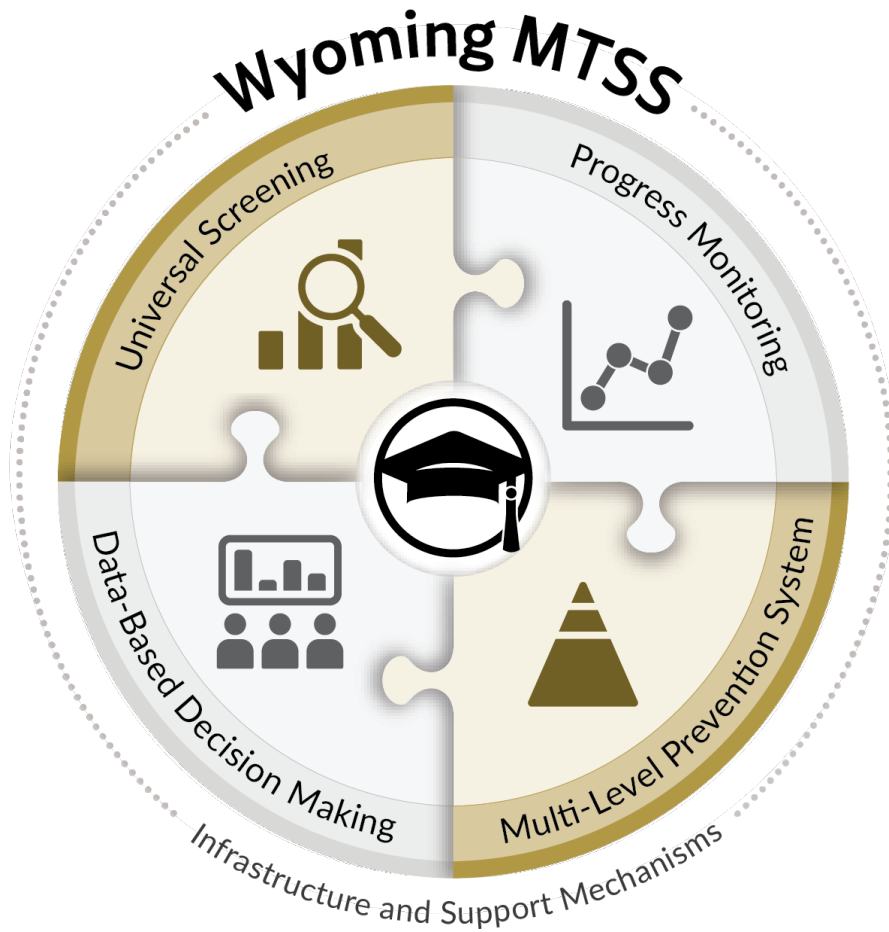


**Wyoming MTSS**  
**Financial Guidance Document**



# WDE WYOMING MTSS

## MULTI-TIERED SYSTEM OF SUPPORTS

This document provides Wyoming district federal program leads as well as principals, federal program managers, and other leaderships responsible for fiscal decisions related to implementation of multi-tiered systems of supports (MTSS) with guidance on how to coordinate the use of state and federal funds to support the implementation of MTSS. The guidance begins with a brief overview of MTSS as defined by the Wyoming Department of Education and general methods and resources for coordinating state and federal funds. Lastly, the appendices include a summary of federal and state funding sources and resources to support team planning activities.

**Citation:** Wyoming MTSS Center. (2023). *Wyoming MTSS Financial Guidance Document*. Wyoming Department of Education. Cheyenne, WY

**Wyoming MTSS Center Website:** Wyoming Multi-Tiered System of Supports Center (Wyoming MTSS Center), <https://edu.wyoming.gov/educators/pd/wyoming-mtss/>

Portions of this document were made possible with collaboration with the Michigan Department of Education and their [Michigan's MTSS Technical Assistance Center](#).

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

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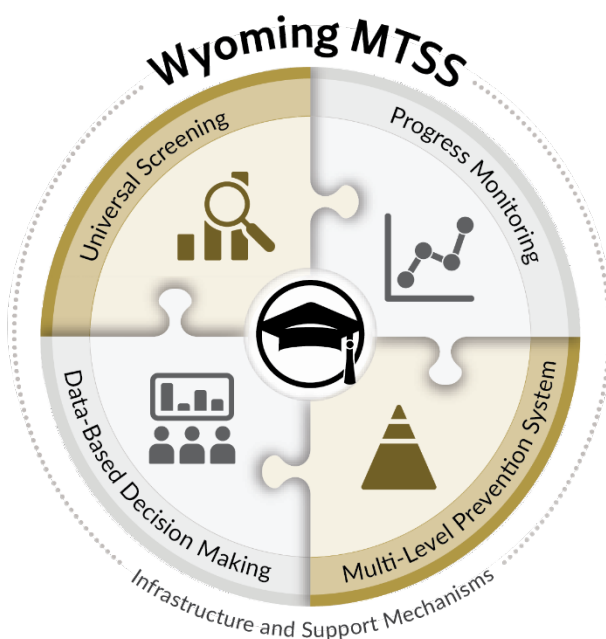
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### Overview of MTSS in Wyoming

A [multi-tiered system of supports](#), or MTSS, is a framework that focuses on system-level change and continuous improvement across the classroom, school, and district to provide each student with opportunities to maximize academic achievement and develop skills for success. The Wyoming MTSS framework includes four essential components.

- [Universal Screening](#) is a systematic process that uses appropriate measures for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. It's also used to evaluate the effectiveness of core instruction.
- [Progress Monitoring](#) is the use of reliable and valid measures to assess a student's performance and to quantify a student's rate of improvement or responsiveness to supplemental instruction and support. It's also used to evaluate the effectiveness of supplemental instruction.
- [Data-based Decision Making](#) occurs at all levels of MTSS implementation, from individual students to the district level. Teams use screening, diagnostic, progress monitoring, classroom assessment, and fidelity data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state and local policies).
- The [Multi-Level Prevention System](#) includes three tiers of intensity for instruction, intervention, and supports. Tier I includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students. At Tier II, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk. [Tier III](#) includes intensive intervention for students not responding to Tier II through instruction and supports that are intensified and individualized based on student need.



Successful implementation of MTSS requires district and school [level infrastructure and support mechanisms](#). These include the knowledge, resources, and organizational structures needed to effectively implement the four essential components of Wyoming MTSS. By ensuring the proper infrastructure, schools will have the structures necessary to implement MTSS schoolwide, can implement MTSS with fidelity and reach the identified goals, and

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will be able to work toward sustainability of MTSS implementation. Federal and state funds can be leveraged to support the development and implementation of the following necessary supports.

- **Prevention Focus** All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from experiencing poor learning outcomes.
- **Leadership Personnel** Decisions by school and district leaders support the components of MTSS at the school and help make it more effective. Support for implementation is a high priority.
- **School-Based Professional Development** School-based professional development is structured so that all teachers examine, reflect on, and improve instructional practice, data-based decision making, and the delivery of interventions and supports.
- **Resources** Resources (e.g., funds, programs, staffing) are adequately allocated to support MTSS implementation.
- **Schedules** Schoolwide schedules support multiple levels of intervention. Adequate additional time is built in for core programming, interventions, and teaming.
- **Communications With and Involvement of Families** The school ensures that a description of the school's components of MTSS is shared with families; a coherent mechanism is used to update families on the progress of their child; and families are involved during decision making regarding their child's progress.
- **Communication With and Involvement of Staff** The school ensures that a description of the school's components of MTSS and databased decision-making process is shared with staff; a system is in place to keep staff informed; and teacher teams collaborate frequently.
- **MTSS Teams** The MTSS team is representative of all key stakeholders. Structures and clear processes are in place to guide decision making, and time is set aside for the team to meet regularly.
- **Focus on Fidelity** The school has procedures in place to monitor the fidelity of implementation of MTSS; the fidelity of instruction and interventions; and the processes of administering and analyzing assessments.
- **Evaluation for Continuous Improvement** The school ensures that an evaluation plan is in place to monitor short- and long-term goals, the effectiveness of the MTSS framework (i.e., core curriculum, interventions, and screening process are effective), and the fidelity and efficiency across all components of the MTSS framework.

The Wyoming MTSS Center is a cross-division effort to support local Wyoming educators in developing the knowledge, skills, and infrastructure to effectively implement MTSS. The Center, in partnership with the [MTSS Center at the American Institutes for Research](#), provides high-quality MTSS training, coaching, information, and resources for educators throughout Wyoming.

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### Coordinating State and Federal funds

Developing a process to coordinate the allocation of funds to meet the needs of the whole child can help ensure consistency and eliminate duplication of services and fragmented supports. Successful coordination requires an understanding of what is necessary to meet student needs, the various components and costs of an activity, the allowable uses of each funding stream, the fair market value of products and services, and “supplement not supplant” guidelines. District teams coordinate state and federal funds in its budget to support all aspects of implementing a broad educational initiative like MTSS implementation. This process generally begins with a comprehensive needs assessment. This enables districts to collaborate across student support offices (e.g., English Learners, special education, Title funds) and to engage relevant groups of stakeholders on the use of multiple federal funding sources and how to coordinate with local and state funds for student needs.

Through this process, the team determines the need, how the need will be met, who will be engaged in meeting the need, when the activities will occur, which location(s) are involved, the necessary materials, and finally, how much the work will cost. Many districts will braid, blend, and transfer funds to create a powerful approach for funding district- and school-wide programming that benefit all students.

- **Braiding funds** happens when districts coordinate funds from different sources for one purpose. Each fund maintains its own identity and reporting requirements.
- **Blending** combines funds into a single pot that has its own reporting requirements. The identity of all the funds going into the single pot is lost. Blending offers more flexibility, but given constraints around funding, braiding is often easier to do.
- **Transferring** is the process that is used when a district moves funds from Title II, Part A, and/or Title IV, Part A to another federal funding source the district receives. For programming purposes these funds lose their original identity, take on the identity of the new funding source, and become subject to all rules and conditions of that new fund source. Therefore, the use of the funds must meet the intent and purpose and all other applicable rules of the fund source that received the transfer

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

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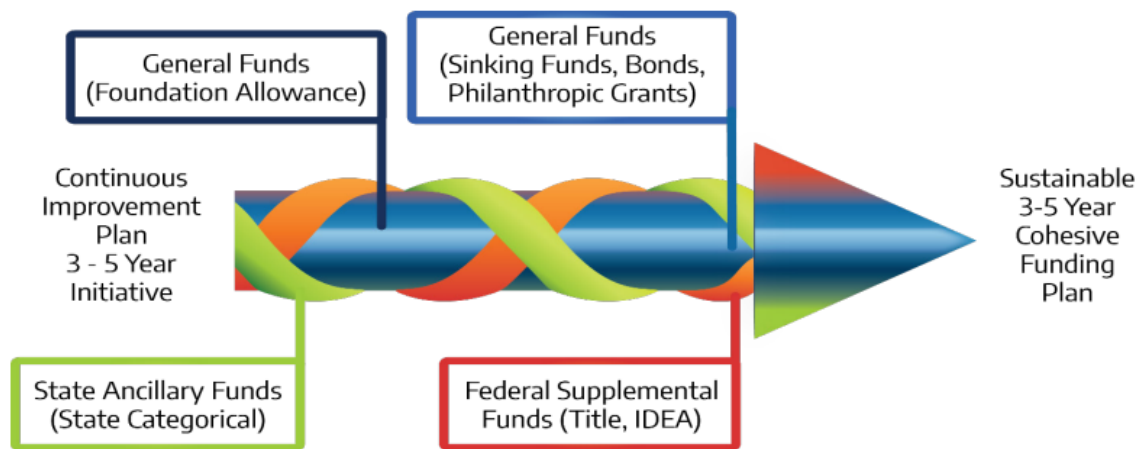


Figure 2. Braiding funding streams.

Reprinted with permission from the Michigan Department of Education, (2021). *Michigan Department of Education Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS) v. 1.0*, Lansing, Michigan.

### Example LEA Activities to Support Essential Components of MTSS

The tables below provide examples, not all allowable activities, of how LEAs may coordinate federal and state program funds to support implementation of the four essential components of MTSS: screening, progress monitoring, data-based decision making, and multi-level prevention system. There may be specific requirements under each of the state and federal programs to consider before allocating funds. To meet these requirements, consult with your district’s program director or finance officer.

Table 1. Essential Components: Screening and Progress Monitoring

The following table provide examples of LEA activities that can support implementation of the essential MTSS components of screening and progress monitoring. Please note that an X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A); and a blank cell indicates it is not an allowable use of funds.

Sample LEA Level Activities to Support Screening and Progress Monitoring	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	General Funds
Stipends or substitute pay for team members to engage in district processes to select, deselect, and align assessments (e.g., student assessments and system assessments).							X

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Purchase assessment tools (e.g., universal reading screener, benchmark, progress monitoring) for all schools in the LEA.	X						X
Professional learning on how to administer assessments, score assessments, interpret assessment data, and use the results to inform planning for instruction, interventions, and support				X		X	X
Provide materials and support to learners and their families to interpret assessment results using audience friendly language and format by hosting a Family Data Night.	*						X
Professional learning on the use of fidelity measures to improve supports and ensure implementation as intended.	*					X	X
Early warning intervention and monitoring data system and materials to improve the academic achievement of students achieving below grade level.	*					X	X

### Suggested Screening and Progress Monitoring Resources

1. One-Pager: [MTSS Component Summary: Universal Screening](#)
2. One-Pager: [MTSS Component Summary: Progress Monitoring](#)
3. WY MTSS Webinar: [Leveraging Title I Funds Within a Tiered Intervention Model: Implications for Data Literacy](#)
4. National Center on Intensive Intervention (NCII), [Academic](#) and [Behavior](#) Screening Tools Charts

**Table 2. Essential Component: Multi-Level Prevention System**

The following activities are examples of how LEAs leverage federal and state funds to implement a multi-level prevention system that includes Tier 1: Core Programming for all students; Tier 2: Supplemental Supports for some students; and Tier 3: Intensive Supports for a few students. Please note that an X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A) for information; and a blank cell indicates it is not an allowable use of funds.

Sample LEA Level Activities to Support Implementation of Multi-Level Prevention System	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	General Funds
Behavior coach to provide job embedded professional development to teachers on MTSS implementation (e.g., PBIS) and assist with student intervention plans and data analysis	*		X				X



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Instructional coach to provide job embedded professional development to teachers on MTSS implementation (e.g., reading components of an MTSS framework) and assist with student intervention plans and data analysis	*		X		X		X
Mental health professional to provide direct services to address the behavioral, social, and emotional needs of general education students	X	*		*	X		X
Academic interventionists to work with students to improve the academic achievement of learners	X	X		X		X	X
Professional development for teachers to enhance knowledge of instructional content and differentiated instructional strategies (Tier 1)	*		X	*		X	X
Professional development, including job-embedded coaching, for teachers and/or interventionists on how to implement and intensify effective interventions and supports based on learner needs (Tiers 2 and 3)	*		X	*		X	X
Engage families in opportunities to learn how the district has defined Tiers 1, 2, and 3 instruction, interventions, and supports and specific strategies for families to support learner success.	X	X		X	X		X
Create visuals to make school behavioral expectations visible and easily referred to as they are taught and retaught.	*				X		X
Stipends or substitute pay for team members to engage in district processes to conduct an initiative inventory; select and deselect instructional practices, programs, interventions, and supports, and align instructional practices, interventions, and supports.						X	X
Purchase of new instructional curriculum or intervention programs and related materials (e.g., educator materials, text, learner consumables)	*					*	X
Professional learning for coaches, teachers, and interventionists to support the use of updated or newly selected curriculum.	*		X	*			X

### Suggested Multi-Level Prevention System Resources

1. One-Pager: [MTSS Component Summary: Multi-Level Prevention System](#)
2. WY MTSS Webinar: [Leveraging Title I Funds Within a Tiered Intervention System: Implications for Instruction](#)
3. NCII [Academic](#) and [Behavior](#) Tools Charts
4. [What Works Clearinghouse](#)

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### 5. [ESSA for Evidence](#)

Table 3. Essential Component: Data-Based Decision Making

The following table provides examples of how federal and state funds can be used to support data-based decision (DBDM) making with MTSS implementation. Please note that an X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A); and a blank cell indicates it is not an allowable use of funds.

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

### Suggested DBDM Resources

1. One-Pager: [MTSS Component Summary: Data-Based Decision Making](#)

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2. WY MTSS Webinar: [Leveraging Title I Funds Within a Tiered Intervention System: Building Sustainable Systems](#)
3. Guide: [Culturally Responsive Data Literacy](#)
4. MTSS Center Webinar: [Considerations for the Fall: Applying The Essential Elements of Data Literacy to Respond to Student and System Needs](#)

### Example LEA Activities to Ensure Infrastructure and Support Mechanisms Necessary for MTSS Implementation

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

Table 4. Leveraging Funds for MTSS Teaming

The following activities can support building the capacity of MTSS teams to implement activities necessary for MTSS implementation. Please note X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A) and a blank cell indicates it is not an allowable use of funds.

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

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Substitute teacher costs for teachers participating in the school leadership team			*			X	X
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**Table 5. Leveraging Funds to Support MTSS Leadership**

The following activities can support building the capacity of MTSS district and school leadership to plan, monitor, and implement activities necessary for MTSS implementation. Please note X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A); and a blank cell indicates it is not an allowable use of funds.

<b>Sample LEA MTSS Leadership Level Activities</b>	<b>Title I, Part A</b>	<b>Title I, Part C</b>	<b>Title II, Part A</b>	<b>Title III</b>	<b>Title IV, Part A</b>	<b>IDEA</b>	<b>General Funds</b>
Professional learning for district and school leadership to develop skills to support the exploration, installation, and implementation of MTSS (e.g., systems thinking, instructional leadership, skills to address implementation challenges, data-based decision making)	*		X		X		X
Engage stakeholders (e.g., staff, students, families, ISD, community partners, school board) to obtain input and feedback throughout the process to select and align district-wide instruction, interventions, and supports (e.g., overviews of options being considered, focus groups, surveys)	X	*		*	X		X
District MTSS Coordinator to convene the district team, lead the development of the LEA’s MTSS implementation plan, coordinate MTSS efforts districtwide, and review the overall progress for continuous improvement.	*						X
Professional development for the district team to install an MTSS framework	*		X			X	X

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Table 6. Leveraging Funds for MTSS Professional Development

The following activities can support professional learning activities essential for implementing the essential components of MTSS and engaging in continuous improvement. Please note X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A); and a blank cell indicates it is not an allowable use of funds.

Sample LEA MTSS Professional Learning Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	General Funds
School-level systems coach to support the implementation and monitoring of MTSS (e.g., PBIS, reading components of an MTSS framework)	*						X
Professional development for the district team to install an MTSS framework	*		X			X	X
Professional learning for coaches, teachers, and interventionists to support the use of updated or newly selected curriculum.	*		X	*			X
Behavior coach to provide job embedded professional development to teachers on MTSS implementation (e.g., PBIS) and assist with student intervention plans and data analysis	*		X				X
Instructional coach to provide job embedded professional development to teachers on MTSS implementation (e.g., reading components of an MTSS framework) and assist with student intervention plans and data analysis	*		X		X		X
Professional development for teachers to enhance knowledge of instructional content and differentiated instructional strategies (Tier 1)	*		X	*		X	X
Professional development, including job-embedded coaching, for teachers and/or interventionists on how to implement and intensify effective interventions and supports based on learner needs (Tiers 2 and 3)	*		X	*		X	X
Professional learning on how to administer assessments, score assessments, interpret assessment data, and use the results to inform planning for instruction, interventions, and support				X		X	X

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Professional learning on the use of fidelity measures to improve supports and ensure implementation as intended.	*					X	X
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Table 7. Leveraging Funds for Communication With and Involvement of Families

The following activities can support communication with and involvement of families in local implementation of MTSS and its essential components. Please note X indicates generally allowable use of funds; \* depends on district context (please refer to Appendix A); and a blank cell indicates it is not an allowable use of funds.

Sample LEA MTSS Family Engagement Activities	Title I, Part A	Title I, Part C	Title II, Part A	Title III	Title IV, Part A	IDEA	General Funds
Provide materials and support to learners and their families to interpret assessment results using audience friendly language and format by hosting a Family Data Night.	*						X
Engage families in opportunities to learn how the district has defined Tiers 1, 2, and 3 instruction, interventions, and supports and specific strategies for families to support learner success.	X	X		X	X		X

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### Appendix A: Description of Funding Sources

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

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

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

Example MTSS activities include, but are not limited to:

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

*Key Requirements:*

For more information, visit <https://edu.wyoming.gov/for-district-leadership/federal-programs/title-i/>

#### **Title II, Part A**

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

Example MTSS activities include, but are not limited to:

- Provide professional learning opportunities, which may include training and coaching on how to:
  - Deliver targeted, small group interventions (Tier 2).

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- Deliver intensive, customized interventions aligned to a student's needs (Tier 3).
- Use techniques, supports, and referral mechanisms to identify students at-risk of academic or behavioral difficulties.
- Implement systems and supports for educators to learn to effectively use data to improve instruction.
- Make data-based decisions regarding when to provide, continue, adjust, or fade services or supports for students.
- Deliver effective differentiated instruction at all tiers.
- Consult with a broad range of stakeholders from diverse backgrounds (e.g., families, students, educators, private school officials, community partners) as consultation is a critical part of ensuring that Title II, Part A funds are used effectively, and decisions about resource allocation are fully informed.
- Support the hiring of consultants, send educators to be trained, and purchase materials to ensure the effective implementation of interventions.
- Support efforts for recruiting and retaining educators in critical shortage areas, including performance bonuses.
- Provide Professional Learning Communities (PLCs) for designated schoolwide programs.

*Key Requirements:* All districts in Wyoming receive Title II, Part A and it is allocated based on the district's census data for age 5-17 population and age 5-17 population experiencing poverty.

For more information, visit <https://edu.wyoming.gov/for-district-leadership/federal-programs/title-ii/>

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

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The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. While funds received under Title III, Part A may be used in part to support implementation of MTSS, allowable uses are specific to Title III-eligible students. Funds may be used to implement some activities associated with implementing the components of MTSS for English learners (ELs) and/or Immigrant students only.

Example activities include, but are not limited to:

- Provide professional learning to classroom teachers regarding the English language proficiency standards and EL instructional strategies to improve the effectiveness of core instruction for ELs. It can also fund the same professional learning to interventionists to improve the effectiveness of interventions provided through other programs.
- Purchase instructional materials designed to support English learners with language acquisition and meaningful access to content instruction.
- Support additional collaboration time for the EL specialist.



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- Hire EL Student Advocates. For example, the local school enrolls Somalian students who have experienced an interrupted education due to extenuating circumstances. Many of these students are several grade levels behind. The LEA may use Title III, Part A, Immigrant funds for the salary of a new EL student advocate to help students with their adjustment to the school. EL student advocate duties may include:
  - Address specific needs of refugee students and students with interrupted formal education, including trauma.
  - Meet the needs of long-term ELs, including intensive college counseling and promotion of post-high school learning for ELs.
  - Meet with ELs to consult, check grades, and meet specific language needs.
  - Support district efforts to substantially improve and sustain the academic achievement of all ELs.
  - Work collaboratively with teachers regarding best practices supporting ELs in their core classes.
  - Conduct regular visitations to EL and core classrooms; initiate conversations with content/core teachers about best practices for ELs.
  - Assist teachers and administrators in recognizing and responding to the unique needs of EL students and understanding cultural nuances that affect their learning.
- Extend instructional time. For example, a school has ELs who need additional instruction time to master the sixth-grade math curriculum. The LEA may use its Title III, Part A funds to provide an extended day bilingual math tutorial program (e.g., stipends for teachers, materials, and supplies).
- Provide financial assistance for teachers and paraprofessionals to earn their EL endorsement

For more information, visit <https://edu.wyoming.gov/for-district-leadership/federal-programs/title-iii/>

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

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Under the Safe and Healthy Students focus, Title IV, Part A funds may be used to support a variety of programs that positively impact safe and supportive learning environments, as well as students' physical, social, emotional, and mental health. This presents an opportunity for schools to promote activities that are inclusive of all students and/or to target services to specific students. In addition, funds for a well-rounded education can support the purchase of technology and professional development. This includes foreign language, art, music, and equipment to support the arts. There are specific rules regarding funding the implementation allowances.

For more information, visit <https://edu.wyoming.gov/for-district-leadership/federal-programs/title-iv-a/>

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

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

IDEA Part B funds may not be used for non-special education instruction in the general education classroom, instructional materials for use with non-disabled children, or professional development of general education teachers not related to meeting the needs of children with disabilities. The one exception is IDEA Part B funds may be used for providing a program of Coordinated Early Intervening Services (CEIS) under 34 CFR §300.226, to assist students in grades K through 12 (with an emphasis on K through 3) who are not currently identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. Voluntary CEIS allows LEAs to reserve up to 15 percent of their IDEA Part B section 611 and section 619 allocations for these purposes. While districts do not need to qualify to reserve funds for Voluntary CEIS, they cannot have been identified as having significant disproportionality, the proposed use must be approved by WDE, and will be monitored during regular and at-risk fiscal reviews of the districts.

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

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

Sample MTSS activities that can be supported for eligible participants:

- Providing any special education and related services that are in a child's IEP, regardless of the support the child is receiving (Tiers 1-3).
- Used to provide a program of Coordinated Early Intervening Services (CEIS) for students who are not currently identified as needing special education and related services but who need additional academic and behavioral supports to succeed in a general education environment (34 CFR § 300.226). CEIS funds may be used in coordination with ESEA funds but must supplement not supplant ESEA funds for those activities. Additionally, special reporting requirements apply to CEIS funds.

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## MULTI-TIERED SYSTEM OF SUPPORTS

- Supporting an MTSS activity through a proration of costs. IDEA Part B funds could not fund the entire cost of an activity that benefits both special education and non-special education students. The amount of funds determined must be based upon the allocable benefit for special education.

To learn more, visit <https://edu.wyoming.gov/for-district-leadership/special-programs/>

### Wyoming Department of Education Resources

- WDE Professional Development, <https://edu.wyoming.gov/educators/pd/>
- Title I, Part A Fiscal Guidance, <https://edu.wyoming.gov/for-district-leadership/federal-programs/title-i/title-i-part-a-fiscal-guidance/>
- Allowable and Unallowable Costs Including Supplement, not Supplant guidance for Title II-A & Title IV-A, <https://edu.wyoming.gov/wp-content/uploads/2020/07/Allowable-and-Unallowable-Costs.pdf>
- ESSA Title IV, Part A Local Uses of Funds, <https://docs.google.com/document/d/1CdzM3pcMXizSkaem-cjYhVRrVgldYRT2Cj9yfuaQIIM/edit#>
- Suggested Uses for CEIS Funds, [https://docs.google.com/document/d/1OkoG\\_batK5XggELSOEVpKLp6vgPIX0jv\\_rhkahQ08w8/edit](https://docs.google.com/document/d/1OkoG_batK5XggELSOEVpKLp6vgPIX0jv_rhkahQ08w8/edit)
- Title II-A Local Uses of Funds and GMS Activity Descriptions, [https://docs.google.com/document/d/1yT9\\_ad74zKq9qp66rie88E16LCji5gXuuO2A3AXuxBA/edit](https://docs.google.com/document/d/1yT9_ad74zKq9qp66rie88E16LCji5gXuuO2A3AXuxBA/edit)

### Federal Resources

- NON-REGULATORY GUIDANCE: FISCAL CHANGES AND EQUITABLE SERVICES REQUIREMENTS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT (ESSA), <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
- Non-Regulatory Guidance: Student Support and Academic Enrichment Grants, <https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>
- Center for IDEA Fiscal Reporting, <https://cifr.wested.org/>
- Questions and Answers On Response to Intervention (RTI) and Early Intervening Services (EIS), [https://sites.ed.gov/idea/files/07-0021.RTI\\_.pdf](https://sites.ed.gov/idea/files/07-0021.RTI_.pdf)

### Other Referenced Resources

- Massachusetts Elementary and Secondary Education: [General Resources for Federal Grant Programs](#)
- Michigan MTSS: [Fiscal Guidance for Implementing a Multi-Tiered System of Supports \(MTSS\)](#)

# WDE WYOMING MTSS

## MULTI-TIERED SYSTEM OF SUPPORTS

### Appendix B: Available Special Funds to Support MTSS Implementation

#### WY BILT

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The Wyoming Department of Education (WDE) proposes to use Comprehensive Literacy State Development (CLSD) grant resources to improve literacy outcomes for all Wyoming students and close opportunity and achievement gaps for historically underserved student groups. CLSD resources will support the Wyoming Believing in Literacy Together (WY BILT) initiative and be used to:

- develop a comprehensive state literacy plan;
- install and implement a tiered system of literacy support;
- provide sub grants to high-need local education agencies (LEAs). The tiered system of literacy support will provide foundational evidence-based literacy training to all LEAs and early childhood education (ECE) providers.

Districts receiving sub grants will be determined through an application process, but districts in Wyoming's 25 federally identified Opportunity Zones will be prioritized. The local school district is required to spend 15% of the grant partnering with organizations that serve children ages birth to 4-5 years old. This can include materials, coaches, and professional development in preschools, home daycares, Head Start, or family literacy nights that include this age group.

To receive WY BILT funding, LEAs must apply for funding. Funding for early childhood centers as a partner with the local school district is required under this grant. Each application will be evaluated by two external reviewers based on identified need as well as the potential grantee's ability to provide a written comprehensive literacy plan that includes specific measurable goals and strategies to improve literacy outcomes within the community.

Sample MTSS activities that can be supported for eligible participants:

- purchase screening and progress monitoring tools;
- provide stipends for teacher training on screeners and progress monitoring tools;
- support professional learning community time to review data from screeners and progress monitoring tools in order to group students and determine appropriate programming;
- provide professional development on how to use data and using it within the MTSS framework; and,
- contract with outside technical assistance providers for MTSS support.

To learn more, visit <https://edu.wyoming.gov/for-district-leadership/literacy/wy-bilt/>

#### ESSER Funds

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On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It was an unprecedented \$1.9 trillion package of assistance measures, including \$122 billion for the ARP

# WDE WYOMING MTSS

## MULTI-TIERED SYSTEM OF SUPPORTS

Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to SEAs and LEAs to help safely reopen and sustain the same operation of schools and address the impact of the coronavirus pandemic on the Nation's students. Under the ESSER Fund, established as part of the Education Stabilization Fund in the CARES Act, 1 State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation. The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities. However, the program does contain a Maintenance of Effort (MOE) requirement, which is designed to keep States from substantially reducing their support for K-12 education.

Additional Resources:

- Learn more at [Elementary and Secondary School Emergency Relief Fund](#)
- [Frequently Asked Questions about the Elementary and Secondary School Emergency Relief Fund \(ESSER Fund\)](#)
- [Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs \(May 2021\)](#)

### **SAMHSA & Project AWARE (Advancing Wellness and Resiliency in Education)**

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The Wyoming Project AWARE, funded through a five-year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA), provides school-based mental health and substance abuse services, providing preventative education within the LEAs, and promoting parent and family engagement. In addition to these services, it provides technical assistance to LEAs by following evidenced-based practices and programs endorsed through the Project AWARE Advisory Council and the LEA's Learning Collaboratives. One of Project AWARE's goal is for LEAs to develop and implement a MTSS framework that includes mental health and substance abuse supports in all three tiers with fidelity.

Sample MTSS activities that can be supported for eligible participants:

- training school administration and staff in support of and implementation of MTSS framework; and,
- training school counselors in MTSS to streamline and increase understanding of the referral process for students with behavioral problems.

Additional Resources:

- Learn more at <https://edu.wyoming.gov/for-parents-students/project-aware/>

# WDE WYOMING MTSS

## MULTI-TIERED SYSTEM OF SUPPORTS

### 21<sup>st</sup> Century Community Learning Centers (CCLC)

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The 21<sup>st</sup> CCLC program supports the creation or expansion of community learning centers that provide high quality academic enrichment and youth development opportunities for children and youth during non-school hours, particularly students who attend high-poverty and low-performing schools. Each grantee may use the funds to carry out a broad array of high quality before-school and after-school activities (or activities during other times when school is **not** in session) that complement the regular academic program of students and advance student achievement. Grantees are encouraged to implement a combination of activities to ensure a **comprehensive, quality program**.

Sample MTSS activities that can be supported for eligible participants:

- analyze data from program quality assessments (self-reported and staff perception surveys), interest surveys, family engagement activities (homes visits, surveys), and achievement data to design activities with measurable objectives aligned to the 21<sup>st</sup> CCLC grant;
- improve graduation rates using Tier 1 supports, including academic rigor, high expectations, evidence-based effective core instruction and safe school environments;
- prevent dropout using Tier 2 supports, including behavior supports, service learning, mentoring, afterschool programs, and college readiness; and,
- leverage Tier 3 supports for students who are disengaged with wrap-around services, mental and chemical health counseling, and program for teen parents.