

# Funding PowerSchool MTSS Solution

This document outlines how an investment in PowerSchool's Multi-Tiered Systems of Support (MTSS) solution can be realized by leveraging general budget and federal funding, including COVID emergency relief funds.



## General Operating Fund

The general operating fund is the first option to streamline your intervention coordination and management. Systematically supporting student learning, wellness, and behavior needs are strongly aligned to general fund purposes. Screening and assessment, monitoring student progress, and forming student plans are all key to a tiered system of supports. PowerSchool MTSS enables your educators to do all of these in less time.

If replacing existing systems to coordinate tiered supports, general funds can be redirected for investment in the MTSS solution.

General funds can also be “ESSER-enabled”: By using ESSER funds to cover COVID-related expenses previously paid for with general funds, such as health and safety measures, personal protective equipment, student devices, or temporary staffing costs, general funds can be freed up for use towards other purposes.

## Elementary & Secondary School Emergency Relief (ESSER) Funds

PowerSchool MTSS enables educators to better identify heightened student needs from the pandemic through collection of an extensive range of inputs, creation of student plans, and tracking the impact of key interventions.

Consider your district and school needs for a comprehensive MTSS solution. If your district experienced any of the below impacts of the pandemic, it is highly likely that ESSER funds can support the purchase of MTSS.

- Downturns in student academic growth or achievement due to unfinished learning during the pandemic, making the need for actionable insights crucial to mobilize tiered instructional supports.
- Siloed, disparate student data making differentiation and intensive supports and acceleration planning and coordination inefficient or challenging.
- Inability to quickly understand whole-child health – including but not limited to social-emotional health, engagement, needs.

- Extreme variability in how schools are accessing and considering key data metrics and using these to drive tiered supports.
- Cumbersome, inefficient use of spreadsheets to conduct screening, assessment, and develop student support plans.

## Elementary & Secondary Education Act (ESEA) – Reauthorized as Every Student Succeeds Act (ESSA)

### Title I, Part A

Title I funds may be leveraged in proportion to Title I schoolwide or targeted support school needs for MTSS. In most if not all cases, districts will select a district-wide MTSS solution from PowerSchool. Given the purpose and allocation of TIA funds to select schools with high percentages of low-income and/or academically struggling students, TIA funds may be leveraged in proportion to these schools needs for MTSS.

### Title II, Part A

Title II funds may be used insofar as they enable school leaders, teachers, interventionists, and specialists to access and utilize data analysis and planning features provided through MTSS. Specifically, if MTSS is being used to inform instructional planning, staff collaboration, and mobilize interventions through a tiered system of support framework, for example, then Title II can cover the proportion of costs related to these activities.

### Title IV, Part A

Title IV funds may be used to enhance staff effective use of technology to improve student learning. Notably, if a district receives equal to or greater than \$30K annually in TIV funds:

- District is required to allocate at least 20% of funds to Well Rounded and 20% to Safe and Healthy categories of spending. Any amount less than 60 percent of allocation can be used for Effective Use of Technology.
- District cannot spend more than 15 percent of funding under Effective use of Technology on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

## MTSS Funding Matrix

Funding Source	Purpose	Solution Alignment with Allowable Uses
General Operating Fund	Provide funding for all key operations of schools, from staffing to instructional materials to building costs and food and busing.	MTSS brings together data at the district, school, classroom, and student level to help educators track performance, steer interventions, and target professional learning.
ESSER I (CARES Act), ESSER II (CRRSA Act), ESSER III (ARP)	ESSER funds are purposed to meet student, staff, school, and district needs arising from the COVID-19 pandemic. Allowable uses include: <ul style="list-style-type: none"> <li>• Address students’ needs-- including academic and social</li> </ul>	MTSS can help districts and schools: <ul style="list-style-type: none"> <li>• Collect and analyze student screening and assessment data to drive instructional shifts and supports.</li> <li>• Bring disparate student learning, health, and wellness</li> </ul>

	<p>emotional-- impacted by the pandemic</p> <ul style="list-style-type: none"> <li>• Generate data insights and drive staff collaboration to accelerate learning</li> <li>• Purchasing educational technology that aids in regular substantive educational interaction between students and staff</li> <li>• Ensure continuity of operations</li> </ul>	<p>data sources into one place, enabling a fuller, more holistic picture of student needs.</p> <ul style="list-style-type: none"> <li>• Track key academic and behavioral intervention programs' efficacy.</li> <li>• Cultivate consistent data and planning practices across schools.</li> </ul>
<b>ESEA Title I, Part A</b>	<p>The purpose of Title I, Part A is to provide additional resources to students experiencing academic challenges so they have a fair and equitable opportunity to obtain a high-quality education and achieve on the level of their peers.</p> <p>Title I, Part A is intended to:</p> <ul style="list-style-type: none"> <li>• Strengthen instruction for students at-risk to not meet state academic standards;</li> <li>• Deliver enriched and accelerated programs;</li> <li>• Encourage school-based improvement planning;</li> <li>• Establish accountability based on results;</li> <li>• Promote meaningful parent and family engagement</li> </ul>	<p>MTSS can help leaders better support Title I schoolwide and targeted support schools by bringing student learning, engagement, and wellness information into one place to inform educators' supports for students with the greatest needs.</p> <p>Use of Title I funding for MTSS at the district level could be considered "district-level" or "district-managed activities" in terms of budgeting.</p> <p>Use of Title I should be based on general fund budget limitations and must be proportional to TI school needs.</p>
<b>ESEA Title II, Part A</b>	<p>The purpose of Title II is to improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students greater access to effective educators.</p>	<p>The MTSS solution can help educators, interventionists, and coaches better understand student learning progress and needs to inform instructional planning and collaboration. If MTSS is being leveraged as a tool to support and drive professional learning communities (PLCs) and prioritize educator supports, then Title II may be used.</p>
<b>ESEA Title IV, Part A</b>	<p>The purpose of Title IV is to provide students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.</p>	<p>MTSS is a powerful tool to help educators use technology to support student health and wellness and strengthen access to well-rounded curriculum.</p>