that are directional and have corresponding metrics to monitor Michigan’s educational progress toward their achievement. These eight goals were important to the success of Michigan student’s pre-pandemic and will be even more important post-pandemic. Outlined below are three of these goals that are important in light of the COVID-19 pandemic in Michigan.

Expand Early Childhood Learning Opportunities

The first goal of Michigan’s Top 10 Strategic Education Plan is to expand early childhood learning opportunities. LEAs, both traditional public school districts and public school academies (PSAs), and intermediate school districts (ISDs) are critical partners in expanding early childhood learning opportunities, by providing a research-based, high-quality preschool experience (e.g., *Michigan’s Great Start Readiness Program [GSRP]*) for children in need affected by the pandemic. Cohorts of children and their families who would normally be eligible for GSRP — based on low-income eligibility or other research-based risk factors that are likely to lessen students’ educational readiness and future educational

performance — are now being exposed to pandemic-related effects of trauma (e.g., no access to quality preschool, social isolation, food vulnerability, mental health challenges, deficits in social emotional learning [SEL], death, and chronic illness) in addition to their daily realities, raising their risk of negative educational outcomes.

GSRP serves roughly 60 percent of an estimated 64,000 eligible four-year-old children who are at or below 250 percent of the federal poverty level (FPL) in Michigan; approximately 27,000 children from low-income families at home or in child care who could otherwise benefit from a quality educational experience prior to kindergarten remain not served and are a target for expansion of the program.

[Research](#) on quality early learning programs, longitudinal in particular, began in the mid-1960s with the Perry Preschool Project. Additional rigorous longitudinal studies have followed, including the Abecedarian Project, Chicago Child-Parent Center Program, New Jersey Abbott Program, and GSRP. These studies have proven that investing in early childhood learning produces both short- and long-term academic and non-academic positive outcomes for children, especially those who are low income or non-White; it also proves that quality early childhood education matters. Children who have quality pre-school are better prepared for kindergarten, less likely to need special education programs and services in grades K-12, and are less likely to be held back a grade. Research also finds that quality pre-school produces positive effects on children’s cognitive and SEL skills, early literacy, and math proficiency outcomes, and years later, on graduation rates.

Improve Early Literacy Achievement

The second goal of Michigan’s Top 10 Strategic Education Plan is to improve early literacy achievement. The most recent data from Michigan’s Student Test of Educational Progress (M-STEP) summative state assessments (2019) show that 45.1 percent of all third-grade students scored proficient or above in English language arts (ELA). While this figure represented progress, significant gaps exist across ethnic and socioeconomic categories. For example, 19.9 percent of third-grade students who identified as Black or African American and 34.1 percent of Hispanic or Latino students scored at or above proficiency in 2019, compared to 53.1 percent of White students. Similarly, only 31.3 percent of economically disadvantaged students scored at or above proficiency, compared to 62.8 percent of non-economically disadvantaged students.

The National Assessment of Educational Progress (NAEP) data show Michigan’s national ranking improved from 41st place in 2015 to 35th place in 2017 and 32nd place in 2019. This represented a 3 percentage point increase during that four-year period. However, the percentage of students at or above proficiency on this high-bar assessment remains low. In 2019, 31.6 percent of all Michigan’s fourth-grade students scored proficient or higher on the NAEP Reading assessment. Only 15 percent of students identified as Black or African American and 18.2 percent of Hispanic or Latino students scored at or above proficiency. Similarly, 19.8 percent of economically disadvantaged students scored at or above proficiency, compared to 44.8 percent of non-economically disadvantaged students. Additional literacy achievement data can be found at [Goal Improve Early Literacy Achievement](#).

Michigan understands the data-based need to continue efforts to improve early literacy achievement. In 2016, the state legislature enacted Michigan’s Read By Grade 3 law. Student ELA and Reading achievement for Michigan third- and fourth-grade students have increased since that time. Other initiatives addressing low student literacy achievement, particularly for the groups named earlier, include the creation of guidance addressing [equity in literacy](#) and the suite of literacy essentials, which covers birth through grade 12 and includes coaching practices and school-wide systems to support literacy, all of which can be found at www.literacyessentials.org. Notably, MDE received the Comprehensive Literacy State Development Grant in 2020, which allows the department to serve five LEAs that educate some of the lowest-performing and highest economically disadvantaged students in Michigan. As part of this grant, MDE will continue to focus on supporting LEAs, including those receiving grant funds, in their efforts to diversify literacy practices for all students. Efforts related to equity will focus on students seeing reflections of themselves in literary works. Additionally, students will be able to observe other cultures and backgrounds that they may not be commonly exposed to in their communities. Notwithstanding these initiatives, there is more work to be done in this area.

Improve the Health, Safety and Wellness of All Learners

A third area that is acutely important to the state’s COVID-19 pandemic response is the third goal of Michigan’s Top 10 Strategic Education Plan. Prior to the pandemic, mental health needs of children, adolescents, and families were considerable and, in many cases, went unmet due to the lack of adequate resources and infrastructure. Appropriate mental health supports for children and adolescents were limited due to access challenges and provider shortages. Unfortunately, the pandemic intensified the mental health needs of children, adolescents, and families. Fortunately, however, the COVID-19 pandemic has helped MDE, educators, and mental health providers raise consciousness about these important needs, and along with the consciousness raising, the resources to address these needs.

- The Centers for Disease Control and Prevention (CDC) found the proportion of mental health-related visits to emergency departments rose 24 percent for children aged 5-11 and 31 percent for those aged 12-17 between April and October 2020, when compared with the same period the year before.
- According to the “[Kids, Families and COVID 19: Pandemic Pain Points and a Roadmap for Recovery](#)” report, 34 percent of those in Michigan households with children have said they felt nervous, anxious, or on edge for more than half of the days or nearly every day of the past seven days, and 22 percent reported feeling down, depressed, or hopeless.
- Michigan Child Collaborative Care (MC3) reports 30 percent of phone consults per month (March-November 2020) have been COVID-related/impacted. Data show that increased isolation, fear of contagion, and political and racial unrest, along with economic uncertainty, have resulted in increased anxiety and depression.
- The Child Mind Institute’s 2020 Children’s Mental Health Report found 72 percent of parents surveyed stated that they have witnessed a decline in their child’s emotional well-being since the onset of the pandemic. Nearly half of parents surveyed reported that the COVID-19 pandemic has increased their need to seek mental health care for their child.

- In August 2020, the CDC surveyed more than 5,000 people across the United States and found that 41 percent reported an adverse mental health or behavioral health condition related to COVID-19 pandemic. Anxiety, depression, traumatic stress, and substance use all increased. Alarmingly, nearly a quarter of young adults, between the ages of 18 and 24 years, reported that they had considered suicide in the month before the survey.

Prior to fiscal year 2019, there were no specific children’s mental health resources allocated to local school districts by the state legislature through the Michigan Department of Education. In FY 2019, the legislature appropriated the first \$30 million for school mental health and support services. This annual appropriation rose to \$35.6 million in the summer of 2020 for FY 2021, and then by another \$20 million in a budget supplemental a few months later. The governor has recently proposed a \$50 million increase for the coming year, which would triple mental health funding in a single year in Michigan if appropriated by the state legislature.

Last fall, MDE formally began a Social Emotional Learning (SEL)/Children’s Mental Health Network to address Tier 1, Tier 2 and 3 challenges in the state to recover from the pandemic. This statewide group of professionals is working to broaden and deepen the reach of SEL, and to support an integrated system of direct and indirect mental health supports for children.

While Michigan has begun to increase state funding to support children’s mental health services through the aforementioned children’s mental health appropriations to intermediate school districts (ISDs) and through the Child and Adolescent Health Center Program, additional resources and supports are needed.

3. Identifying Needs of Underserved Students: Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years,

students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1.

Student group	Highest priority needs
Students from low-income families	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Access to resources to meet basic family needs (food, shelter, medical support, transportation, household supplies)</i>
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Access to trauma-responsive and culturally competent staff who can identify and respond to SEL/mental health needs</i>
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i>
English learners	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Accelerated learning opportunities for direct English language instruction</i>
Children with disabilities	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Recovery services</i> • <i>Support for peer interaction and acclimation to the school environment</i>
Students experiencing homelessness	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Identification and re-engagement with school</i>

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Student group	Highest priority needs
	<ul style="list-style-type: none"> • <i>Access to resources to meet basic family needs (such as food, shelter, medical support, transportation, household supplies)</i> • <i>Wrap-around services and supports to navigate the different support systems</i>
Children and youth in foster care	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Re-engagement with school</i>
Migratory students	<ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Access to resources to meet basic family needs (such as food, shelter, medical support, transportation, household supplies)</i> • <i>Increased coordination between schools to minimize educational disruptions</i>
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	<p><i>LGBTQ+</i></p> <ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Access to resources to meet basic needs (such as food, shelter, medical support, transportation, household supplies)</i>
	<p><i>Youth who are court-involved</i></p> <ul style="list-style-type: none"> • <i>SEL/mental health</i> • <i>Academic success in literacy and mathematics</i> • <i>Access to transition services</i>

In addition to the top 2-3 issues currently facing students and schools across Michigan as a result of or in response to the COVID-19 pandemic (as described in Part A, Section 2), MDE has identified three overarching highest priority needs related to the impact of the COVID-19 pandemic on underserved student populations, as shown in the chart below.

As outlined in Michigan law (Public Act 149 of 2020), local benchmark assessment data will be available to MDE in July 2021 and will be analyzed to inform initiatives and supports that can be provided to the most substantially impacted LEA student groups, and to refine technical assistance to districts and regions.

MDE staff will also review data from the following sources, as it becomes available, to identify any disproportionate impacts on the student groups identified in the chart below:

- WIDA ACCESS Assessment (English learner students)

- Statewide assessment data (grades 3-8, 11)
- Michigan Profile for Healthy Youth (grades 7, 9, 11)
- Secondary school participation and success rates in career and technical education, Advanced Placement, International Baccalaureate, dual enrollment, early middle college, and special education transition services.
- Graduation and attendance rates

Further, MDE will work with local and regional staff to support the integration of statewide data results with local results through the Michigan Continuous Improvement Process (MICIP) platform. State improvement facilitators will support local “data digs” to investigate best practices for supporting all students with growth and achievement. MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding.

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Before the onset of the COVID-19 pandemic, MDE shifted its focus to caring for, supporting, and educating the whole child. To support this focus, the department has implemented the following programs:

- The Michigan Integrated Continuous Improvement Process ([MICIP](#)) supports LEAs in providing a pathway to identifying student outcomes by assessing whole child needs to develop plans and coordinate funding. Assessing whole child needs is a multifaceted approach that looks at academic, nonacademic, and systems data with a data analytic protocol that not only considers student needs but also determines root causes. Data sources are pre-populated from state assessments and locally sourced data into MICIP. MICIP offers pre-made data sets that are targeted to specific needs, such as social emotional learning, school climate and culture, behavior, and mental health.
- The SEA has chosen bhworks, a comprehensive behavioral health software platform powered by mdlogix, to help LEAs to gain consent, screen, identify, assess, refer, and monitor treatment for all students in grades K-12. The goal is to reduce youth suicides, address major mental health issues, and streamline confidential communication among parents, teachers, and providers. The platform is being offered for use in all 56 intermediate school districts and has the potential to benefit almost 1.5 million students statewide.
- MDE will participate in the Youth Risk Behavior Survey administration in the fall of 2021 and will administer the regularly scheduled Michigan Profile for Healthy Youth for additional data on students well-being.

The following evidenced-based programs are offered to address the academic impact of lost learning time: The Early Warning Intervention and Monitoring System (EWIMS), Math Recovery; Project-based Learning facilitators, technical assistance through partnerships with ISDs and Regional Education Service Agencies (RESAs), the Michigan Association for Supervision and Curriculum Development (MI ASCD).

Technical assistance will be provided on the selected evidence-based interventions that meet the needs of individual student groups as well the needs of all students. Emphasis will be placed on interventions aimed at attendance, engagement, and accelerated learning. MDE has created a [webpage](#) on accelerated learning to house a variety of resources and tools on this topic, designed to assist educators in their efforts to fill student learning gaps. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. In addition, high quality professional learning could include strengthening Tier I instruction using Michigan’s Essential Literacy and Mathematics Practices, developed by the Michigan Association of Intermediate School Administrators in collaboration with the SEA and other stakeholders. Targeted and intensive interventions may be chosen by LEAs with support from Michigan’s Multi-Tiered Systems of Support Technical Assistance (MiMTSS TA) Center.

The SEA will provide districts with resources to support alignment between tiers of instruction so that the evidence-based interventions achieve the necessary intensity and improve outcomes for all students.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

MDE, in collaboration with the state’s Center for Educational Performance and Information (CEPI) and MDE’s research partner, the Education Policy and Innovation Collaborative (EPIC) at Michigan State University, will be collecting extensive data to inform LEAs, the SEA, and stakeholders about the equitable access for learning for all student groups. Current data collected is outlined below:

Mode of instruction data are collected at the district level at the beginning of each month. The data reflects each district’s planned instructional modality for the month. Districts provide a breakdown of which grade levels are offered with each mode of instruction, and this information is used to estimate the school counts in Table 1. The calculations assume that the modes of instruction offered to students in a particular grade level are the same regardless of which school in the district they attend. For instance, if a district offered a particular mode of instruction to students in grades 7-12 only, schools in this district serving K-6 students only would be counted in the “not offered” column, while those serving grades 7-12 only would be counted in the “offered to all students” column, and those serving a combination of grade levels within the K-6 and 7-12 ranges (e.g., a grade 6-8 school) would be counted in the “offered to some students” column. Estimates are based on modality data collected for the month of April 2021. Because reporting is done at the district level and represents planned modality, it does not capture mid-month changes made to the planned modality. No school-level modality data are collected at this time.

Enrollment data are collected three times per year (fall, spring, and end-of-year) at the student level. The demographic data necessary to disaggregate enrollment counts by subgroup are included in these collections. However, the state does not collect any data regarding the mode of instruction received by any individual student. Because enrollment counts for student subgroups cannot be calculated by modality, the total number of students receiving each mode of instruction in districts is estimated, with the largest shares (top quartile) of students from a particular demographic group (e.g., the estimated ranges in the second row of Table 2 reflect *all* students enrolled in any district whose share of economically disadvantaged students falls in the top quartile of the state). Districts do not report their exact enrollment counts by mode of instruction, but rather report in a percentage range (0%, 1-24%, 25-49%, 50-74%, 75-99%, or 100%). Thus, the ranges in Table 2 reflect the low and high ends of the percentage ranges reported by each district.

Attendance data are collected for all students at the end of each year (with a few exceptions outlined below). Districts must also report attendance information in the fall and spring collections for students who left the district midway through the year. Districts are never required to report attendance information for students in the following groups: adult education participants, early childhood participants, nonpublic school students, juvenile detention students, homeschooled students, and students with an emotional impairment receiving special education programs or services served by a Michigan Department of Health and Human Services run facility. Daily attendance data are not collected by the state.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

Information on the operational status and modality of instruction, as it is currently collected, is available online via the MI School Data [Extended COVID-19 Learning Plan Dashboard](#). As noted above, the data are collected at the district level and reflect each district’s planned modality of instruction for the coming month. Tables 1 and 2 in Appendix A contain reporting as of April 2021.

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Because Michigan is a local control state, the mode of instruction of LEAs in Michigan for summer 2021 and the 2021-22 school year will be determined by each local district. As was the case in the 2020-21 school year, local decisions may be influenced in part by actions of the governor and Michigan legislature, both of whom have indicated a desire to return to in-person learning as the standard mode of instruction for all districts statewide. MDE is aware that at least some of the state’s 829 LEAs are planning to offer virtual or hybrid options as well as in-person learning during these time frames. The state legislature currently is considering legislation that would promote in-person learning as the preferred option and allow for parents who wish to continue distance learning for their students to have that choice. In the absence of legislative action or executive directives that tie funding or statutory requirements to in-person learning, LEAs will determine mode of instruction.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
<p>Universal and correct wearing of masks</p>	<p>The MI Safe Schools Roadmap was developed to provide guidance to preK-12 schools in creating required return to school plans.</p> <p>The state’s Guidelines for Operating Schools Safely, including universal and correct wearing of masks per CDC guidance, was a requirement and was therefore built into LEA plans.</p> <p>Additional memos and communications: https://www.michigan.gov/documents/mde/Facial_Covering_Requirements_712154_7.pdf https://www.michigan.gov/mde/0,4615,7-140--541522--,00.html https://www.michigan.gov/documents/mde/Wear_Masks_712162_7.pdf</p>
<p>Physical distancing (e.g., including use of cohorts/podding)</p>	<p>As part of their return to school plans, LEAs had to explain how they were going to meet the CDC’s recommended social distancing guidelines. The following are some of the guidance documents shared with LEAs: MI Safe Schools Roadmap Michigan’s Guidelines for Operating Schools Safely U.S. Department of Education COVID-19 Handbook, Volume 1 and Volume 2, Michigan’s End of Year Gatherings Guidance</p>
<p>Handwashing and respiratory etiquette</p>	<p>The MI Safe Schools Roadmap was developed to provide guidance to LEAs in creating required return to school plans. Guidelines for Operating Schools Safely, promoting handwashing and respiratory etiquette per CDC guidance, was a requirement and was therefore built into the plans.</p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>The LEAs had to provide an explanation of routine cleaning and disinfecting protocols. The SEA provided links to the guidance for cleaning and disinfecting and a list of approved EPA-approved products, as well as other helpful steps to consider.</p> <p>The Michigan Department of Environment, Great Lakes, and Energy (EGLE) offered the Michigan K-12 Public School HVAC Assistance Program, to provide air quality assessment tools, webinars, and best practices, as well as to receive recommendations for remediation of identified issues.</p> <p>In addition, MDE has a webpage dedicated to safe ventilation resources for districts and to the State of Michigan Guidelines for Operating Schools Safely.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>The SEA has worked to promote the connection and collaborative partnership between LEAs and local health departments as outlined in the state’s Managing Communicable Diseases in Schools guidance.</p>
<p>Diagnostic and screening testing</p>	<p>The SEA works with the MDHHS Covid Testing Team to offer blanket Clinical Laboratory Improvement Amendments (CLIA), waivers to allow schools to serve as COVID-19 test sites, training, testing supplies, and other supports to ensure that LEAs have the ability to administer screening tests for athletic participants, staff, and students.</p>

Mitigation strategy	SEA response
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<p>The SEA provides information promoting collaborative partnerships between LEAs and local health department to conduct vaccination clinics.</p> <p>In addition, the SEA shared the U.S. Department of Education’s communications with LEAs regarding directives prioritizing vaccines for teachers, school staff, and childcare workers; the CDC website, with information about how teachers, school staff, and childcare workers can get vaccinated; CDC teachers, school staff, and childcare workers vaccination FAQ and website regarding the Federal Retail Pharmacy Program; and a CDC toolkit designed to help school and childcare leaders provide COVID-19 vaccine information to staff in schools and childcare programs.</p> <p>The Protect Michigan Commission, tasked with ensuring that all state residents have the most up-to-date information about vaccines, includes a K-12 education workgroup that has been working to target and develop messaging specific to K-12 schools.</p>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<p>The Office of Special Education created and shared Guidance to Address Return to Learn for Students with IEPs</p> <p>Guidance for Compliance with IDEA and Michigan Administrative Rules for Special Education (MARSE) During the COVID-19 Pandemic.</p> <p>Guidance to Address Foregone Learning for Students with IEPs as a Result of the COVID-19 Pandemic.</p> <p>Comparison of Compensatory and Recovery Services Due to COVID-19.</p>

Additional efforts in this area include:

- The MDE child nutrition fiscal team provides financial guidance on flexible and allowable ways for LEAs to navigate the operational costs of meal service with challenging service models in the safest manner possible for students and staff.
- Child nutrition program staff provided guidance and technical assistance on providing meals safely to all children returning to in-person instruction.
- MDE, in collaboration with the School-Based Mental Health Professionals Coalition (consisting of Michigan Association of School Social Workers, Michigan Association of School Psychologists, and Michigan School Counselor Association), has created a [Return to School Toolkit](#). The toolkit offers school community members and stakeholders effective tools and resources needed to help plan for the road back to the classroom. This toolkit was part of a website of resources within a larger mental health toolkit. The larger toolkit provided resources on assessing needs of students, school-wide multi-tiered systems of support, and resources for families, students, and school staff.
- MDE maintains a webpage dedicated to resources on returning to in-person instruction. These resources include CDC guidance, Michigan-specific guidance from the governor’s office, and additional resources from the MDHHS. Resources and updated communications are also sent to the field through weekly communications.

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities,

including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Over the last 15 months, Governor Whitmer has created advisory groups and commissions to inform her administration and the state on how to return safely to school, provide antigen tests to students and create strategies to assist in student recovery. In addition, MDE has issued almost 200 COVID-19 related memos to local and intermediate school districts and public school academies to share information and important resources.

MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

In Spring 2020, Governor Whitmer created the Return to School Advisory Council and charged its members with developing recommendations for a safe return to in-person instruction. The council included educators, administrators, elected officials, parents, students, and public health experts from across Michigan. In addition, the governor convened a task force of representatives from Michigan state government departments, including MDE and MDHHS, to aid in the development of the [Return to School Roadmap](#). Recommendations from the School Advisory Council and state government department task force were used to make final decisions about required and recommended safety protocols.

MI Safe School Testing Program

On January 8, 2021, Governor Whitmer announced a goal for all preK-12 school districts in Michigan to offer an in-person learning option for students by March 1, 2021. To assist school districts in meeting this goal, MDHHS offered rapid antigen testing to districts that wanted to use testing as a tool to resume in-person instruction.

The [MI Safe Schools](#) voluntary testing program offers weekly testing to students, educators, and staff to reduce risks associated with in-person instruction. MDHHS provides training, guidance, rapid antigen testing materials, and an easy-to-use reporting system to school districts. This started out as a pilot program with the Michigan High School Athletics Association as a way for high school student athletes to finish the fall sports schedule. The success of this pilot program led to the creation of MI Safe Schools, including providing testing to school districts that want to participate.

MI Blueprint for Comprehensive Student Recovery

In February 2021, Governor Whitmer created the Student Recovery Advisory Council to provide guidance and recommendations to ensure Michigan students have the tools and resources they need to get back on track.

In May 2021, the council released the [MI Blueprint for Comprehensive Student Recovery](#). The report provides data-informed recommendations to address challenges across wellness, academics, school culture and climate, family and community engagement, and post-secondary education. The MI Blueprint for Comprehensive Student Recovery also provides specific recommendations for state-level policymakers to accelerate student recovery now and lay the foundation for significant system changes in the future.

Protect Michigan Commission

In December 2020, Governor Whitmer created the [Protect Michigan Commission](#) (PMC), which is comprised of a diverse group of leaders from across the state charged with ensuring every Michigan resident has the most up-to-date information on the COVID-19 vaccine. The commission works as an advisory group to Governor Whitmer and MDHHS.

The PMC has several workgroups informing the commission, and MDE is an integral member of the education workgroup, which is responsible for identifying resources to assist with the statewide vaccine plan and for disseminating critical information to education stakeholders and community members about the vaccine.

Additional Resources:

State of Michigan Guidelines for Operating Schools Safely

https://www.michigan.gov/documents/coronavirus/SCHOOLS_GUIDANCE_V3_712458_7.pdf

State of Michigan Guidelines and Resources for Athletics

https://www.michigan.gov/coronavirus/0,9753,7-406-98178_105410---,00.html

MI Safer Sports Testing Program

[Coronavirus - MI SAFER SPORTS TESTING PROGRAM \(michigan.gov\)](#)

MI Safer High School End-of-Year Guidance

https://www.michigan.gov/documents/coronavirus/End_of_Year_Gatherings_Guidance_042721_723470_7.pdf

Track and Monitor

Because Michigan is a local control state, local school districts, intermediate school districts, and public school academies have had the authority to determine if their schools would be open and what modes of instruction would take place.

In August 2020, the Michigan legislature passed and Governor Whitmer signed into law a series of bills known as the Return to Learn laws. These laws include a number of reporting and transparency requirements. To receive state per pupil funding during the 2020-21 school year, local school districts and public school academies had to do the following:

- Establish educational goals.
- Create an extended COVID-19 learning plan approved by the intermediate school district or public school academy authorizing body. The plans were required to include a description of the mode through which instruction would be delivered.
- Submit the approved plan to MDE.
- Reconfirm the mode of instruction each month at a public meeting of the board and post the information publicly on the district or public school academy's website.
- Submit the plans monthly to the Michigan Center for Educational Performance and Information (CEPI).

Through a partnership with Michigan State University’s Education Policy Innovation Collaborative (EPIC) and CEPI, monthly reconfirmation plans were analyzed to better understand how local districts were delivering instruction. Districts provided information about the different types of instruction (face-to-face, remote/virtual, hybrid) and how groups of students were being served by grade or setting. The most recent report can be found here:

https://epicedpolicy.org/wp-content/uploads/2021/05/EPIC_ECOL_report_April2021.pdf

The Return to Learn laws also required local school districts and public school academies to post the following reports on their websites by the specified dates:

No later than January 15, 2021:

- The amount and type of professional development provided during the current school year, as of the date of the report, to district teachers with focus on how to deliver virtual content
- The amount and type of training provided during the current school year, as of the date of the report, to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district

No later than February 1, 2021:

- Create a middle of the school year report related to district progress in meeting educational goals that were established at the beginning of the school year

End of the school year:

- Create an end of the school year report related to district progress made in meeting educational goals that were established at the beginning of the school year

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

The SEA has consulted with the public health experts at MDHHS to help provide school leaders with the most up-to-date guidance regarding COVID-19 mitigation strategies. MDE continues to work closely with MDHHS to share informational resources ranging from mask and distancing protocols to COVID-19 testing and vaccination.

On January 8, 2021, Governor Whitmer announced a goal for all preK-12 school districts in Michigan to offer at least an in-person learning option for students by March 1, 2021. To assist school districts in meeting this goal, MDHHS offered rapid antigen testing to districts that wanted to use testing as a tool to resume in-person instruction.

The [MI Safe Schools](#) voluntary testing program offers weekly testing to students, educators, and staff to reduce risks associated with in-person instruction. MDHHS provides training, guidance, rapid antigen testing materials, and an easy-to-use reporting system to school districts. This started out as a pilot program with the Michigan High School Athletic Association as a way for high school student athletes to

finish the fall sports schedule. The success of this pilot program led to the creation of MI Safe Schools, including providing testing to school districts wanting to participate.

The MI Safe Schools participation requirements are as follows:

- Engagement of key stakeholders including educators, staff, and school administrators.
- Identification of one testing lead and contact information per school.
- Commitment to a weekly testing cadence.
- Self-isolation at home of individuals exhibiting COVID-19 symptoms.
- Reporting of negative and positive test results on the day of testing.
- Auditing of results and documents at the discretion of MDHHS and local health departments.

Going forward, MDHHS will use the Epidemiology and Laboratory Capacity (ELC) reopening schools funds to build on the MI Safe Schools Testing Program and continue to provide antigen testing, training, and reporting options to school districts across Michigan. The state will support and facilitate efforts between school districts and local health departments.

In addition, MDHHS and MDE are currently working together on plans to help local school districts and health departments hire health resource advocates and to locate them in school districts across the state. The health resource advocates will provide frontline support for COVID-19 testing and reporting, help districts recognize COVID-19 related health concerns, and strengthen best health practices.

iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

This work is led primarily by other state and local agencies. Often MDE's role is to support these efforts by sharing information created by other agencies and departments. Specific technical assistance examples include:

- The MDE child nutrition fiscal team provides financial technical assistance on the impact and changes with current Child Nutrition Program (CNP) waivers. Accounting and coding information is communicated in town hall presentations, CNP newsletters, fiscal presentations, and accounting manual updates to ensure proper accounting of U.S. Department of Agriculture and state of Michigan grant funds.
- Child nutrition program staff ensure LEAs have the most up-to-date information on all program waivers and flexibilities for all federal child nutrition programs. Information is communicated through town hall presentations, countywide meetings, webinars, virtual office hours, newsletters, and bulletins. One-on-one technical assistance opportunities are available for all LEAs.
- Multiple offices within MDE, specifically the Office of Health and Nutrition Services (OHNS) and the Office of Special Education (OSE), collaborate with the Medicaid Division of MDHHS to provide ongoing technical assistance workgroup meetings and regional workgroup meetings to provide support and guidance related to school services programming that includes School-Based Services of Special Education, Caring for Students school services programming for general education students, and Medicaid reimbursement methodologies that are directly related to state funding.
- MDE has worked closely with multiple state-level stakeholders to create a Behavioral Health Learning Collaborative (BHLC) and develop a comprehensive, living website sharing best practices

as well as technology, training, and other resources to help Michigan school districts improve mental health programs. The goal is to identify, assess, and treat school-age youth in grades K-12 to reduce youth suicide and to address other mental health issues while reaching families and school staff. The BHLC aims to connect disparate behavioral health/suicide prevention programs and professionals, expand access to knowledge and resources to improve health outcomes, generate state and local data to help inform decisions and resource deployment, provide a multi-agency/multi-disciplinary cross-training program platform, and consult on critical incident/crisis/disaster situations.

- To help address the SEL and mental health needs of children across Michigan, MDE has established an SEL network of state stakeholders with input from national experts. The network is expanding its efforts to include greater support for addressing Tier 2 and Tier 3 children’s mental health issues. Even before the pandemic, 20 percent of children nation-wide were experiencing mental health challenges, according to the Center for Disease Control.
- Michigan was named one of nine states to work with the national Council of Chief State School Officers (CCSSO) and Collaborative for Academic, Social and Emotional Learning (CASEL), the major SEL association in the country, on strengthening SEL and school-based multi-tiered systems of supports (MTSS) within their states. CASEL’s collaborating states initiative and CCSSO included Michigan into their effective Multi-Tiered Systems of Support (MTSS): SEL and Whole Child Development program. This program, funded by the Chad Zuckerberg Initiative, connects states with national experts to provide technical assistance, coaching, document review, and early access to resources and examples of best practices from CASEL and CCSSO. Additionally, Michigan participates in the American Association of Superintendents and Administrators (AASA) SEL Cohort, of which State Superintendent Dr. Michael Rice serves as a co-chair. AASA is the national superintendents’ association and has worked closely with CASEL to expand knowledge of and competence in SEL nationally.

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social,

- emotional, mental health, and other needs, which may include student health and food services;
- iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

LEAs will be required to include the strategies in their return to school plans, which are reviewed for compliance. MDE will continue to provide guidance and best practices to assist the LEAs with creating their plans.

The review process includes continuity of services to address student academic needs, child and adult SEL, mental health, and other needs. The review process also addresses how LEAs plan to use the funds, how those funds relate to their plans, and what their anticipated impact is. Each LEA's plan includes how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services.

In terms of social, emotional, and mental health needs, OHNS provides a mechanism for state level resources that includes webpages dedicated to COVID-19, SEL, and school mental health. An internal SEL workgroup facilitates a SEL/Children's Mental Health Network to ensure that each of the ten geographic regions of the state has access to state level resources. In addition, OHNS monitors a dedicated SEL email address.

LEAs have a state requirement to provide monthly updates to their localized pandemic plans through a monthly electronic submission. This submission must contain all applicable updates to their localized pandemic planning. Those plans are also required to be posted on the LEA web page for public viewing. Each LEA has consistently provided opportunities for public comment on its plan at monthly board of education meetings. SEA field staff work with LEA staff to review plans to ensure that all required information is included and made public.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. **SEA Consultation:** Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Before and during the development of Michigan’s American Recovery Plan (ARP) ESSER plan, MDE has sought the input and participation of a variety of critical stakeholders. This input has taken many forms, including but not limited to a wide range of stakeholder meetings, surveys, and focus groups. It is important to note that the ARP ESSER plan is based on the goals and principles of Michigan's Top 10 Strategic Education Plan, which included extensive stakeholder input throughout its review (from August 2019 to August 2020) and update (August 2020).

ARP ESSER Plan Survey to Stakeholders

MDE, in partnership with Education Policy Innovation Collaborative (EPIC) at Michigan State University, developed, distributed, and analyzed a survey specifically geared toward developing the ARP ESSER plan. The survey was sent to education organizations that represent specific student groups and other education stakeholders. Survey results indicated that, of the practices that stakeholders believe have been effective in supporting the needs of Michigan students during the COVID-19 pandemic, engaging with parents and families and determining and addressing technology needs were the top choices. When asked about strategies to engage with parents and families, stakeholders identified: providing practical training to families on learning at home/remote learning, maintaining consistency across learning environments, providing training on parent-teacher-service provider collaboration, and providing support for families during the pandemic.

When asked to list the top issues facing students and schools across Michigan due to the COVID-19 pandemic, stakeholders commonly identified socio-emotional health and well-being of students,

specifically student mental health, motivation, and ability to access relevant professionals (e.g., nurses and social workers). When asked for suggestions of supports from the SEA that could address identified concerns, stakeholders noted that guidance and professional learning would be most beneficial. Additionally, there was continued concern about student access to technology, including internet connectivity and device access as well as technical support for online learning.

Michigan's Top 10 Strategic Education Plan

Michigan's updated Top 10 Strategic Education Plan was approved at the August 2020 State Board of Education meeting, following several months of interviews with education stakeholders, discussions with focus groups, and review of responses from nearly 12,000 individuals to a statewide survey. Here, stakeholders specified that the support needed from the state should include guidance, professional learning, and technical assistance, in areas ranging from the ability of students to have access to technology, highly qualified teachers, or school nursing services, to general concerns such as ensuring that each child gets an education. Stakeholders included: board of education members, teachers, parents/guardians, administrators, students, child care providers, business leaders, tribal organizations, and MDE staff.

The updated plan includes a mission, a vision, six guiding principles, eight goals, and metrics for each of the goals. The plan provides focused direction to Michigan's education community in support of all learners. The plan is intended to provide meaningful direction to LEAs as they work to improve educational outcomes for students both in the mid-term and long-term, even during a pandemic. For more information, visit www.michigan.gov/mde.

Engagement with State Superintendent

Dr. Michael Rice, State Superintendent, has been meeting with many education organization leaders and education organization members throughout the past year to discuss steps for moving forward and improving education efforts for Michigan's children during these difficult times. In the meetings, he has sought partnership and advice on student needs for returning to school next year as part of a new, better normal. Among the themes that have emerged are technology, SEL, student voice, flexibility in school times, funding, and teacher recruitment.

State Board of Education (SBE)

During the ARP ESSER plan development, at the SBE's annual retreat on May 18, 2021, MDE provided SBE members information about plan elements, answered questions, and received feedback to inform the final draft. Much of the ARP ESSER plan has been informed by monthly SBE meetings in the last 14 months, as the SBE has helped to shape a statewide direction during this difficult pandemic period.

Ongoing Stakeholder Outreach

Within MDE, there is extensive engagement with important stakeholder groups throughout the year, including but not limited to the Michigan Education Association, American Federation of Teachers-Michigan, Michigan Association of Superintendents and Administrators, Michigan Association of Intermediate School Administrators, Middle Cities Education Association, Michigan Association of Public School Academies, Michigan Council of Charter School Authorizers, Michigan Elementary and Middle School Principals Association, Michigan Association of Secondary School Principals, Michigan

School Business Officials, Michigan Association of School Boards, Michigan Association of Nonpublic Schools, and the Council of Michigan Foundations. Direct input from middle and high-school students was obtained through monthly meetings with the department’s Anti-Racism Student Advisory Council.

Additionally, MDE staff convene and lead stakeholder groups centered on supporting specific populations of students, including students with disabilities, English learners, children and youth experiencing homelessness, and migratory children and youth. These stakeholder groups include the Special Education Advisory Committee, the English Learner Advisory Committee, Michigan Alliance for Families, Special Education Instructional Leadership Network, Autism Alliance of Michigan, Special Education Mediation Services, ISD directors of special education the English Learner Statewide Network, the Regional McKinney-Vento Homeless Coordinators Network, Migrant education directors’ meetings, and the Neglected and Delinquent Network. Many MDE staff are involved in these groups and others hosted by other agencies, including the Michigan Homeless Policy Council and the Interagency Migrant Service Committee. Further, many MDE staff are involved in networks that include educators, education organizations, parents, other state agencies, and communities. These groups meet multiple times throughout the year (many are monthly), and provide MDE the opportunity to engage, discuss, learn, and plan based on feedback from critical under-represented student groups.

Tribal Consultation

Federally recognized tribal organizations are listed among the groups for whom engagement and consultation are required. Meetings with tribal organizations occur throughout the year. The Confederation of Michigan Tribal Education Directors was invited to participate in the ARP ESSER plan stakeholder engagement survey. The Confederation represents Michigan’s 12 federally recognized tribes and their education associations.

Public Comments

Due to the short timeline for developing this plan, MDE will be posting the approved ARP ESSER plan and providing opportunity for the public to review and comment. As plan updates occur, the plan will be appropriately adjusted according to stakeholder feedback.

2. **Coordinating Funds:** Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
<p>ESSER I (CARES Act)</p>	<p>ESSER I 90% formula grants to LEAs: As of the date of this application, MDE has awarded \$350,448,029 to LEAs. This represents the full amount for ESSER I formula grants.</p> <p>SEA Reserve from ESSER I:</p> <ul style="list-style-type: none"> • Created the Education Equity Fund to provide competitive grant awards to LEAs that focus largely on LEAs meeting at least one of the following need-based criteria: <ul style="list-style-type: none"> ○ Over 85 percent of the district’s students are economically disadvantaged. ○ Over 85 percent of the students in at least one school in the district are economically disadvantaged. ○ Over 20 percent of the district’s students are students with disabilities. ○ Over 10 percent of the district’s students are English learners. • LEAs could apply for the purposes of: <ul style="list-style-type: none"> ○ Narrowing the digital divide. ○ Providing mental health services and supports. • 328 LEAs were awarded \$37,399,778 in grants 	<p>ESSER I 90% formula grants: As of the date of this application, the most common budgeted uses of funds include:</p> <ul style="list-style-type: none"> • \$197,302,240 for activities to maintain LEA continuity of services • \$65,533,781 for education technology • \$17,872,850 for coordinating COVID-19 preparedness and response • \$16,120,609 for any other uses allowable under existing federal education law (ESEA, etc.) <p>SEA Reserve from ESSER I: As of the date of this application, the budgeted uses of funds include:</p> <ul style="list-style-type: none"> • \$7,640,775 to provide mental health services and supports • \$29,759,033 to narrow the digital divide
<p>GEER I (CARES Act)</p>	<p>GEER I grant awards to education entities:</p> <ul style="list-style-type: none"> • \$89,432,673 <p>GEER I grant awards to LEAs:</p> <ul style="list-style-type: none"> • GEER funds targeted LEAs determined to be most significantly impacted by COVID-19. LEAs received funding based on their numbers of economically disadvantaged students, students with disabilities, and English language learners. • To be eligible for funding, the percentage of LEA students who qualify as economically disadvantaged must exceed 50 percent. If a student falls in all 3 of these categories, the district receives 3 times the estimated per student amount of \$87.36. • \$60 million was awarded to LEAs based on the number of students in high-need 	<p>GEER I grant awards to LEAs: As of the date of this application, the most common budgeted uses of funds include:</p> <ul style="list-style-type: none"> • \$21,467,665 for connectivity. • \$15,734,871 for remote learning materials and training • \$6,074,849 for health, safety, and wellness • \$5,576,182 for out-of-school-time learning

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
	<p>student groups described above. LEAs could use GEER funds for any of the following purposes:</p> <ul style="list-style-type: none"> ○ Connectivity ○ Student mental health ○ Addressing learning loss ○ Out-of-school-time learning ○ Remote learning materials and training ○ Teacher training and curriculum ○ Other health, safety, and wellness needs <p>GEER I grant awards to other education entities:</p> <ul style="list-style-type: none"> • \$5.4 million was awarded to other education entities as follows: <ul style="list-style-type: none"> ○ \$1.5 million for statewide mental health and SEL supports. ○ \$1.4 million to fund a partnership of Michigan State University, t ○ the University of Michigan, and Michigan Virtual University for the implementation of teacher professional learning practices and standards developed by the Governor’s Education Advisory Council (GEAC). ○ \$1.5 million to support educational programming on public television. ○ \$1.0 million to support Early On for infants and toddlers through remote early intervention. <p>GEER I grant awards to institutions of higher education:</p> <ul style="list-style-type: none"> • \$24 million was awarded for the Futures for Frontliners program to provide scholarship opportunities for frontline workers. Eligible workers will receive up to two years of last-dollar tuition assistance at a community college and/or GED classes and preparation. 	

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER II (CRRSA Act)	<p>ESSER II 90% formula grants to LEAs:</p> <ul style="list-style-type: none"> • As of the date of this application, the Michigan legislature has only appropriated \$650 million of Michigan’s ESSER II allocation for formula grants. Eligible LEAs have received a corresponding prorated allocation (43.6 percent) until legislative action is taken to appropriate the full formula allocation amount. <p>SEA Reserve from ESSER II:</p> <ul style="list-style-type: none"> • The Michigan legislature provided supplemental appropriations in Public Act 3 of 2021 to appropriate the SEA reserve funds as outlined below: <ul style="list-style-type: none"> ○ \$90 million for K-8 summer programs ○ \$45 million for high school credit recovery programs ○ \$17.4 million for before- and after-school programs operated by LEAs ○ \$4,949,300 for benchmark assessments. 	<p>ESSER II 90% formula grants:</p> <p>As of the date of this application, the most common budgeted uses of funds include:</p> <ul style="list-style-type: none"> • \$143,105,465 for indoor air quality, including HVAC system upgrades. • \$125,196,888 for activities to maintain LEA continuity of services. • \$91,659,787 for learning loss. • \$68,858,859 for education technology. <p>SEA Reserve from ESSER II:</p> <p>Under Public Act 3 of 2021, the submission deadline of LEA budgets for relevant use of funds categories is after the date of the state ARP plan application.</p>
GEER II (CRRSA Act)	<p>GEER II grant awards:</p> <ul style="list-style-type: none"> • As of the date of this application, only \$28,881,990 of Michigan’s GEER II allocation has been appropriated by the Michigan legislature. This includes: <ul style="list-style-type: none"> ○ \$21,309,900 for payments to teachers and other school staff who provide services as part of a summer program or a credit recovery program as part of COVID-19 remediation services ○ \$5 million for before- and after-school programs operated by a community-based organization ○ \$2,572,000 for benchmark assessments. 	<p>GEER II grant awards to LEAs:</p> <p>Under Public Act 3 of 2021, the submission deadline of LEA budgets for relevant use of funds categories is after the date of the state ARP plan application.</p>

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

MDE has fully awarded all ESSER I funds to LEAs. As of May 21, 2021, LEAs have expended 48 percent of ESSER I funds. The SEA ESSER applications allow for tracking of requested reimbursements by each individual LEA.

MDE has awarded 43.6 percent of ESSER II funds in accordance with supplemental appropriations provided by the Michigan legislature in Public Act 3 of 2021. As of May 21, 2021, LEAs have not expended any ESSER II funds. The Michigan legislature is currently considering a supplemental appropriations bill that includes the remaining 56.4 percent of Michigan’s ESSER II allocation. While there is no identifiable timetable for legislative action to appropriate the remaining ESSER II funds, MDE is hopeful that this legislative action will take place before the start of the 2021-22 school year.

See table below for additional detailed information on ESSER I and ESSER II awards.

Name	Allocated	Amount Paid to LEAs as of 5/28/21	Percentage Drawn Down
ESSER I	\$350,448,029	\$191,568,303	55%
ESSER II	\$1,490,677,457	\$0	0%

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

Elementary and Secondary Education Act (ESEA) funds are approved based on demonstrated need. Activities that support demonstrated need, including student needs resulting from the COVID-19 pandemic, will be approved provided they meet the reasonable, necessary, and allocable tests for federal funds. The SEA will provide maximum flexibility for LEAs and the SEA will coordinate to the extent allowable by applicable laws, regulations, and guidance.

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

Secondary Career and Technical Education (CTE) Perkins funding supports the social, emotional, and academic needs of special populations students. CTE Perkins provides resources for supporting embedded academic instructional support and postsecondary recognized credential attainment.

MDE has received a five-year federal grant from the Substance Abuse and Mental Health Services Administration, called Advancing Wellness and Resiliency in Education (AWARE), to help raise awareness of mental health needs, train adults to recognize mental health concerns, and connect students to services that focus on underserved and disparate populations. This grant is being used as an opportunity to expand on the coordination of funding streams to determine the optimal deployment of service providers, while trying to maximize the potential Medicaid reimbursement dollars to help sustain and maintain programming.

McKinney-Vento Homeless Assistance Act subgrantees used funds to provide coordinated supports to students experiencing homelessness and received support and technical assistance to ensure alignment to authorized activities under the law.

MDE's Office of Health and Nutrition Services (OHNS) has ensured that students experiencing homelessness are included in all nutrition services. Work is coordinated with the McKinney-Vento State Coordinator in MDE's Office of Educational Supports (OES), CEPI and MDHHS to ensure students are supported by the funds.

Child nutrition programs are promoted to all eligible sponsor types and technical assistance with completing the application process for sponsorship is available as needed.

Child nutrition programs are promoted to Michigan families through a campaign that is being currently developed by OHNS staff and external communications partners. The primary goal of this promotional effort is supporting families, another goal is to increase program participation and support schools by bringing in federal dollars.

OHNS provided ESSER Discretionary Funding Ideas for Food Service that address the goals of preventing, preparing for, and responding to the spread of COVID-19. These ideas encompass items that are not normally allowable from the Food Service Fund to maximize use of funds. The MDE child nutrition fiscal team provides financial guidance on flexible and allowable ways for LEAs to navigate the operational costs of meal service with challenging service models in the safest manner possible for students and staff. Child nutrition program staff provide guidance and technical assistance on providing meals safely to all children as they return to in-person instruction.

MDE continues to partner with MDHHS and the Michigan Department of Environment, Great Lakes, and Energy to maximize additional COVID-19 pandemic relief resources to support LEA operations.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time,

provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State’s total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

ARP ESSER funds, including the SEA reserve, are subject to negotiations between Michigan’s executive and legislative branches. Before funding can be distributed to LEAs, it must be appropriated by the legislature and signed into law by the governor. The SEA has influence over but does not have sole discretion regarding the reserve, although it is understood that Michigan must follow federal requirements.

The Michigan legislature and governor allocated \$152.4 million in ESSER II, \$5 million in GEER II, and \$10 million in state funding in fiscal year (FY) 21 for K-8 summer programming, 9-12 credit recovery, K-12 before- and after-school programming, and for innovative programming.

Because Michigan is a local control state, the SEA does not prescribe which evidenced-based programs schools or districts must use to support the SEL/mental health needs of students. However, the SEA offers a list of evidenced-based programs that are nationally recognized. The SEA also provides technical assistance regarding data collection to help implementers determine the impacts of programming.

LEAs have the use of the SEA’s Michigan Integrated Continuous Improvement Process MICIP, a pathway for districts to improve student outcomes by assessing whole child needs, to develop plans, and to coordinate funding. Through the implementation of the district continuous improvement plans within MICIP, districts utilize strategies and interventions from the MiStrategy Bank that are tied to the ESSA Tiers of Evidence. The SEA is promoting the use of MICIP to accelerate learning due to time lost during the pandemic.

The special innovative programming fund that is coupled with other funding promotes evidence-based academic enrichment programming, such as robotics and coding, project-based learning, small class-size personalized learning, credit recovery personalized for each student, summer programs that combine physical activity and social-emotional learning, theater (public speaking, reading, and design), and Edventures through partnerships with universities and community colleges.

[Early Warning Intervention and Monitoring System \(EWIMS\)](#) is an ongoing cycle of examining data and making decisions about supports and interventions to help students get back on track and succeed. EWIMS encompasses a data-driven decision-making process that helps educators systematically identify students who are showing signs of becoming—or of being—at risk of dropping out of school. Effectively applied, the process examines the underlying causes of risk and matches students’ needs with appropriate interventions. Subsequently, the EWIMS process helps educators monitor students’ progress in the context of those interventions. EWIMS is based on research that shows that appropriate early interventions have a positive effect on student success. The SEA will measure and monitor for the number of districts and staff trained by facilitators and anticipates a decrease in the number of dropouts in districts implementing EWIMS.

[Math Recovery®](#) helps educators learn to design, implement, and analyze mathematics instruction based on individual student learning. Research-based diagnostic assessments, learning progressions, and high-quality instructional tools help participants increase student understanding and achievement. [Math Recovery](#) is an [evidence-based mathematics intervention](#) and satisfies the criteria for [effective tutoring programs](#). Federal and state grants will be leveraged to build capacity for training teachers in implementing at the state PreK GSRP level and K-5 grades level. The intent is to increase the capacity of GSRP Early Childhood Specialists (ECS) to coach early numeracy at the PreK level, in line with the [Essential Instructional Practices in Early Math](#). Math Recovery is working with the [MiSTEM network](#) to develop a custom course for all 230 ECS over the next three years and to increase the number of K-5 teachers who are trained in Math Recovery content: K-2 Early Number and 3-5 Math Concepts. This training includes learning to use diagnostic assessments, learning progressions, and high-quality instructional tools. Additional training opportunities will include the availability of intervention specialists who can work with students to intervene and be local leaders for Math Recovery work; facilitators who can train teachers to use K-5 materials, including how to use the diagnostic assessments, learning progressions, and high-quality instructional tools; and facilitators who can train teachers to use the grades 3-6 fraction materials, including how to use the diagnostic assessments, learning progressions, and high-quality instructional tools. The number of ECSs and K-5 teachers trained and providing tutoring will be tracked, and it is anticipated that local districts’ K-2 benchmark data and subsequent summative testing in mathematics will provide evidence of progress.

[Culturally Responsive School Leadership Institute Academies \(CRSLIA\)](#) helps educational leaders at all levels to humanize students and communities in schools. Educational equity is an outgrowth of this humanization and includes promoting school environments in ways in which students are comfortable, feel valued, and have equitable access to all aspects of rigorous learning environments.

[NGSX: Next Generation Science Exemplar program](#) (NGSX) is a foundational professional learning experience for understanding the K-12 science teaching and learning outlined by the Michigan Science Standards. NGSX is designed to help teachers use the science and engineering practices in conjunction with the MI Literacy Essentials and the Disciplinary Literacy Essentials. The NGSX training helps teachers more effectively engage students in productive talk and public sense-making while having students develop and use models; engage in argument from evidence; and construct explanations by investigating culturally relevant science, engineering phenomena, or compelling questions. This type of instruction provides multiple entry points into authentic science and literacy learning opportunities. It engages students in learning that is active, meaningful, and engaging. Students emerge from these

learning experiences with a deep understanding of core science concepts and improved literacy skills, particularly reading comprehension and communication skills. The number of teachers trained will be tracked.

Child Nutrition Programs can be part of any summer learning or enrichment program. The SEA will promote the Summer Food Service Program (SFSP) to be part of any summer learning opportunity and the Child and Adult Care Food Program (CACFP) as a part of after-school programs.

[Accelerated Learning Guides](#) with evidence-based resources have been developed by MDE on a variety of topics, including SEL, to influence student outcomes, and have been shared with the field to address learning gaps. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material. SEA activities will include administering the [Survey of Enacted Curriculum \(SEC\)](#) as a tool to customize the support to districts in implementing a high-quality curriculum focusing on a subset of essential skills. Additional professional development will be promoted through the SEA on [Essential Practices for Early Literacy Birth through Grade 12](#) and [Language Essentials for Teachers of Reading and Spelling \(LETRS\)](#).

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

Michigan's Return to Learn legislation (Public Act 149 of 2020, Section 98a) was signed into law on August 20, 2020. As part of the extended COVID-19 learning plans in the statute, districts were required to identify educational goals expected to be achieved for learners during the 2020-21 academic year for all subgroups of pupils, as specified in ESEA and state law.

The statute also requires that benchmark assessments be administered to all pupils in grades K-8 within the first nine weeks of school and again before the end of the school year to measure proficiency in reading and mathematics. These data will be shared with the SEA and integrated into reports that show student group performance. LEAs will use student-level data to adjust programming as appropriate. The SEA will provide technical assistance to all LEAs to support student group performance. In grades 8-10, students will take the PSAT. Eleventh grade students will participate in the Michigan Merit Exam (MME).

Data sources used to determine the impact of foregone instructional time will include:

- Assessments chosen by LEAs from the state-approved benchmark assessment list
- M-STEP, MiAccess, and MME, to the extent that students took the assessments and there are lessons for LEAs to learn from the results about how to address learning loss in individual students, grades, schools, or district-wide.

- The LEA data-based needs identified through the MICIP and represented in the LEA’s Continuous Improvement Plan.

Technical assistance will be provided on evidence-based interventions that meet the needs of individual student groups as well the needs of all students impacted by the COVID-19 pandemic. The technical assistance will emphasize accelerated learning strategies. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material. In addition, these strategies include, but are not limited to, focus areas such as high-dosage tutoring, essential skills, and Tier 1 instruction. Further, the technical assistance will be designed to address poor attendance and disengagement exacerbated by the pandemic. These resources and technical assistance will be provided for LEAs to address learning loss of the identified students impacted by COVID-19.

Technical Assistance SEA Support Examples:

- Identify wraparound services and provide technical assistance to LEAs in accessing and implementing programs and initiatives that meet local needs.
- Identify programs and initiatives to re-engage students with school and provide technical assistance to LEAs in accessing those programs.
- Identify sources of additional counseling and trauma support programs and provide technical assistance to LEAs in accessing and implementing those programs.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

MDE does not anticipate reserving funds. The Michigan legislature is currently considering a supplemental appropriations bill that includes Michigan’s ESSER III allocation. This bill in its current form proposes using the SEA funds to provide additional allocations to LEAs. Should the proposed supplemental appropriations bill be amended prior to final passage, MDE will work with the U.S. Department of Education to revise the SEA ARP-ESSER plan accordingly.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating

learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

ARP ESSER funds, including the SEA reserve, are subject to negotiations between Michigan's executive and legislative branches. Before funding can be distributed to LEAs, it must be appropriated by the legislature and signed into law by the governor. The SEA has influence over but does not have sole discretion regarding the reserve, although it is understood that Michigan must follow federal requirements.

The Michigan legislature and governor allocated \$152.4 million in ESSER II, \$5 million in GEER, and \$10 million in state funding in fiscal year 21 for K-8 summer programming, 9-12 credit recovery, K-12 before- and after-school programming, and innovative programming.

Because Michigan is a local control state, the SEA does not prescribe which evidenced-based programs schools and districts must use to support the SEL/mental health needs of students, but the SEA offers a list of evidenced-based programs that are nationally recognized. The SEA also provides technical assistance regarding data collection to help implementers determine the impacts of programming.

The mental health and SEL of students and educators are vital to children's education and to student and staff well-being. The SEA established the *Children Matter. You Matter. Learn SEL!* effort and, in partnership with Michigan Virtual, created [Michigan Virtual Introduction to SEL](#). The *Children Matter, You Matter, Learn SEL!* effort is designed to increase baseline knowledge of educators and administrators statewide through an online module and to promote SEL broadly. Additionally, the SEA has the goal of reaching every district building in Michigan with the CASEL five SEL competencies: self-awareness, awareness of others, self-management, relationship to others, and decision-making. With feedback from the SEL/Children's Mental Health Network, the SEA developed an [action toolkit](#) that offers districts tools and strategies to advance SEL at the district level.

[Social and Emotional Learning \(SEL\) Competencies](#) help complete the academic process for all youth from infancy through graduation. In combination with the Michigan Health Education Standards, SEL competencies help support a well-rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement and the skills needed for college and career readiness improve. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn.

[Positive Behavioral Intervention and Supports](#) (PBIS) is an evidence-based three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kind of schools where all students are successful.

[Michigan Model for Health](#) (MMH) is a comprehensive health education curriculum that targets PreK through 12th grade students with the use of a skills-based approach. The MMH curriculum teaches students the knowledge and skills they need to build and maintain healthy behaviors and lifestyles. Age-appropriate and sequential lessons focus on the most serious health challenges school-age children face.

[Accelerated Learning Guides](#) with evidence-based resources have been developed by MDE on a variety of topics, including SEL, to influence student outcomes. These have been shared with the field to address learning gaps. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material.

Examples of supports offered to address the academic impact of lost learning time include: The Early Warning Intervention and Monitoring System (EWIMS); Math Recovery; Project-based Learning facilitators; and support for selecting and implementing high quality curriculum through partnerships with intermediate school districts and the Michigan Association for Supervision and Curriculum Development (MI ASCD).

Technical assistance (TA) will be provided on the selected evidence-based interventions that meet the needs of individual student groups as well the needs of all students. Emphasis will be placed on interventions aimed at attendance, engagement, and accelerated learning. In addition, high quality professional learning may include strengthening Tier I instruction using the Essential Literacy and Math Practices developed by the Michigan Association of Intermediate School Administrators in collaboration with the SEA and other stakeholders. Targeted and Intensive interventions may be chosen by LEAs with support from the MiMTSS TA center.

The SEA will provide districts with resources to support alignment among the tiers of instruction so that the evidence-based interventions achieve the intensity and effectiveness necessary to improve outcomes for all students.

The SEA is also committed to the U.S. Department of Education’s Summer Learning and Enrichment Collaborative through Fall 2021, and will continue to engage the State-Level Advisory Group associated with the Collaborative for Professional Learning, to inform resource development and distribution to the broad field of district and community partner providers of academic and non-academic enrichment programming. The SEA also committed to the Council of Chief State School Officers/National Summer Learning Association for a two-year project focused on SEA development of a vision and workplan for supporting summer learning as a new norm for extended learning time beyond the traditional school day and year. These two opportunities will be leveraged with the ARP ESSER funding to establish a new, better norm for academic enrichment supports for all students statewide.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Michigan's Return to Learn legislation (Public Act 149 of 2020, Section 98a) was signed into law on August 20, 2020. As part of the extended COVID-19 learning plans in the statute, districts were required to identify educational goals expected to be achieved for learners during the 2020-21 academic year for all subgroups of pupils, as specified in ESEA and state law.

State law requires that benchmark assessment(s) be administered to all pupils in grades K-8 within the first nine weeks of school and again before the end of the school year to measure proficiency in reading and mathematics. This data will be shared with the SEA and integrated into reports that show student group performance. LEAs will use student-level data to adjust programming as appropriate.

Data sources will include:

- Assessments chosen by LEAs from the state-approved benchmark assessment list.
- M-STEP, MiAccess, and MME, to the extent that students took the assessments and there are lessons for LEAs to learn from the results about how to address learning loss in individual students, grades, or schools, or district-wide.
- The LEA data-based needs identified through the MICIP and represented in the Continuous Improvement Plan.

Technical assistance will be provided on the evidence-based interventions that meet the needs of individual student groups as well as the needs of all students impacted by the COVID-19 pandemic. Emphasis will be placed on interventions aimed at attendance, engagement, and accelerated learning.

Technical Assistance SEA Support:

The SEA will work to provide supports to districts through intensive technical assistance. Summer learning programs in 2021 will be supported through state appropriations allocating ESSER II funds. MDE is also participating in the U.S. Department of Education Summer Learning and Enrichment Collaborative through Fall 2021, and will continue to engage the State-Level Advisory Group associated with the Collaborative for Professional Learning to inform resource development and distribution to the broad field of district and community partner providers of academic and non-academic enrichment programming. The SEA has also committed to the Council of Chief State School Officers/National Summer Learning Association for a two-year project focused on SEA development of a vision and workplan for supporting summer learning as a new norm for extended learning time beyond the traditional school day and year. These two opportunities will be leveraged with the ARP ESSER funding to establish a new, better norm for academic enrichment supports for all students statewide. Further, the SEA will work with ISDs, educational organizations, and other partners to provide enhanced technical assistance that includes but is not limited to:

- identifying wraparound services and providing technical assistance to LEAs in accessing and implementing programs and initiatives that meet local needs
- identifying programs and initiatives to re-engage students with school and providing technical assistance to LEAs in accessing those programs and initiatives
- identifying sources of additional counseling and trauma support programs and providing technical assistance to LEAs in accessing and implementing those programs

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

To identify and engage students who have missed the most in-person instruction and students who were unable to participate consistently in remote instruction, the legislature has appropriated \$152.4 million of ESSER II funds to support COVID-19 remediation services. These services include:

- \$90,000,000 for summer programs
- \$45,000,000 for credit recovery programs
- \$17,400,000 for before-school, after-school, and before-and-after school programs

These programs are designed to provide academic support to students who were enrolled in eligible LEAs during the 2020-2021 school year. Students will be identified by LEAs using formative, benchmark, and summative assessment data. LEAs will receive up to \$550 for each student enrolled in an eligible summer or credit remediation program.

The SEA will continue to work with local, regional, and statewide education leaders, the governor's office, and the state legislature to determine the best use of state and federal funding to support students who have been affected by the COVID-19 pandemic.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

ARP ESSER funds, including the SEA reserve, are subject to negotiations between Michigan's executive and legislative branches. Before funding can be distributed to LEAs, it must be appropriated by the legislature and signed into law by the governor. The SEA has influence over but does not have sole discretion regarding the reserve, although it is understood that Michigan must follow federal requirements.

The Michigan legislature and governor allocated \$152.4 million in ESSER II, \$5 million in GEER II, and \$10 million in state funding in FY21 for K-8 summer programming, 9-12 credit recovery, K-12 before-and after-school programming, and innovative programming.

Because Michigan is a local control state, the SEA does not prescribe which evidenced-based programs that schools must use to support the after-school needs of students. However, the SEA offers a list of

evidenced-based programs that are nationally recognized. The SEA also provides technical assistance about data collection to help implementers determine the impacts of programming.

The SEA will continue to support professional development and training of district and community partner providers on evidence-based practices in out-of-school time learning, including before- and after-school, that align with the Michigan State Board of Education's Michigan Out-of-School Time Standards of Quality, which in [Self-Assessment Checklist](#) format may be used as a guide for developing and evaluating programs for all children and youth in grades K-12.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

ARP ESSER funds, including the SEA reserve, are subject to negotiations between Michigan's executive and legislative branches. Before funding can be distributed to local education agencies (LEAs), both traditional public school districts and PSAs, it must be appropriated by the legislature and signed into law by the governor. The SEA has influence over but does not have sole discretion over use of the reserve, although it is understood that Michigan must follow federal requirements. This process also includes parameters for data reporting to the SEA.

The Michigan legislature and governor allocated \$152.4 million in ESSER II, \$5 million in GEER II, and \$10 million in state funding in FY21 for K-8 summer programming, 9-12 credit recovery, K-12 before- and after-school programming, and innovative programming, with indication to-date within the annual appropriation process of continued support in these areas with ARP ESSER and state funds. These funding strategies incentivized in-person programming and engagement. As additional funds become appropriated under this reserve, the SEA will administer the funds accordingly within the parameters allowed under the law. Summer learning or afterschool interventions will be used to ensure that the funding targets student groups where maximum benefit can be reached.

[Education Policy Innovation Collaborative](#) (EPIC) at Michigan State University works closely with MDE to develop its research agenda and to produce robust research and quick turnaround analyses for the department and others within state government. One regular analysis of education data that EPIC has done is on school district COVID-19 learning plans that describe the different modalities of learning (in-person, hybrid, remote) by student demographics. As reported in the most recent [April 2021 report](#), the trend for in-person learning is increasing for the student population overall, but the levels are different for different student groups. There remain inequities in which groups of students are offered the opportunity to learn in-person and in families' decisions to return to in-person learning. Urban districts and districts with the largest shares of economically disadvantaged and Black students remain the most likely both to offer and to educate students in a remote format. For instance, in April, only 47 percent of students in urban districts were offered the option to learn fully in-person, compared to 85 percent of students in rural districts. Moreover, relatively few urban students opted to attend school fully in-person, with districts estimating that only 11 to 23 percent of urban students actually learned fully in-person. A far higher share

of rural students accepted the offer to learn fully in-person, with rural districts estimating that between 54 percent and 74 percent of students learned in-person in April. By contrast, when nearly all students in Michigan were offered the option to learn fully remotely in April, urban districts estimated that 44-64 percent of students opted to do so, whereas rural districts reported that only 13 percent to 35 percent of their students learned fully remotely in April of 2020.

These data are vital to the topic of access to comprehensive after-school programs. Data trends of students during the school day and building access can be indicators of student access and engagement to after-school programs.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

MDE will promote opportunities that come from the appropriations process identified under D.1.i. It is imperative to address the needs of Michigan students who may be fully or partially disengaged from their education or who are struggling academically. For example, to assist districts, students, and families, the Michigan legislature appropriated \$2 million (MCL 388.1625i) in FY 2021 for Graduation Alliance to expand its program to help re-engage K-12 students. This program, [ENGAGE Michigan](#), brings an experienced student outreach and coaching team to:

- reach students who have disengaged during the transition to remote learning
- identify and mitigate the obstacles preventing engagement
- provide the services of personal academic coaches to help students learn the skills necessary to succeed in the remote learning environment and connect, as necessary, with local resources
- monitor the pace and progress of students throughout the school year
- provide the support that students need to stay engaged and to ensure that they continue learning and earning credit toward graduation

Additionally, MDE will continue to promote districts' use of ARP ESSER funds for evidence-based comprehensive after-school programs that provide academic enrichment and SEL opportunities, as permitted under Title I, Part A and Title IV, Part B (21st Century Community Learning Centers) of ESSA. Evidenced-based programs that provide sufficient dosage to demonstrate an impact and are conceptualized through an enrichment and summer learning lens have proven to positively impact both academic (reading and math proficiency) and non-academic (SEL and behavioral) learning, as cited in [Expanding Minds and Opportunities](#). Also, students who may not engage regularly during the school day have been found to engage more in non-traditional enrichment education outside of the traditional school day, which makes the promotion of evidence-based comprehensive after-school programs even more imperative. The Michigan legislature and governor allocated \$152.4 million in ESSER II, \$5 million in GEER II, and \$10 million in state funding in FY21 for K-8 summer programming, 9-12 credit recovery, K-12 before- and after-school programming, and innovative programming (as described under D.1.i.) with indication to date within the annual appropriation process of continued support in these areas with

ARP ESSER and state funds. These ESSER II, GEER II, and state funding strategies incentivized in-person programming and engagement in local communities.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

MDE does not anticipate reserving funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic. The Michigan legislature is currently considering a supplemental appropriations bill that includes Michigan's ESSER III allocation. This bill proposes using the SEA funds to provide additional allocations to LEAs. Should the proposed supplemental appropriations bill change prior to final passage, MDE will work with the U.S. Department of Education to revise the state's ARP-ESSER plan accordingly.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

- iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
- iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

LEAs completed extended COVID-19 learning plans in accordance with section 98a of Public Act 149 of 2020. MDE will assess these plans to ensure alignment with ARP ESSER fund requirements. MDE will provide additional guidance and technical assistance in using those plans to meet the ARP/ESSER requirements.

MDE's Office of Financial Management (OFM) will ensure the grant application includes all elements required in each of the COVID-19 related funds. Applications are loaded into electronic systems to which LEAs have access. All requirements are built into the application, including the use of the funds by allowable use category, reports due, and detailed documentation such as general ledger details, supporting documents, equitable services consultation, final expenditure reports, and payroll details. To receive the federal funds, LEAs certify that they will comply with all rules and regulations required by the grant award. OFM ensures certification prior to release of funds.

OFM and MDE's Office of Educational Supports (OES) monitor the financial activity as well as other required reports to determine how the LEAs are spending COVID-19 related funds consistent with Section 2001(e)(2) of the ARP Act.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and

- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

MDE will follow the applicable Title legislation and guidance for meaningful consultation and will adjust the current process to include the ARP ESSER requirements. MDE will require LEAs to provide upon request the meaningful consultation meeting agendas and sign-in sheets for attendance and the description of the process by which agendas and meeting notes will be communicated to those not in attendance. MDE will monitor via its established processes for on-site visits and program monitoring. LEAs must provide upon request an assurance to MDE detailing how they have met these requirements. The LEAs will include this information on their transparency web page so that all stakeholders will have access to it.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:

- i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

MDE will adjust existing LEA monitoring and support systems to include oversight and technical assistance associated with ARP ESSER funds and the activities supported with these funds. This process will include any necessary adjustment to reflect ARP ESSER criteria as they relate to the risk factors used to determine priority for LEA monitoring. This includes areas such as total funds received, the drawn-down rate on funds, past audit findings, and turnover in staff. MDE will work with LEAs to support the analysis of local benchmark assessment and implementation fidelity data as part of local technical assistance sessions and local monitoring processes. MDE will provide [resources on accelerated learning](#) and identify LEAs that have demonstrated successful implementation and increased outcomes for students.

OFM's role to monitor and support interventions will involve assisting MDE offices with determining if costs associated with academic, social, emotional, and mental health needs —such as through summer learning or summer enrichment, extended day, comprehensive after-school programs, and extended school year programs —are allowable. Documents housed within OFM's electronic systems will be used to access the needs of LEAs.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

Examples of supports offered by the SEA to address the academic impact of lost learning time include: the Early Warning Intervention and Monitoring System (EWIMS), Math Recovery, Project-based Learning facilitators, and support for selecting and implementing high quality curriculum through partnerships with intermediate school districts and the Michigan Association for Supervision and Curriculum Development (MI ASCD).

Michigan Integrated Continuous Improvement Process (MICIP) supports LEAs in providing a pathway to assess whole child needs in order to develop plans, coordinate funding, and monitor and adjust plans. LEAs whose plans identify needs of certain group of students using the MICIP process use the same data to monitor impact. The MICIP platform provides a monitoring process of comparing baseline data to the current data and includes consideration of the fidelity, capacity, impact, and reach of meeting strategies and activities associated with a goal.

Technical assistance will be provided on the selected evidence-based interventions that meet the needs of individual student groups as well as the needs of all students. Emphasis will be placed on interventions aimed at attendance, engagement, and accelerated learning. In addition, high quality professional learning will include strengthening Tier I instruction using the Essential Literacy and Math Practices developed by the Michigan Association of Intermediate School Administrators (MAISA) in collaboration with the SEA and additional stakeholders. Targeted and intensive interventions may be chosen by LEAs with support from the MiMTSS TA center.

MDE will provide districts with resources to support alignment among the tiers of instruction so that evidence-based interventions achieve the intensity and effectiveness necessary to improve outcomes for all students.

The SEA will emphasize the identification of needs resulting from the disproportionate effects of the pandemic on student groups including English learners, migratory children and youth, students experiencing foster care or homelessness, and those who have been determined to be at risk of failure. The SEA will support LEAs in selecting strategies and activities that address these needs and that mitigate the disproportionate impact.

MDE will continue to bolster collaboration through state networks for student groups disproportionately impacted by the COVID-19 pandemic. For English learners, the SEA hosts monthly meetings with the EL Network of lead staff that provide EL support directly to LEAs and conducts meetings every other month for new EL directors. The Office of Educational Supports (OES) will host monthly migrant education directors' meetings to provide support directly to LEAs and consortium program leads. The SEA meets monthly with McKinney-Vento Regional Consortium leads who provide additional and targeted support to the local McKinney-Vento liaisons in their geographic areas. This regional structure allows for timely and effective coordination and collaboration with partner agencies that support children and youth experiencing homelessness as each local Continuum of Care partnership has different available resources.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely

to have experienced the impact of lost instructional time on student learning, such as:

- a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
- b. Students who did not consistently participate in remote instruction when offered during school building closures; and
- c. Students most at-risk of dropping out of school.

MDE will adjust existing LEA monitoring and support systems to include oversight and technical assistance associated with ARP ESSER funds and the activities supported with these funds. The monitoring, support, and assistance will include any necessary adjustment to reflect ARP ESSER criteria as they relate to the risk factors used to determine priority for LEAs monitored in a given school year. Monitoring will include areas such as total funds received, the drawn-down rate on funds, past SEA and local single audit findings, and turnover in staff.

The first step is to support LEAs in identifying and locating students who missed in-person instruction, had limited engagement in remote instruction, and are now at risk of dropping out of school. Technical assistance will be provided to LEAs to help identify these students, including engaging liaisons and community partnerships and other local resources to encourage re-engagement with schools while ensuring Family Educational Rights and Privacy Act protections. LEAs will be supported to identify system and individual barriers to engagement and align supports to reduce these barriers and meet needs. MDE will support LEAs to focus on mental, social, and emotional health as students recover from the trauma of living through a pandemic.

Different student groups may benefit from the use of different strategies according to their unique needs. MDE will provide targeted professional learning and technical assistance to local LEA staff to identify needs and align supports for at-risk populations. For example, English learners and Michigan's migratory students (the majority of whom are ELs) will need an increased focus on direct English language instruction and additional integration of language acquisition strategies to ensure meaningful access to core content. Students experiencing homelessness may need additional access to counseling and other wrap-around services to support their needs.

MDE will also support LEAs in analyzing benchmark assessments, implementation fidelity data, and other data collected in local needs assessments as part of the SEA monitoring process. The SEA will provide [resources on accelerated learning](#) and will identify LEAs that have demonstrated successful implementation and increased outcomes for students who have missed the most in-person instruction, did not consistently participate in remote instruction, or are most at risk for dropping out of school. These resources will be shared with LEAs, and there will be additional professional development focused on supporting and growing student understanding. Additionally, support and technical assistance will be given to intermediate school districts (ISDs) to assist with creating supports to identify and re-engage student groups at the regional and local level.

ARP Homeless Children and Youth funds will be used to increase collaboration with agencies and between LEAs that support children and youth experiencing homelessness to increase identification and ensure re-engagement.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

The SEA supports LEAs in using an equity “lens” to identify needs, as well as strategies and resources to meet those needs and focusing on policies that foster a positive and supportive learning environment. Support includes guidance on absences and discipline that consider individual circumstances rather than an automatic “zero tolerance” response. OFM will support MDE offices regarding equity and inclusion by, for example, using data collected.

Michigan students, in all their diversity, must be educated in a safe and supportive environment that fosters academic success and healthy development. Schools can create such an environment by fostering student connectedness, establishing clear behavioral expectations, and employing preventative measures with constructive discipline that prioritizes keeping students in school through graduation. Michigan’s Top 10 Strategic Education Plan mission is that: “Every learner in Michigan’s public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.” To fulfill this mission, MDE strongly urges school districts to adopt practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment. Michigan law (MCL 380.1310d) mandates that districts consider seven factors, including lesser interventions, before suspending or expelling a student unless the student is being expelled for knowingly possessing a firearm in a weapon free school zone. Subject to that exception, it is presumed that removals from school for over 10 days are not justified unless districts can demonstrate that they considered the factors, including lesser interventions. MDE has revised its Model Code of Student Conduct to provide more guidance to reduce the use of exclusionary discipline and to provide suggestions for alternatives, including the use of restorative practices, and to provide guidance for procedures to assist schools in ensuring more equitable outcomes for all students. This document intentionally proposes an approach to school discipline that gives preference to keeping students in school where they can receive the academic and social-emotional supports they need. It includes recommended responsibilities of each school community member and lists proactive steps of positive behavior supports and restorative practices.

The MDE Office of Special Education (OSE) has developed a proactive tiered response to ensure that students are being served equitably and that the purposes and requirements of the Individuals with Disabilities Education Act are met. Based on data analysis, Michigan assigns risk levels to each intermediate school district (ISD) in the areas of discipline, educational environments, and identification (race, ethnicity, and disability category). Based on assigned risk levels, OSE provides interventions and

technical assistance so that intermediate school districts can improve their policies, procedures, and practices. This support enables intermediate school districts to work with their constituent districts to improve those districts' policies, procedures, and practices.

Interventions include the OSE's data use process, an eight-step process that helps ISDs analyze data and use the information to select strategies to reach actionable goals and improve student outcomes. The department also provides a [discipline toolkit](#), framework for LEAs to use to develop sustainable plans to reduce suspensions and expulsions, which leads to improved outcomes for students, including students with disabilities.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Michigan, like other states across the nation, is experiencing shortages of educators, education administration personnel, and support staff personnel. MDE believes all students deserve access to well prepared, fully certified educators to support their growth and learning. Therefore, one of Michigan's Top 10 Strategic Education Plan goals is to increase the numbers of certified teachers in areas of shortage. MDE has been developing strategies to address this critical need. Additionally, there are specific metrics, such as numbers of endorsements in critical shortage areas, being reviewed annually to monitor progress within this goal area.

Between 2015-16 and 2019-20, there was an increase in the number of positions reported within Michigan's Registry of Educational Personnel (REP), rising steadily from 87,917 to 94,251. Additionally, the leave rate of educators has held relatively stable at 8 percent (approximately 6,800 individuals each year). This leave rate includes both educators retiring and educators who exit before retirement. Despite this relative consistency and despite recent increases noted in REP, Michigan is experiencing strain on its educator workforce at several critical points, as explained below.

Thinking about the future workforce

The number of individuals completing Michigan’s approved educator preparation programs for initial certification in teaching has been steadily declining, with 3,120 completers reported in 2015-16 and 2,404 reported in 2018-19. As demonstrated by initial certification rates of individuals from both in-state and out-of-state educator preparation providers, Michigan certifies an average of 4,100 new individuals a year. Thus, it is clear that Michigan’s annual production of potential new teachers is not keeping up with the rate of teachers leaving the workforce each year. This gap is exacerbated by the fact that over 30 percent of those initially certified do not obtain employment as teachers in Michigan public schools during the validity of their certificates.

Thinking about the current workforce

To meet current needs, Michigan public schools have reported an increase over the past five academic years (from 5 percent to 8 percent) in educators reported as either temporarily assigned to teaching positions or not appropriately credentialed for their assigned positions. Below is a table demonstrating the areas where the use of a full year temporary credential (permit) has increased.

Table F1.

Teaching Field	
Area	Data on shortages and needs
Art & Music Education	More than fivefold increase in permits issued for art and music education. Increased from 36 permits issued in 2015-16 to 226 in 2019-20.
Language Arts	Increased from 14 permits issued in 2015-16 to 214 in 2019-20. Additionally, there was a decrease of almost 2,000 language arts endorsements issued on certificates in 2019-20 compared to 2015-16.
Elementary Education	Increased from zero permits issued in 2015-16 to 782 in 2019-20. Additionally, there has been a decrease of over 2,000 elementary education endorsements issued on certificates in 2019-20 compared to 2015-16.
Special Education	Tripled from 282 permits issued in 2015-16 to 794 in 2019-20.
Health and Physical Fitness	Increased from 33 permits issued in 2015-16 to 263 in 2019-20. Additionally, there was a decrease of over 300 endorsements categorized as health and physical fitness issued on certificates between 2015-15 and 2019-20.
World Languages	Doubled from 122 permits issued in 2015-16 to 238 in 2019-20.
Social Studies	Increased from 3 permits in 2015-16 to 116 in 2019-20. Additionally, there was a decrease of over 2,000 elementary education endorsements issued on certificates in 2019-20 compared to 2015-16.
English as a second language	Fivefold increase in permits from 33 in 2015-16 to 150 in 2019-20.
STEM	Science and mathematics permits have increased by more than fivefold from 56 issued in 2015-16 to 369 in 2019-20. Additionally, there was a decrease of approximately 1,800 science and mathematics (1,335 science; 468 math) endorsements issued on certificates in 2019-20 compared to 2015-16.
Career and Technical Education (CTE)	Permits have almost doubled from 553 issued in 2015-16 to 927 in 2019-20. Additionally, there were 164 fewer CTE endorsements on valid certificates in 2019-20 than in 2015-16.
Instructional Library Media	Increased from 1 permit issued in 2015-16 to 43 in 2019-20.

Teaching Field	
Area	Data on shortages and needs
Guidance and Counseling	Increased from zero permits issued in 2015-16 to 56 in 2019-20.

Other Educational Personnel	
Early childhood educators	In 2019-2020: GSRP lead teachers on compliance plans: 163 (7 percent); associate teachers on compliance plans: 387 (18 percent) GSRP classrooms with substitutes as long-term lead teachers: 50 (2 percent) GSRP classrooms with substitutes as long-term associate teachers: 116 (percent)
Special education related service personnel and paraprofessionals	In 2019-20 for students with IEPs, the ratio of paraprofessionals and support staff was 11 to 1. IEP teams determine support based upon individual student needs. In addition there are MARSE requirements which require paraprofessionals. The ratio of staff to students will vary from year to year depending upon student needs.
School counselors (non-instructional)	In 2019-20, the ratio of school counselors to students was 1 counselor for every 1,659 students. The American School Counselor Association's recommended student to school counselor ratio is 250:1. Michigan's high schools are closer to this ratio, with 1 school counselor for every 268 students enrolled in grades 9 through 12.
Social workers	In 2019-20, the ratio of school social workers to students was one school social worker for every 613 students. This gap narrows, but remains too large, in Michigan's high schools, where there is 1 school social worker for every 302 students enrolled in grades 9 through 12. The American School Social Worker Association's recommended student to school social worker ratio is 250:1. When a school social worker is providing services to students with intensive needs, a lower ratio, such as 50:1, is suggested.
Nurses	There have only been between 226 and 282 school nurses reported in Registry of Educational Personnel (REP) statewide between 2015-16 and 2019-20. In 2019-20, the ratio of school nurses to students was 1 nurse for every 5,347 students. At the high school level, the ratio is 1 school nurse for every 4,319 students enrolled in grades 9 through 12. The Michigan School Nurse Task Force found in 2014 that just 46.1percent of school districts employed at least one full- or part-time school nurse. That state task force recommended a ratio of one school nurse for every 750 students, but a study from the National Association of School Nurses shows Michigan's student-to-nurse ratio is nearly six times higher at 4,204-to-1, ranking third worst in the United States. Only Hawaii and Utah were worse.
School Psychologists	In 2019-20, the ratio of school psychologists to students was one school psychologist for every 1,441 students. The National Association of School Psychologists recommends a ratio of one school psychologist per 500 students in order to provide comprehensive school psychological services. As with other educational staff groups, the ratio of school psychologists to students at the high school level in Michigan is better than the overall ratio, but the 1:585 high school ratio remains over what is recommended.

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans

for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

MDE is required by law to create two lists of disciplines or subject areas for which there is a statewide shortage of teachers for open positions. Annually a list of critical shortage areas is provided to the U.S. States Department of Education Office of Postsecondary Education for the purposes of student loan forgiveness and deferment. The U.S. Department of Education requires MDE to provide a yearly list of discipline areas for which new teachers or teachers with student loans can obtain loan forgiveness or deferment. The second list allows retired educators to return to teaching in areas of shortage without putting retirement benefits at risk.

Loan Forgiveness List - https://www.michigan.gov/documents/mde/Critical_Shortages_-_Federal_Loan_Forgiveness_645742_7.pdf

Retiree List - https://www.michigan.gov/documents/mde/2020-21_Critical_Shortage_Retirees_List_683021_7.pdf

Districts use these lists to address shortages by recruiting new teachers into high-need schools or retired teachers into open positions.

MDE's substitute permit system is designed to provide flexibilities for districts experiencing personnel challenges to ensure that buildings can be staffed before the start of a school year. The tiered system provides district coaching for hiring and placement and one-on-one technical assistance for educators; it is intended as a scaffold that can lead to licensure.

MDE has provided guidance to districts encouraging use of ESSER funds to increase salaries for educators, particularly those at lower levels, and to increase retention by advancing educators more quickly through the salary schedule.

MDE has curated and messaged a list of quality, free or low-cost, online professional learning opportunities that can be used for recertification requirements or for general professional growth. The list includes opportunities that address self-care, and social emotional topics, and instructional strategies applicable to a variety of media.

MDE has hosted, and will continue to host, virtual educator workforce job fairs to support districts with filling vacancies and to help educators find open positions in districts.

Districts may use funds to support educator application fees for recertification or substitute permits, to provide financial relief to individual educators, and to ensure that there is no lapse in certification for current employees. Districts may also incentivize educators whose credentials have expired to return to the education profession by using the funds for application fees. Districts may also use the funds to boost

staff salaries, particularly those for early-career teachers. Districts may invest in a “grow-your-own” program to support the long-term goals of their students who express a desire to enter the education profession. They may also invest in “grow-your-own” programs to support staff who aspire to be educators and to support current teachers who want to teach in new subject areas.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

MDE will continue to encourage the hiring of educators with full credentials as the first staffing choice. MDE will continue to implement the recently announced Welcome Back Proud Michigan Educator initiative to recruit educators with expired credentials back to the teaching profession, through reduced recertification requirements in exchange for district support of these educators.

Two LEA-based alternative routes to teacher certification were recently approved in Detroit, an area of the state where students have been disproportionately impacted by the COVID-19 pandemic. These programs are designed to recruit, train, and retain high quality educators, particularly teachers of color and male teachers of color, for careers in Michigan schools.

MDE will expand messaging around the Welcome Home Proud Michigan Educator recertification flexibilities for educators who hold Michigan teaching certificates but have been teaching out of state and are ready to return to Michigan.

MDE has also recently approved several new expedited educator preparation programs with residency models that support a streamlined entry into the profession, or the expansion of the field of teaching for already certified teachers. One important benefit of these programs is that they will allow nearly immediate placement in a classroom of an individual who is working toward teacher certification. Several of these programs are specifically partnered with districts in which there is potential for expanding educator diversity while addressing the immediate needs of students disproportionately impacted by the COVID-19 pandemic.

MDE recently provided an opportunity for districts to reflect diverse communities by way of the development of both high-quality, replicable professional development that enhances the experiences of teachers of color and replicable resources and materials designed to support and retain a diverse professional workforce. The expectation is that the programs will be “shared and scaled” for statewide implementation to increase the recruitment and retention of educators of color.

Funds have been applied for districts to offer summer learning and expanded school year programs to address potential learning loss due to the pandemic.

MDE will continue to provide flexibility for substitute teaching, including temporary placements out-of-field for certified teachers, daily substitute permits, and long-term permit options for sustained vacancies.

Waivers will be granted to increase placement flexibility for teachers in special education programs to ensure that high quality teachers provide instruction to students who qualify for special education and to encourage a long-term investment in additional endorsement training for teachers to remain permanently in new positions.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

As mentioned earlier in this plan, another critical goal of Michigan's Top 10 Strategic Education Plan is to improve the health, safety, and wellness of all learners. Learners include both students and educators. For achievement of this goal, it is critical that students and staff have access to key support staff in their school buildings.

MDE has expanded data analysis for identifying trends and shortages of key support staff, including school counselors, special education personnel, school nurses, school social workers, and school psychologists.

MDE has reduced or eliminated recertification requirements for educators with expired credentials, including school counselors and school psychologists, in exchange for district support of these professionals. The goals of this action are to encourage a return to the profession and to ensure that students have access to these key support staff within their school buildings. Additional staffing flexibilities have been provided to LEAs for staffing special education programs with certified special education teachers to ensure student access to services.

Two expedited teacher preparation programs offer programs for prospective teachers of students with disabilities to provide site-based preparation for educators seeking a career in teaching in special education programs.

MDE is in the process of developing procedures for approval of alternative route to teacher certification programs for individuals interested in teaching in special education programs. These programs will be in addition to the current pathway for currently certified general education teachers to work toward special education certification while teaching under a department-issued approval.

To address the school social worker shortage, a waiver process allows a district to fill a school social worker position with an individual with a master's level social worker who enrolls in an approved school social worker program and completes the required program while employed.

MDE has publicly encouraged LEAs to prioritize funding for increased staff salaries; hiring additional personnel including school social workers, school counselors, school nurses, and school psychologists; and professional development for all staff members in social emotional learning, trauma-informed care, and implicit bias.

MDE is exploring alternative requirements for paraprofessionals to ensure that they demonstrate necessary knowledge and competence and to ensure that students have access to well-prepared support staff.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation’s education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA’s Grant Award Notification (listed in Appendix B). Describe the SEA’s capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Approved in August 2020, Michigan’s Top 10 Strategic Education Plan was developed to drive Michigan’s education priorities, concentrate energy and resources, strengthen operations, and set success measures to ensure that stakeholders are working more cohesively in support of Michigan’s public school children. The plan has eight goals: 1) expand early childhood learning opportunities, 2) improve early

literacy achievement, 3) improve the health, safety, and wellness of learners, 4) expand secondary learning opportunities for all students, 5) increase the percentage of students who graduate from high school, 6) increase the percentage of adults with a post-secondary credential, 7) increase the numbers of certified teachers in areas of shortage, and 8) provide adequate and equitable school funding.

MDE is continuously monitoring the progress of Michigan's strategic education plan goals through the regular reporting of specific metrics for each goal area and through an annual review process. Nearly 50 metrics have been identified to assess the plan goals and are disaggregated by student group, where applicable. At monthly State Board of Education meetings, strategic education plan goals and associated metrics are presented and discussed, including the data trends over the last five years (as available) and the specific efforts that MDE and others are making toward each goal.

The metrics are obtained from local, state, and national data sources. State law prevents the department from adding data reporting requirements, unless specifically called for in state or federal law. Due to this prohibition, MDE is restricted to using data collections that were in existence prior to this restriction being added to state statute.

To ensure that MDE has the capacity to collect data and report on issues including, but not limited to, those listed above, MDE will use its current robust electronic systems and databases to collect and report on student data, grant management activities, procurement, budget, and accounting systems. The Education Department General Administrative Regulations (EDGAR) and the Federal Codification of Regulation prescribe standards under which grantees monitor program performance of subgrantees. The basic standards state that grantees are responsible for managing the day-to-day operations of grant and sub-grant supported activities, to ensure compliance with applicable federal requirements and to ensure that performance goals are being achieved. Grant monitoring must cover each program, function, or activity. MDE's monitoring plan will focus on CARES, CRRSA and ARP Act funds. MDE's monitoring plan will focus on all COVID-19 funding elements. To meet the monitoring requirements related to COVID-19 funding, MDE will build capacity to do the full range of fiscal monitoring in addition to programmatic monitoring by partnering with outside auditing firms and adding several employees within MDE. OFM is coordinating department-wide monitoring activities. In addition to this centralized approach, MDE program offices with COVID-19 related funds will be responsible for documenting and monitoring these funds, which in most cases occur as they monitor their regular federal grants. The requirements set forth in 2 CFR 200 must also be met as a condition of accepting these funds. More detail regarding monitoring is included in the response to question G.2 below.

MDE uses two systems for grant application/approval and for submission of required reports. LEAs upload documents and reports for review in MDE's electronic systems that provide the SEA numerous controls, including report and documentation functionality. Access to the systems is secured and authorization must be granted. Documents to be uploaded include general ledger details, supporting documents, equitable services consultation, final expenditure reports, and payroll details. MDE uses a cash management system (CMS) to control federal receipts and disbursements. LEAs draw federal funds via the CMS. MDE then requests reimbursement from the federal programs in accordance with the Cash Management of Improvement Act agreement. LEAs are bound by law to submit audited financial

statements each year to MDE. The fiscal data is uploaded into the Financial Information Database (FID) in a consistent format. Once uploaded, MDE reviews the information for accuracy, potential audit findings, and other information required by law.

To address issues, including those noted above, LEAs must submit spending plans that describe the use of the funds. Collecting these data electronically allows MDE to sort the data to determine which areas of need are most prevalent among LEAs at an individual level, region level, and state level. MDE has systems in place to drill down to levels that will support fact-based decisions to improve weaknesses identified for students, families, districts, and communities. MDE will work to adjust current systems for any new requirements of the ARP-ESSER funds.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Internal Control Plan

State Superintendent Dr. Michael Rice is responsible for leading and managing programmatic decisions for CARES, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and ARP funds. Deputy Superintendent for Finance and Operations Kyle Guerrant is assigned to oversee all aspects of CARES, CRRSA, and ARP for MDE.

MDE will take advantage of the expertise within the department to ensure that the emergency relief funds awarded under these programs are properly designed and implemented to address the greatest needs of students, teachers, and parents. The three relief acts cross over many needs in Michigan. MDE will implement a management structure that can support the variety of needs and allow for different program offices to oversee and manage the different programs as envisioned by the department's executive leadership.

For the tracking of all federal awards and for sub-recipient monitoring and reporting, MDE will use existing processes and procedures. Adjustments will be made to align with the funding requirements. OFM is key to these efforts as the office is responsible for MDE's central administration, including accounting, federal reporting, cash management, auditing, and grants and contracts units. OFM reports directly to the Deputy Superintendent for Finance and Operations. All these units provide centralized support to all offices and divisions within MDE. These units will be leveraged to manage these relief funds and any other relief funds that are awarded to MDE. MDE will implement a coordinated, risk-based monitoring program to review both fiscal and programmatic objectives. All monitoring and management activities will be conducted under the supervision of OFM.

MDE has established electronic systems that provide automated applications, reporting, and monitoring for all federal grants. The Michigan electronic grants system plus (MEGS+) application system allows all eligible sub-recipients to apply for grants following federal guidance. MEGS+ will roll out a new version this month called NexSys. The grants system (GEMS/MARS) is used to collect applications for all COVID-19 related funding including the GEER funds. The system automatically controls eligible applicants and checks for and flags potential submission errors. Collecting all required elements of an application into electronic systems ensures that proper internal controls are in place allows ease of monitoring and reporting, and enables MDE to sort, analyze, and report COVID-19 related funding information. The application system allows for approval of all submitted budgets. After the submission of applications, MDE can track the applications through the approval process, including tracking modifications and amendments. Once a grant is approved in MEGS+/NexSys, an automatic approval is relayed to the Cash Management System module within NexSys, where the approval and withdrawals of the federal funds can be tracked.

The Cash Management module of the NexSys allows districts to access their funds on a reimbursement basis. MDE can track the timing and amounts of all transactions. Once a grant is completely drawn or the grant end date is reached, sub-recipients report their final expenditures in NexSys. NexSys compares final expenditures against the last approved budget. The system flags all deviations over 10 percent to allow for easy tracking of approved expenditures. NexSys provides automated tools necessary to track all sub-recipient fiscal transactions, including cash draw timing, expenditure rate, and budget comparisons.

GEMS/MARS will be used to manage the monitoring program. When reporting requirements are defined, MDE collects reportable fields in the electronic system as required (monthly, quarterly, or annually). LEAs upload documents as required as part of the monitoring process. Examples include general ledger excerpts, reports, and any required documentation.

Sub-recipient Monitoring Plan

MDE will implement an integrated, comprehensive grant monitoring program for all COVID-19 related grants in cooperation with a third-party audit firm large enough to accommodate all the iterations and requirements. The effort for the first year will focus on the ESSER formula grants. There will also be special attention to equitable services and to addressing the digital divide. While some monitoring requirements are ESSER-specific, the program and fiscal monitoring is standard for all federal grants. MDE's monitoring program will serve several important purposes:

- to ensure that sub-recipients of ESSER, CRRSAA, and ARP grants, especially formula grants, have the internal controls necessary to prevent fraud, waste, and abuse; to promote operating efficiency; and to achieve compliance with all applicable statutory and regulatory requirements.
- to track MDE's progress in implementing goals of the reserve grant programs.
- to identify potential or existing problem areas or weaknesses.
- to identify areas where additional technical assistance is warranted.

OFM is responsible for implementing and overseeing the monitoring plan for MDE. Additional personnel will be hired, including a manager and staff members, to oversee and review the reports created by the third-party audit firm. MDE will use a risk-based approach to monitoring and will use a contract audit

firm to schedule, track, and review documents; to provide comments; and to issue reports during the monitoring process.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

All school counts are based on April 2021 modality data reported by each LEA (see response to question A.5.i. above for additional details).

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Table 1

All schools

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	3,210	2,815	57	338
School buildings open with both remote/online and in-person instruction (hybrid)	3,210	2,789	76	345
School buildings open with full-time in-person instruction	3,210	2,159	73	978

Elementary schools

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	1,224	1,089	14	121
School buildings open with both remote/online and in-person instruction (hybrid)	1,224	1,093	14	117
School buildings open with full-time in-person instruction	1,224	893	5	326

Middle schools

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	368	334	0	34
School buildings open with both remote/online and in-person instruction (hybrid)	368	336	1	31
School buildings open with full-time in-person instruction	368	247	1	120

High schools

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	603	552	1	50
School buildings open with both remote/online and in-person instruction (hybrid)	603	535	5	63

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
School buildings open with full-time in-person instruction	603	383	9	211

Span schools: Elementary through high school

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	186	142	14	30
School buildings open with both remote/online and in-person instruction (hybrid)	186	136	19	31
School buildings open with full-time in-person instruction	186	116	20	50

Span schools: Elementary through middle school

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	555	463	19	73
School buildings open with both remote/online and in-person instruction (hybrid)	555	457	29	69
School buildings open with full-time in-person instruction	555	341	30	184

Span schools: Middle through high school

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	274	235	9	30
School buildings open with both remote/online and in-person instruction (hybrid)	274	232	8	34
School buildings open with full-time in-person instruction	274	179	8	87

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Table 2 Number of students	Total enrollment		Estimated range by April 2021 modality		
	N by student type	N in top quartile of districts	Remote or online only	Both remote/online and in-person (hybrid)	Full-time in-person instruction
All K-12 students	1,370,341		315,178 - 596,098	227,476 - 371,362	538,544 - 776,983

Table 2

Number of students	Total enrollment		Estimated range by April 2021 modality		
	N by student type	N in top quartile of districts	Remote or online only	Both remote/online and in-person (hybrid)	Full-time in-person instruction
Students from low-income families Ranges represent the number of students who received each mode of instruction in the quartile of districts with the largest shares of low-income students. (Note: 27 percent of low-income students in the state attend one of these districts)	689,430	208,241	101,817 - 145,546	30,926 – 63,342	22,592 - 49,103
White, not Hispanic Ranges represent the number of students who received each mode of instruction in the quartile of districts with the largest shares of White students. (Note: 24 percent of White students in the state attend one of these districts)	891,952	233,111	19,871 - 66,369	40,115 – 61,721	124,041 - 168,618
Black or African American, not Hispanic Ranges represent the number of students who received each mode of instruction in the quartile of districts with the largest shares of Black or African American students. (Note: 77 percent of Black students in the state attend one of these districts)	242,026	301,116	153,900 - 210,285	58,151 – 103,084	28,522 - 63,430
Hispanic, of any race Ranges represent the number of students who received each mode of instruction in the quartile of districts with the largest shares of Hispanic students. (Note: 64 percent of Hispanic students in the state attend one of these districts)	115,446	389,830	139,822 - 222,223	54,554 – 98,362	122,848 - 188,216
Counts by modality for the subgroups below cannot be estimated due to the small number of districts with substantial shares of students in these groups and/or the differences in how modality choices are made for students in these groups.					
Asian, not Hispanic	48,507				
American Indian or Alaskan Native, not Hispanic	8,163				
Native Hawaiian or Pacific Islander, not Hispanic	1,165				
Two or more races, not Hispanic	63,082				
Race/Ethnicity information not available	0				
English learners	85,400				
Children with disabilities	168,715				
Students experiencing homelessness	16,463				
Children and youth in foster care					
Migratory students	1,394				

Notes: Ranges are calculated by multiplying each district's total enrollment by the low-end and high-end of the percentage range reported in their modality data for April 2021 (see response to question A.5.i. for additional details).

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable

access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

All of the participating agencies, MDE and partnering LEAs) are committed to achieving the goals of the ARP ESSER program.

For each grant program, the MDE application process ensures that each eligible applicant submits a Section 427 GEPA description of how

the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program. Statements are reviewed by MDE during the grant approval process.

Appendix E – List of Supplemental Attachments

Michigan Guidance for Safe Operation of Schools

- [State of Michigan Guidelines for Operating Schools Safely](#)
- [MI Safe Schools Testing Program Overview](#)
- [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#)
- [MI Safer High School End-of-Year Events Recommendations](#)
- [MI Blueprint for Comprehensive Student Recovery](#)
- [Managing Communicable Diseases in Schools](#)
- [Michigan Interim Guidance for Athletics](#)

MDE Accelerated Learning Guidance

- [Accelerated Learning: Acceleration vs. Remediation](#)
- [Accelerated Learning: Targeting Support with Tutoring](#)
- [Accelerated Learning: Tier 1 Grade-Level Instruction](#)
- [Assessment Practices for Accelerated Learning](#)
- [Accelerated Learning Through Student Engagement](#)
- [Accelerated Learning with a Whole Child Perspective](#)
- [Accelerated Learning: Preparing Young Children for Accelerated Learning](#)

MDE Strategic Plan and Other Guidance

- [Michigan's Top 10 Strategic Education Plan](#)
- [MDE Equity in Literacy Guidance](#)

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.