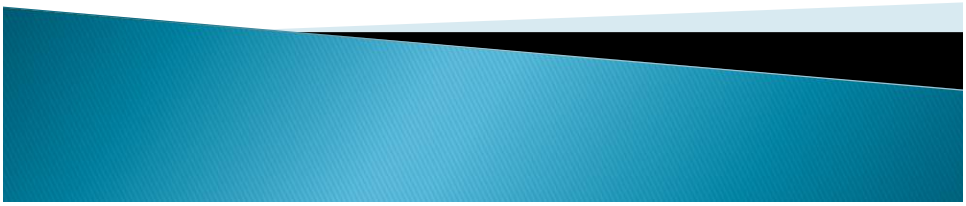
Section 31a: The 411 on what it all means!

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Intended outcomes

- Identify program objectives and key areas.
- Define a clear qualification and identification process, including SIS and state reporting.
- Understand 31a calculations and allocations.
- Understand the April 11, 2019 MDE memo regarding 31a focus planning.



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Program Description

"Section 31a of the State School Aid Act provides funding to eligible Local Educational Agencies (LEAs) and Public School Academies (PSAs) for the intent and purposes focused on the following student outcomes: attending school regularly, reading proficiently by the end of 3rd grade, being proficient in mathematics by the end of 8thgrade, and being career and college ready by high school graduation"

https://www.michigan.gov/mde/0,4615,7-140-81376_51051-43638--,00.html

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31a Key Areas

- Pupils proficient in ELA by the end of Grade 3
- Pupils proficient in Math by the end of Grade 8
- High School Graduates are Career and College Ready (CCR)
- Pupils are attending school regularly
- Primary Health Care Services
- Hearing and Vision Screening

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How are students qualified under Section 31a?

- A student is qualified under Section 31a as an "at-risk" youth for whom the LEA has documentation that meets any of the identified requirements.
- Students are qualified by designated staff within the LEA.



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Qualifying Factors

- Economically disadvantaged
- English learner
- Chronically absent as defined and reported to the Center for Educational Performance and Information (CEPI)
- Victim of child abuse or neglect
- Pregnant teenager or teenage parent
- Family history of school failure, incarceration, or substance abuse
- Immigrant who has immigrated within the immediately preceding 3 years
- Did not complete high school in four years and is still in school
- Did not achieve proficiency on the English Language Arts (ELA), mathematics, science, or social studies State summative assessments
- At risk of not meeting the LEA's core academic curricular objectives in ELA or mathematics based on local assessments



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What is CEPI's definition of chronically absent?

Beginning in the 2017-18 school year, CEPI is required by the federal Every Student Succeeds Act to report on students who are chronically absent. A student is determined to be chronically absent if they meet all of the following criteria:

1) The student is enrolled for a minimum of 10 school days.
2) The student is enrolled in grades kindergarten through 12.
3) The student is absent 10% or more of the days they are enrolled.

Absences will be calculated for a student by subtracting Days Attended from Total Possible Attendance. Absences will be divided by the Total Possible Attendance to calculate the percentage of days absent.



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Is the attendance used from the current year or previous year?

- Either. Prior year data may be used to qualify students as "chronically absent" at the beginning of the year.
- As the year progresses, attendance for the current year may be used.



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What local assessments may be used to qualify students?

- The district may use local assessments that "align with the state standards to ensure the expected proficiency by grade three and grade eleven".
- NWEA, aligned summative and/or evidence based assessments and running records would be examples of appropriate local assessments.

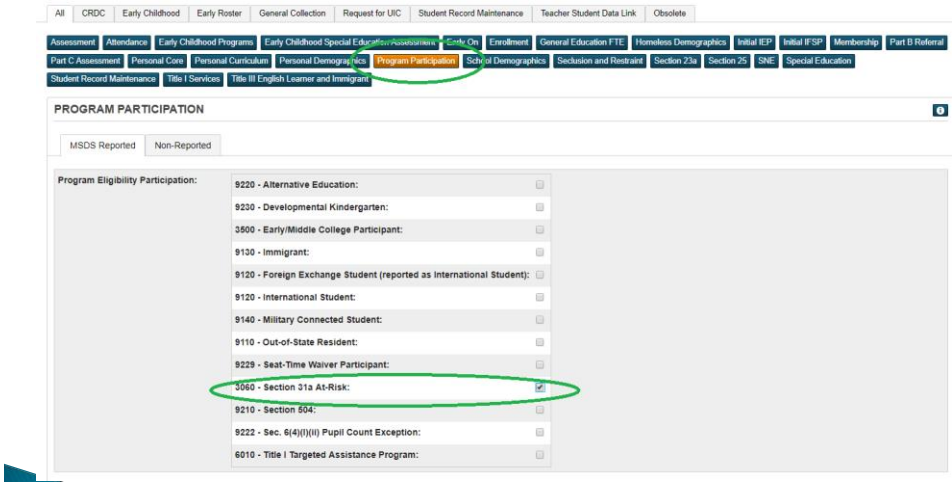
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Identifying Students

- Students identified under Section 31a shall be reported to the state during general collections.
- Qualifying students shall be checked or "coded" as 3060 Section 31a under "program participation" in SIS.
- Additional coding within the LEA's student information system will support Section 31a Annual Program and Fiscal Report (APFR) at year end.

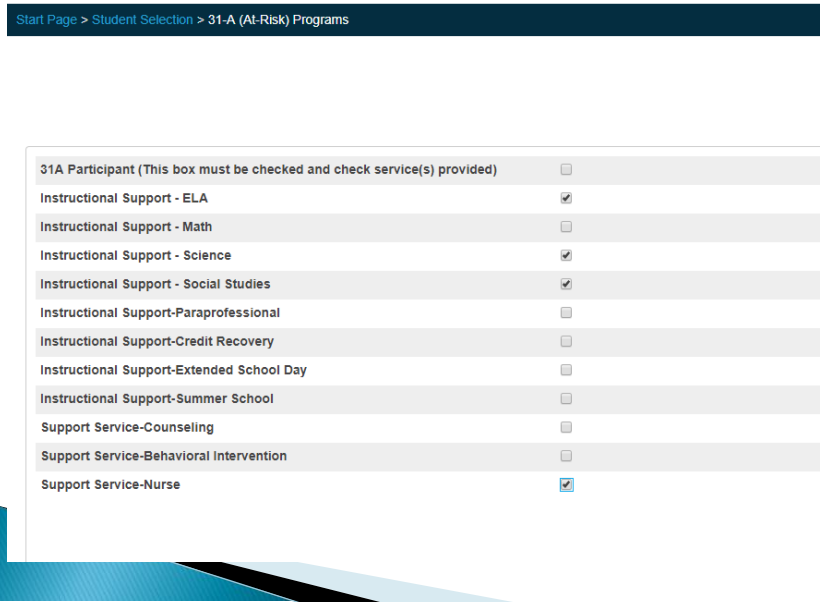
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Identifying Students cont.



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Identifying Students cont.



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When to identify?

- Identification should take place prior to the first general collection submission.
- Once a student is identified as “at-risk”, they should remain checked for the duration of the year.

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Identification Worksheets

- Worksheets are offered by the state (Office of Field Services) and are now listed as “optional” (see April 11 MDE memo) on the OFS website. HOWEVER, districts are still responsible for identifying how they are documenting qualification criteria at each grade level.
- A documentation process or worksheet may be reviewed during a 31a audit.
- Ensure worksheets used are current, as criteria has changed over the past years.
- Illuminate and other data warehouses may also be used to generate reports for identification.

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Identification Worksheet Sample

Student Name	Econcomically Disadvantaged (Determined eligible for free or reduced-price meals.)	English Learner	Absence > 10% of the enrolled days or 10 school days during school year	Victim of Child Abuse or Neglect	Pregnant Teen or Teen Parent	Family history of school failure, incarceration or substance abuse	Immigrant within past 3 years	Did not complete High School in 4 years and is still continuing in school	Did not achieve proficiency on English Language arts (ELA), mathematics, science or social studies content area assessment.	At risk for not meeting districts core curricular objectives in English language arts (ELA) or mathematics as demonstrated on local assessments.

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MSDS Auto-Identifying

- As of Fall 2018, MSDS will now "auto-identify" students who are economically disadvantaged, English learner, and immigrant as needing to be coded as 31a. These students will be flagged in MSDS. The district will still be responsible for identifying and coding students based on the other seven qualifiers.

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Can students be qualified after the first general collection?

- Yes! Qualification should happen throughout the school year, or as appropriate.
- As long as a student is reported to MSDS as qualifying under 31a for two of the three collections, they will be included in the district's 31a assessment data and any accountability calculations.

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Why is identification so important?

- The purpose of MSDS coding is to identify "at-risk" students.
- Students who are coded as 3060 in MSDS will be included in accountability reports that dictate the focus of how 31a dollars may be spent.

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What is this accountability reporting you speak of?

- As of the 2017-2018 school year, 3060 31a qualified students have become a subgroup which is reported and published for all qualified districts.
- Districts are responsible for demonstrating growth and progress as it relates to their 31a initiatives and expenditures. Data for students coded as 3060 31a will be used to determine such success.
- The other subgroups considered for "at-risk" accountability calculations are: economically disadvantaged, English learner, and immigrant.

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Should we still code students as 3060 31A if they are not receiving direct services?

- Yes! Any student who meets the qualifying criteria, as defined by the MDE, should be qualified.
- It is in the best interest of the LEA to qualify any student who meets the criteria (i.e. accountability reporting).
- Coding does not reflect type of service received. All service data is reported in the annual 31A program report.

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Should students who qualify for Special Education services be coded as 3060 31a?

- Special education qualification does not exclude students from being coded as 31a. If a student meets the criteria to be coded 31a, they should be coded regardless of other qualifications. Conversely, being qualified for Special Education services does not necessarily mean they will qualify for 31a under the qualifying criteria.



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If a school or district does not receive 31a funding do they still need to code students as 3060 31a in MSDS?

- No. It is not required to code students if your school or district does not receive 31a funding.



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Is 3060 31A coding in MSDS tied to funding?

- Not directly. It is not tied to total allocation, but it is used for accountability reporting which may impact how grant monies are used in focused initiatives.
- The formula used to determine each LEA's allocation is based on the LEA's foundation grant multiplied by 11.5% then multiplied by its free/reduced lunch count.

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31a Calculation Fun!

- Formula: Foundation grant x 11.5% x free/reduced count = 31a allocation
- 2018-2019 foundation grant = $7,871
- Sample district = 2,000 FTE (full time equivalency students
- Free/reduced count = 800 students
- What is your allocation?

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31a Calculation Fun cont.

- $7,871 x .115 x 800 = $724,132
- The sample district is using a new procedure to get free/reduced lunch applications returned and was able to identify an additional 50 students (3-4 students per grade level) as free or reduced. What would the district's 31a allocation be with this updated figure?

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31a Calculation Fun cont.

- $7,871 x .115 x 850 = $769,390
- Or $45,258 more
- $905.17 per student qualified using the 18-19 foundation grant
- 19-20 foundation grant anticipated to increase.

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Is there a specific collection that the state is using to calculate allocations?

- Yes.
- "Section 31a allocations are calculated based upon free lunch, breakfast and milk eligible students. This data is collected through the Supplemental Nutrition Eligibility Component of the Michigan Student Data System (MSDS) Fall General Collection. October data from the previous school year is used as a basis for the current school year's allocation".



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How are 31a allocations calculated for schools that qualify for Community Eligible Provisions (school-wide free lunch)?

- CEP schools or districts must still identify/code students for free and reduced lunch if they qualify regardless of CEP status.
- Students who do not qualify for free and reduced should not be coded, regardless of the fact that they may benefit from a CEP program.
- Household surveys may be used to determine eligibility.
- For an accurate 31a allocation, students who qualify for free and reduced lunch must be reported to MSDS.



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How may 31a dollars be budgeted?

"Funds allocated through Section 31a At-Risk are limited to instructional services and direct non-instructional services to pupils. They are intended to be spent in the current State fiscal year and may not be used for administration or other related costs."

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Examples of allowable instructional activities to support "at-risk" students using 31a funds

- Evidence-based instructional activities
- Adult high school completion
- Supplies and materials
- Equipment to implement instruction
- Hiring highly qualified staff to provide interventions (not administrators)
- Job embedded, ongoing, and need-based professional learning
- Evidence-based interventions

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What are some examples of allowable non-instructional services and activities?

- Medical
- Counseling
- Behavior intervention
- Nurses
- Social work
- Staff with specialized training in behavior intervention
- Dental care
- Obesity health programs
- Activities and services to improve the culture and climate of the school
- Safety and security
- Anti-bullying or crisis intervention programs



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Can 31a grant dollars be carried over from one year to the next.

- Yes, LEAs may carry over funds for one year.
- Funds that are not spent by the following year are returned.



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31a Annual Report

- Districts submit fiscal report by July 15
- Form provided by MDE in MEGS+
- A description of program and services performed.
- Amount of funds for these programs and services.
- Total number of at-risk pupils served by these programs and services
- Data necessary for the MDE/department of health and human services

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As of 2019-2020 redirected spending for accountability calculations is in place…what?

- Beginning in 2019-20, LEAs not meeting the minimum proficiency targets are required under Section 31a accountability provisions to plan for redirecting funds and implementing plans in 20-21.

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As of 2019-2020 redirected spending for accountability calculations is in place…what? (cont)

- The three target areas are:
  - o 3rd grade English Language Arts (ELA) proficiency (50%) as demonstrated by the state summative assessment
  - o 8th grade Mathematics proficiency (50%) as demonstrated by the state summative assessment
  - o 11th grade career and college readiness as demonstrated by the Michigan Merit Examination (MME) summative (SAT Evidence Based Reading, Writing, Mathematics & M-Step Science) using three preceding years of data (2016-17, 2017-18, 2018-19). The 11th grade Science data is included as of 2017-18 for 11th grade career and college readiness.



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As of 2019-2020 redirected spending for accountability calculations is in place…what? (cont)

- Redirection requires a relative proportion of the 1/3 of the allocated funds to be expended in support of each target that was not met. This relative proportion is equal to the percentage of students not proficient in each measured area.



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More calculation fun!

- As an example, an LEA has 37% of 3rd grade At-risk students Proficient on ELA test. They have not met the 50% target. The LEA receives a Section 31a allocation of $100,000. To determine the percentage of At-risk pupils not proficient, subtract the percent proficient from 100%. The LEA is required to redirect 63% of 1/3 of the allocation, or $21,000, to support 3rd grade proficiency in grades K-3.
- Calculation:

3rd At-risk ELA Proficiency = 37% 3rd grade Not Proficient = 100%-37% = 63%
Current Section 31a Allocation: $100,000 1/3 of Current allocation: $33,333.33
Not Proficient x 1/3 of allocation = redirection amount 63% x $33,333 = $21,000

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As of 2019-2020 redirected spending for accountability calculations is in place…what? (cont)

- For more information on accountability calculations and redirected spending, please see:
  - https://www.michigan.gov/documents/mde/31a_acct_652196_7.pdf (State memo and explanation)
  - https://www.michigan.gov/documents/mde/Section_31a_Redirection_Heads_Up_by_LEA_651530_7.docx (district identification)

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