

**SUBSTITUTE FOR  
SENATE BILL NO. 133**

A bill to amend 1979 PA 94, entitled "The state school aid act of 1979," by amending sections 11, 18c, 21f, 25e, 31j, 32d, 35a, 61c, 64d, 67a, 95b, 99h, 99r, 99t, 102d, 104c, 107, 147a, and 166b (MCL 388.1611, 388.1618c, 388.1621f, 388.1625e, 388.1631j, 388.1632d, 388.1635a, 388.1661c, 388.1664d, 388.1667a, 388.1695b, 388.1699h, 388.1699r, 388.1699t, 388.1702d, 388.1704c, 388.1707, 388.1747a, and 388.1766b), sections 11, 18c, 31j, 32d, 35a, 61c, 99h, 99t, 102d, 104c, 107, 147a, and 166b as amended and sections 64d, 67a, 95b, and 99r as added by 2017 PA 108, section 21f as amended by 2016 PA 249, and section 25e as amended by 2016 PA 313, and by adding sections 19b, 99u, and 104e.

**THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1           Sec. 11. (1) For the fiscal year ending September 30, 2017,  
2 there is appropriated for the public schools of this state and  
3 certain other state purposes relating to education the sum of  
4 \$12,069,644,300.00 from the state school aid fund, the sum of  
5 \$179,100,000.00 from the general fund, an amount not to exceed  
6 \$72,000,000.00 from the community district education trust fund  
7 created under section 12 of the Michigan trust fund act, 2000 PA  
8 489, MCL 12.262, and an amount not to exceed \$100.00 from the water  
9 emergency reserve fund. For the fiscal year ending September 30,  
10 2018, there is appropriated for the public schools of this state  
11 and certain other state purposes relating to education the sum of  
12 ~~\$12,543,130,300.00~~ **\$12,547,270,300.00** from the state school aid  
13 fund, the sum of \$215,000,000.00 from the general fund, an amount  
14 not to exceed \$72,000,000.00 from the community district education  
15 trust fund created under section 12 of the Michigan trust fund act,  
16 2000 PA 489, MCL 12.262, an amount not to exceed \$23,100,000.00  
17 from the MPSERS retirement obligation reform reserve fund, and an  
18 amount not to exceed \$100.00 from the water emergency reserve fund.  
19 In addition, all available federal funds are appropriated each  
20 fiscal year for the fiscal years ending September 30, 2017 and  
21 September 30, 2018.

22           (2) The appropriations under this section shall be allocated  
23 as provided in this article. Money appropriated under this section  
24 from the general fund shall be expended to fund the purposes of  
25 this article before the expenditure of money appropriated under  
26 this section from the state school aid fund.

1 (3) Any general fund allocations under this article that are  
 2 not expended by the end of the state fiscal year are transferred to  
 3 the school aid stabilization fund created under section 11a.

4 Sec. 18c. Any contract, mortgage, loan, or other instrument of  
 5 indebtedness entered into by a public school academy receiving  
 6 funds under this article and a third party does not constitute an  
 7 obligation, either general, special, or moral, of this state or of  
 8 an authorizing body. The full faith and credit or the taxing power  
 9 of this state or any agency of this state, or the full faith and  
 10 credit of an authorizing body, shall not be pledged for the payment  
 11 of any contract, mortgage, loan, or other instrument of  
 12 indebtedness entered into by a public school academy. ~~or an~~  
 13 ~~achievement school.~~

14 **SEC. 19B. (1) A REPORTING ENTITY REQUIRED TO COMPLY WITH THIS**  
 15 **SECTION SHALL PROVIDE REPORTS TO THE HOUSE AND SENATE**  
 16 **APPROPRIATIONS SUBCOMMITTEES ON SCHOOL AID AND THE HOUSE AND SENATE**  
 17 **FISCAL AGENCIES ON THE EFFICACY AND USEFULNESS OF THE APPLICABLE**  
 18 **PROGRAM THAT COMPLY WITH THE FOLLOWING:**

19 (A) FOR A PROGRAM IN ITS FIRST YEAR OF FUNDING, A REPORTING  
 20 ENTITY SHALL MEET BOTH OF THE FOLLOWING:

21 (i) PROVIDE A REPORT NO LATER THAN 3 MONTHS AFTER RECEIPT OF  
 22 FUNDING FOR THAT FISCAL YEAR THAT INCLUDES ALL OF THE FOLLOWING:

23 (A) A PLAN DESCRIBING THE INTENDED COVERAGE AREA, INCLUDING A  
 24 PLAN FOR DISSEMINATING AND PROMOTING THE PROGRAM, ALONG WITH A PLAN  
 25 FOR EXPANDING THAT COVERAGE STATEWIDE AS FUNDING ALLOWS.

26 (B) PROPOSED MEASUREMENTS OF OUTCOMES AND PERFORMANCE.

27 (ii) PROVIDE A REPORT NO LATER THAN 3 MONTHS FOLLOWING THE END

1 OF THAT FISCAL YEAR THAT INCLUDES ALL OF THE FOLLOWING:

2 (A) ACTUAL NUMBERS OF STUDENTS WHO PARTICIPATED IN THE  
3 PROGRAM, INCLUDING THE NUMBER OF DISTRICTS WHERE THE PROGRAM WAS  
4 IMPLEMENTED.

5 (B) ACTUAL OUTCOMES AND PERFORMANCE BASED ON MEASUREMENTS  
6 DESCRIBED IN SUBDIVISION (A) (i) (B) .

7 (C) PROPOSED AMENDMENTS TO BENCHMARKS THAT MAY BETTER INDICATE  
8 EFFICACY AND USEFULNESS.

9 (D) RATIONALE FOR CONTINUING THE PROGRAM AND PLANS TO EXPAND  
10 FURTHER OUTREACH.

11 (B) FOR A PROGRAM IN ITS SECOND OR SUBSEQUENT YEAR OF FUNDING,  
12 A REPORTING ENTITY SHALL MEET BOTH OF THE FOLLOWING:

13 (i) PROVIDE A REPORT NO LATER THAN 3 MONTHS AFTER RECEIPT OF  
14 FUNDING FOR THAT FISCAL YEAR THAT INCLUDES ALL OF THE FOLLOWING:

15 (A) A PLAN DESCRIBING THE CONTINUED OR EXPANDED COVERAGE AREA  
16 FOR THE PROGRAM, INCLUDING A PLAN FOR HOW THE PROGRAM AND ITS  
17 MATERIALS WILL BE DISSEMINATED AND PROMOTED, AND A DISCUSSION OF  
18 EXPANDING THE COVERAGE STATEWIDE.

19 (B) PROPOSED MEASUREMENTS OF OUTCOMES AND PERFORMANCE, AND HOW  
20 TO INCREASE PERFORMANCE COMPARED TO PRIOR-YEAR PERFORMANCE LEVELS.

21 (ii) PROVIDE A REPORT NO LATER THAN 3 MONTHS FOLLOWING THE END  
22 OF THAT FISCAL YEAR THAT INCLUDES ALL OF THE FOLLOWING:

23 (A) ACTUAL NUMBERS OF STUDENTS WHO PARTICIPATED IN THE  
24 PROGRAM, INCLUDING THE NUMBER OF DISTRICTS WHERE THE PROGRAM WAS  
25 IMPLEMENTED, AND HOW THOSE COMPARE TO PRIOR-YEAR FIGURES.

26 (B) ACTUAL OUTCOMES AND PERFORMANCE BASED ON MEASUREMENTS  
27 DESCRIBED IN SUBDIVISION (B) (i) (B) .

1 (C) PROPOSED AMENDMENTS TO BENCHMARKS THAT MAY BETTER INDICATE  
2 EFFICACY AND USEFULNESS.

3 (D) RATIONALE FOR CONTINUING THE PROGRAM AND PLANS TO EXPAND  
4 FURTHER OUTREACH.

5 (2) AS USED IN THIS SECTION, "REPORTING ENTITY" MEANS AN  
6 ENTITY REQUIRED TO COMPLY WITH THIS SECTION.

7 Sec. 21f. (1) A primary district shall enroll an eligible  
8 pupil in virtual courses in accordance with the provisions of this  
9 section. A primary district shall not offer a virtual course to an  
10 eligible pupil unless the virtual course is published in the  
11 primary district's catalog of board-approved courses or in the  
12 statewide catalog of virtual courses maintained by the Michigan  
13 Virtual University pursuant to section 98. The primary district  
14 shall also provide on its publicly accessible website a link to the  
15 statewide catalog of virtual courses maintained by the Michigan  
16 Virtual University. Unless the pupil is at least age 18 or is an  
17 emancipated minor, a pupil shall not be enrolled in a virtual  
18 course without the consent of the pupil's parent or legal guardian.

19 (2) Subject to subsection (3), a primary district shall enroll  
20 an eligible pupil in up to 2 virtual courses as requested by the  
21 pupil during an academic term, semester, or trimester.

22 (3) A pupil may be enrolled in more than 2 virtual courses in  
23 a specific academic term, semester, or trimester if all of the  
24 following conditions are met:

25 (a) The primary district has determined that it is in the best  
26 interest of the pupil.

27 (b) The pupil agrees with the recommendation of the primary

1 district.

2 (c) ~~The~~ **EXCEPT FOR A PUPIL ENROLLED AS A PART-TIME PUPIL UNDER**  
3 **SECTION 166B, THE** primary district, in collaboration with the  
4 pupil, has developed an education development plan, in a form and  
5 manner specified by the department, that is kept on file by the  
6 district.

7 (4) If the number of applicants eligible for acceptance in a  
8 virtual course does not exceed the capacity of the provider to  
9 provide the virtual course, the provider shall accept for  
10 enrollment all of the applicants eligible for acceptance. If the  
11 number of applicants exceeds the provider's capacity to provide the  
12 virtual course, the provider shall use a random draw system,  
13 subject to the need to abide by state and federal  
14 antidiscrimination laws and court orders. A primary district that  
15 is also a provider shall determine whether or not it has the  
16 capacity to accept applications for enrollment from nonresident  
17 applicants in virtual courses and may use that limit as the reason  
18 for refusal to enroll a nonresident applicant.

19 (5) A primary district may not establish additional  
20 requirements beyond those specified in this subsection that would  
21 prohibit a pupil from taking a virtual course. A pupil's primary  
22 district may deny the pupil enrollment in an online course if any  
23 of the following apply, as determined by the district:

24 (a) The pupil is enrolled in any of grades K to 5.

25 (b) The pupil has previously gained the credits that would be  
26 provided from the completion of the virtual course.

27 (c) The virtual course is not capable of generating academic

1 credit.

2 (d) The virtual course is inconsistent with the remaining  
3 graduation requirements or career interests of the pupil.

4 (e) The pupil has not completed the prerequisite coursework  
5 for the requested virtual course or has not demonstrated  
6 proficiency in the prerequisite course content.

7 (f) The pupil has failed a previous virtual course in the same  
8 subject during the 2 most recent academic years.

9 (g) The virtual course is of insufficient quality or rigor. A  
10 primary district that denies a pupil enrollment request for this  
11 reason shall enroll the pupil in a virtual course in the same or a  
12 similar subject that the primary district determines is of  
13 acceptable rigor and quality.

14 (h) The cost of the virtual course exceeds the amount  
15 identified in subsection (9), unless the pupil or the pupil's  
16 parent or legal guardian agrees to pay the cost that exceeds this  
17 amount.

18 (i) The request for a virtual course enrollment did not occur  
19 within the same timelines established by the primary district for  
20 enrollment and schedule changes for regular courses.

21 (j) The request for a virtual course enrollment was not made  
22 in the academic term, semester, trimester, or summer preceding the  
23 enrollment. This subdivision does not apply to a request made by a  
24 pupil who is newly enrolled in the primary district.

25 (6) If a pupil is denied enrollment in a virtual course by the  
26 pupil's primary district, the primary district shall provide  
27 written notification to the pupil of the denial, the reason or

1 reasons for the denial pursuant to subsection (5), and a  
2 description of the appeal process. The pupil may appeal the denial  
3 by submitting a letter to the superintendent of the intermediate  
4 district in which the pupil's primary district is located. The  
5 letter of appeal shall include the reason provided by the primary  
6 district for not enrolling the pupil and the reason why the pupil  
7 is claiming that the enrollment should be approved. The  
8 intermediate district superintendent or designee shall respond to  
9 the appeal within 5 days after it is received. If the intermediate  
10 district superintendent or designee determines that the denial of  
11 enrollment does not meet 1 or more of the reasons specified in  
12 subsection (5), the primary district shall enroll the pupil in the  
13 virtual course.

14 (7) To provide a virtual course to an eligible pupil under  
15 this section, a provider shall do all of the following:

16 (a) Ensure that the virtual course has been published in the  
17 pupil's primary district's catalog of board-approved courses or  
18 published in the statewide catalog of virtual courses maintained by  
19 the Michigan Virtual University.

20 (b) Assign to each pupil a teacher of record and provide the  
21 primary district with the personnel identification code assigned by  
22 the center for the teacher of record. If the provider is a  
23 community college, the virtual course must be taught by an  
24 instructor employed by or contracted through the providing  
25 community college.

26 (c) Offer the virtual course on an open entry and exit method,  
27 or aligned to a semester, trimester, or accelerated academic term



1 format.

2 (d) If the virtual course is offered to eligible pupils in  
3 more than 1 district, the following additional requirements must  
4 also be met:

5 (i) Provide the Michigan Virtual University with a course  
6 syllabus that meets the definition under subsection (14)(g) in a  
7 form and manner prescribed by the Michigan Virtual University for  
8 inclusion in a statewide catalog of virtual courses.

9 (ii) Not later than October 1 of each fiscal year, provide the  
10 Michigan Virtual University with an aggregated count of enrollments  
11 for each virtual course the provider delivered to pupils pursuant  
12 to this section during the immediately preceding school year, and  
13 the number of enrollments in which the pupil earned 60% or more of  
14 the total course points for each virtual course.

15 (8) To provide an online course under this section, a  
16 community college shall ensure that each online course it provides  
17 under this section generates postsecondary credit.

18 (9) For any virtual course a pupil enrolls in under this  
19 section, the pupil's primary district must assign to the pupil a  
20 mentor and shall supply the provider with the mentor's contact  
21 information.

22 (10) For a pupil enrolled in 1 or more virtual courses, the  
23 primary district shall use foundation allowance or per-pupil funds  
24 calculated under section 20 to pay for the expenses associated with  
25 the virtual course or courses. A primary district is not required  
26 to pay toward the cost of a virtual course an amount that exceeds  
27 6.67% of the minimum foundation allowance for the current fiscal

1 year as calculated under section 20.

2 (11) A virtual learning pupil shall have the same rights and  
3 access to technology in his or her primary district's school  
4 facilities as all other pupils enrolled in the pupil's primary  
5 district. The department shall establish standards for hardware,  
6 software, and Internet access for pupils who are enrolled in more  
7 than 2 virtual courses in an academic term, semester, or trimester  
8 taken at a location other than a school facility.

9 (12) If a pupil successfully completes a virtual course, as  
10 determined by the pupil's primary district, the pupil's primary  
11 district shall grant appropriate academic credit for completion of  
12 the course and shall count that credit toward completion of  
13 graduation and subject area requirements. A pupil's school record  
14 and transcript shall identify the virtual course title as it  
15 appears in the virtual course syllabus.

16 (13) The enrollment of a pupil in 1 or more virtual courses  
17 shall not result in a pupil being counted as more than 1.0 full-  
18 time equivalent pupils under this article. The minimum requirements  
19 to count the pupil in membership are those established by the pupil  
20 accounting manual as it was in effect for the 2015-2016 school year  
21 or as subsequently amended by the department if the department  
22 notifies the legislature about the proposed amendment at least 60  
23 days before the amendment becomes effective.

24 (14) As used in this section:

25 (a) "Instructor" means an individual who is employed by or  
26 contracted through a community college.

27 (b) "Mentor" means a professional employee of the primary

1 district who monitors the pupil's progress, ensures the pupil has  
2 access to needed technology, is available for assistance, and  
3 ensures access to the teacher of record. A mentor may also serve as  
4 the teacher of record if the primary district is the provider for  
5 the virtual course and the mentor meets the requirements under  
6 subdivision (e).

7 (c) "Primary district" means the district that enrolls the  
8 pupil and reports the pupil for pupil membership purposes.

9 (d) "Provider" means the district, intermediate district, or  
10 community college that the primary district pays to provide the  
11 virtual course or the Michigan Virtual University if it is  
12 providing the virtual course.

13 (e) "Teacher of record" means a teacher who meets all of the  
14 following:

15 (i) Holds a valid Michigan teaching certificate or a teaching  
16 permit recognized by the department.

17 (ii) If applicable, is endorsed in the subject area and grade  
18 of the virtual course.

19 (iii) Is responsible for providing instruction, determining  
20 instructional methods for each pupil, diagnosing learning needs,  
21 assessing pupil learning, prescribing intervention strategies and  
22 modifying lessons, reporting outcomes, and evaluating the effects  
23 of instruction and support strategies.

24 (iv) Has a personnel identification code provided by the  
25 center.

26 (v) If the provider is a community college, is an instructor  
27 employed by or contracted through the providing community college.

1 (f) "Virtual course" means a course of study that is capable  
2 of generating a credit or a grade and that is provided in an  
3 interactive learning environment where the majority of the  
4 curriculum is delivered using the Internet and in which pupils may  
5 be separated from their instructor or teacher of record by time or  
6 location, or both.

7 (g) "Virtual course syllabus" means a document that includes  
8 all of the following:

9 (i) An alignment document detailing how the course meets  
10 applicable state standards or, if the state does not have state  
11 standards, nationally recognized standards.

12 (ii) The virtual course content outline.

13 (iii) The virtual course required assessments.

14 (iv) The virtual course prerequisites.

15 (v) Expectations for actual instructor or teacher of record  
16 contact time with the virtual learning pupil and other  
17 communications between a pupil and the instructor or teacher of  
18 record.

19 (vi) Academic support available to the virtual learning pupil.

20 (vii) The virtual course learning outcomes and objectives.

21 (viii) The name of the institution or organization providing  
22 the virtual content.

23 (ix) The name of the institution or organization providing the  
24 instructor or teacher of record.

25 (x) The course titles assigned by the provider and the course  
26 titles and course codes from the National Center for Education  
27 Statistics (NCES) school codes for the exchange of data (SCED).

1           (xi) The number of eligible pupils that will be accepted by  
2 the provider in the virtual course. A primary district that is also  
3 the provider may limit the enrollment to those pupils enrolled in  
4 the primary district.

5           (xii) The results of the virtual course quality review using  
6 the guidelines and model review process published by the Michigan  
7 Virtual University.

8           (h) "Virtual learning pupil" means a pupil enrolled in 1 or  
9 more virtual courses.

10           Sec. 25e. (1) The pupil membership transfer application and  
11 pupil transfer process administered by the center under this  
12 section shall be used for processing pupil transfers.

13           (2) If a pupil counted in membership for the pupil membership  
14 count day transfers from a district or intermediate district to  
15 enroll in another district or intermediate district after the pupil  
16 membership count day and before the supplemental count day and, due  
17 to the pupil's enrollment and attendance status as of the pupil  
18 membership count day, the pupil was not counted in membership in  
19 the educating district or intermediate district, the educating  
20 district or intermediate district may report the enrollment and  
21 attendance information to the center through the pupil transfer  
22 process within 30 days after the transfer or within 30 days after  
23 the pupil membership count certification date, whichever is later.  
24 Pupil transfers may be submitted no earlier than the first day  
25 after the certification deadline for the pupil membership count day  
26 and before the supplemental count day. Upon receipt of the transfer  
27 information under this subsection indicating that a pupil has

1 enrolled and is in attendance in an educating district or  
2 intermediate district as described in this subsection, the pupil  
3 transfer process shall do the following:

4 (a) Notify the district in which the pupil was previously  
5 enrolled.

6 (b) Notify both the pupil auditing staff of the intermediate  
7 district in which the educating district is located and the pupil  
8 auditing staff of the intermediate district in which the district  
9 that previously enrolled the pupil is located. The pupil auditing  
10 staff shall investigate a representative sample based on required  
11 audit sample sizes in the pupil auditing manual and may deny the  
12 pupil membership transfer.

13 (c) Aggregate the districtwide changes and notify the  
14 department for use in adjusting the state aid payment system.

15 (3) The department shall do all of the following:

16 (a) Adjust the membership calculation for each district or  
17 intermediate district in which the pupil was previously counted in  
18 membership or that previously received an adjustment in its  
19 membership calculation under this section due to a change in the  
20 pupil's enrollment and attendance so that the district's or  
21 intermediate district's membership is prorated to allow the  
22 district or intermediate district to receive for each school day,  
23 as determined by the financial calendar furnished by the center, in  
24 which the pupil was enrolled and in attendance in the district or  
25 intermediate district an amount equal to  $1/105$  of a full-time  
26 equated membership claimed in the fall pupil membership count. The  
27 district or intermediate district shall receive a prorated

1 foundation allowance in an amount equal to the product of the  
2 adjustment under this subdivision for the district or intermediate  
3 district multiplied by the foundation allowance or per-pupil  
4 payment as calculated under section 20 for the district or  
5 intermediate district. The foundation allowance or per-pupil  
6 payment shall be adjusted by the pupil's full-time equated status  
7 as affected by the membership definition under section 6(4).

8 (b) Adjust the membership calculation for the educating  
9 district or intermediate district in which the pupil is enrolled  
10 and is in attendance so that the district's or intermediate  
11 district's membership is increased to allow the district or  
12 intermediate district to receive an amount equal to the difference  
13 between the full-time equated membership claimed in the fall pupil  
14 membership count and the sum of the adjustments calculated under  
15 subdivision (a) for each district or intermediate district in which  
16 the pupil was previously enrolled and in attendance. The educating  
17 district or intermediate district shall receive a prorated  
18 foundation allowance in an amount equal to the product of the  
19 adjustment under this subdivision for the educating district or  
20 intermediate district multiplied by the per-pupil payment as  
21 calculated under section 20 for the educating district or  
22 intermediate district. The foundation allowance or per-pupil  
23 payment shall be adjusted by the pupil's full-time equated status  
24 as affected by the membership definition under section 6(4).

25 (4) The changes in calculation of state school aid required  
26 under subsection (3) shall take effect as of the date that the  
27 pupil becomes enrolled and in attendance in the educating district

1 or intermediate district, and the department shall base all  
2 subsequent payments under this article for the fiscal year to the  
3 affected districts or intermediate districts on this recalculation  
4 of state school aid.

5 (5) If a pupil enrolls in an educating district or  
6 intermediate district as described in subsection (2), the district  
7 or intermediate district in which the pupil is counted in  
8 membership or another educating district or intermediate district  
9 that received an adjustment in its membership calculation under  
10 subsection (3), if any, and the educating district or intermediate  
11 district shall provide to the center and the department all  
12 information they require to comply with this section.

13 (6) The portion of the full-time equated pupil membership for  
14 which a pupil is enrolled in 1 or more online courses under section  
15 21f **THAT IS REPRESENTATIVE OF THE AMOUNT THAT THE PRIMARY DISTRICT**  
16 **PAID IN COURSE COSTS TO THE COURSE PROVIDER** shall not be counted or  
17 transferred under the pupil transfer process under this section.

18 (7) It is the intent of the legislature that the center  
19 determine the number of pupils who did not reside in this state as  
20 of the 2018-2019 pupil membership count day but who newly enrolled  
21 in a district or intermediate district after that pupil membership  
22 count day and before the 2018-2019 supplemental count day. It is  
23 the intent of the legislature that the center further determine the  
24 number of pupils who were counted in membership for the 2018-2019  
25 pupil membership count day but who left this state before the 2018-  
26 2019 supplemental count day. In 2019-2020, the center shall provide  
27 a report to the senate and house appropriations subcommittees on



1 state school aid, and to the senate and house fiscal agencies,  
2 detailing the number of pupils transferring in from another state  
3 or transferring out from this state between the pupil membership  
4 count day and supplemental count day as described in this  
5 subsection. The center shall include in the report a discussion of  
6 benefits and obstacles to developing a pupil enrollment process for  
7 pupils who newly enroll in a district or intermediate district  
8 after the pupil membership count day and before the supplemental  
9 count day, and developing a process for deducting pupils who were  
10 counted on the pupil membership count day and transfer out of this  
11 state before the supplemental count day.

12 (8) As used in this section:

13 (a) "Educating district or intermediate district" means the  
14 district or intermediate district in which a pupil enrolls after  
15 the pupil membership count day or after an adjustment was made in  
16 another district's or intermediate district's membership  
17 calculation under this section due to the pupil's enrollment and  
18 attendance.

19 (b) "Pupil" means that term as defined under section 6 and  
20 also children receiving early childhood special education programs  
21 and services.

22 Sec. 31j. (1) From the general fund money appropriated in  
23 section 11, there is allocated an amount not to exceed \$375,000.00  
24 for 2017-2018 for a pilot project to support districts in the  
25 purchase of locally grown fruits and vegetables as described in  
26 this section.

27 (2) The department shall provide funding to **DISTRICTS IN**

1 prosperity regions 2, 4, and 9 for the pilot project described  
2 under this section. From the funding ~~identified~~ **TO DISTRICTS** in  
3 subsection (1), funding retained by ~~the~~ prosperity regions ~~for~~  
4 ~~administration of~~ **THAT ADMINISTER** the project shall not exceed 10%,  
5 and funding retained by the department for administration shall not  
6 exceed 6%. **A PROSPERITY REGION MAY ENTER INTO A MEMORANDUM OF**  
7 **UNDERSTANDING WITH THE DEPARTMENT OR ANOTHER PROSPERITY REGION, OR**  
8 **BOTH, TO ADMINISTER THE PROJECT. IF THE DEPARTMENT ADMINISTERS THE**  
9 **PROJECT FOR A PROSPERITY REGION, THE DEPARTMENT MAY RETAIN UP TO**  
10 **10% OF THAT PROSPERITY REGION'S FUNDING FOR ADMINISTRATION.**

11 (3) The department shall develop and implement a competitive  
12 grant program for districts within the identified prosperity  
13 regions to assist in paying for the costs incurred by the district  
14 to purchase or increase purchases of whole or minimally processed  
15 fruits, vegetables, and legumes grown in this state. The maximum  
16 amount that may be drawn down on a grant to a district shall be  
17 based on the number of meals served by the school district during  
18 the previous school year under the Richard B. Russell national  
19 school lunch act, 42 USC 1751 to 1769j. The department shall  
20 collaborate with the Michigan department of agriculture and rural  
21 development to provide training to newly participating schools and  
22 electronic information on Michigan agriculture.

23 (4) The goals of the pilot project include improving daily  
24 nutrition and eating habits for children through the school  
25 settings while investing in Michigan's agricultural and related  
26 food business economy.

27 (5) A district that receives a grant under this section shall

1 use those funds for the costs incurred by the school district to  
2 purchase whole or minimally processed fruits, vegetables, and  
3 legumes that meet all of the following:

4 (a) Are purchased on or after the date the district received  
5 notification from the department of the amount to be distributed to  
6 the district under this subsection, including purchases made to  
7 launch meals in September 2017 for the 2017-2018 school year.

8 (b) Are grown in this state and, if minimally processed, are  
9 also processed in this state.

10 (c) Are used for meals that are served as part of the United  
11 States Department of Agriculture's child nutrition programs.

12 (6) For Michigan-grown fruits, vegetables, and legumes that  
13 satisfy the requirements of subsection (5), matching reimbursements  
14 shall be made in an amount not to exceed 10 cents for every school  
15 meal that is served as part of the United States Department of  
16 Agriculture's child nutrition programs and that uses Michigan-grown  
17 fruits, vegetables, and legumes.

18 (7) A district that receives a grant for reimbursement under  
19 this section shall use the grant to purchase whole or minimally  
20 processed fruits, vegetables, and legumes that are grown in this  
21 state and, if minimally processed, are also processed in this  
22 state.

23 (8) In awarding grants under this section, the department  
24 shall work in conjunction with prosperity region offices, in  
25 consultation with Michigan-based farm to school resource  
26 organizations, to develop scoring criteria that assess an  
27 applicant's ability to procure Michigan-grown products, prepare and

1 menu Michigan-grown products, promote and market Michigan-grown  
2 products, and submit letters of intent from districts on plans for  
3 educational activities that promote the goals of the program.

4 (9) The department shall give preference to districts that  
5 propose educational activities that meet 1 or more of the  
6 following: promote healthy food activities; have clear educational  
7 objectives; involve parents or the community; and connect to a  
8 school's farm-to-school procurement activities.

9 (10) In awarding grants, the department shall also consider  
10 all of the following: the percentage of children who qualify for  
11 free or reduced price school meals under the Richard B. Russell  
12 national school lunch act, 42 USC 1751 to 1769j; the variety of  
13 school sizes and geographic locations within the identified  
14 prosperity regions; and existing or future collaboration  
15 opportunities between more than 1 district in a prosperity region.

16 (11) As a condition of receiving a grant under this section, a  
17 district shall provide or direct its vendors to provide to  
18 prosperity region offices copies of monthly receipts that show the  
19 quantity of different Michigan-grown fruits, vegetables, and  
20 legumes purchased, the amount of money spent on each of these  
21 products, and the name and Michigan location of the farm that grew  
22 the products. The district shall also provide to the prosperity  
23 region monthly lunch numbers and lunch participation rates, and  
24 calendars or monthly menus noting when and how Michigan-grown  
25 products were used in meals. The district and school food service  
26 director or directors also shall agree to respond to brief online  
27 surveys and to provide a report that shows the percentage

1 relationship of Michigan spending compared to total food spending.  
2 Not later than March 1, 2018, each prosperity region office, **EITHER**  
3 **ON ITS OWN OR IN CONJUNCTION WITH ANOTHER PROSPERITY REGION**, shall  
4 submit a report to the department on expected outcomes and related  
5 measurements for economic development and children's nutrition and  
6 readiness to learn based on progress so far. The report shall  
7 include at least all of the following:

8 (a) The extent to which farmers and related businesses,  
9 including distributors and processors, see an increase in market  
10 opportunities and income generation through sales of Michigan or  
11 local products to districts. All of the following apply for  
12 purposes of this subdivision:

13 (i) The data used to determine the amount of this increase  
14 shall be the total dollar amount of Michigan or local fruits,  
15 vegetables, and legumes purchased by schools, along with the number  
16 of different types of products purchased; school food purchasing  
17 trends identified along with products that are of new and growing  
18 interest among food service directors; the number of businesses  
19 impacted; and the percentage of total food budget spent on  
20 Michigan-grown fruits, vegetables, and legumes.

21 (ii) The prosperity region office shall use purchasing data  
22 collected for the project and surveys of school food service  
23 directors on the impact and success of the project as the source  
24 for the data described in subparagraph (i).

25 (b) The ability to which pupils can access a variety of  
26 healthy Michigan-grown foods through schools and increase their  
27 consumption of those foods. All of the following apply for purposes

1 of this subdivision:

2 (i) The data used to determine whether this subparagraph is  
3 met shall be the number of pupils exposed to Michigan-grown fruits,  
4 vegetables, and legumes at schools; the variety of products served;  
5 new items taste-tested or placed on menus; and the increase in  
6 pupil willingness to try new local, healthy foods.

7 (ii) The prosperity region office shall use purchasing data  
8 collected for the project, meal count and enrollment numbers,  
9 school menu calendars, and surveys of school food service directors  
10 as the source for the data described in subparagraph (i).

11 (12) The department shall compile the reports provided by  
12 prosperity region offices under subsection (11) into 1 legislative  
13 report. The department shall provide this report not later than  
14 April 1, 2018 to the house and senate subcommittees responsible for  
15 school aid, the house and senate fiscal agencies, and the state  
16 budget director.

17 Sec. 32d. (1) From the funds appropriated in section 11, there  
18 is allocated to eligible intermediate districts and consortia of  
19 intermediate districts for great start readiness programs an amount  
20 not to exceed \$243,600,000.00 for 2017-2018. Funds allocated under  
21 this section for great start readiness programs shall be used to  
22 provide part-day, school-day, or GSRP/Head Start blended  
23 comprehensive free compensatory classroom programs designed to  
24 improve the readiness and subsequent achievement of educationally  
25 disadvantaged children who meet the participant eligibility and  
26 prioritization guidelines as defined by the department. For a child  
27 to be eligible to participate in a program under this section, the

1 child shall be at least 4, but less than 5, years of age as of  
2 September 1 of the school year in which the program is offered and  
3 shall meet those eligibility and prioritization guidelines. **A CHILD  
4 WHO IS NOT 4 YEARS OF AGE AS OF SEPTEMBER 1, BUT WHO WILL BE 4  
5 YEARS OF AGE NOT LATER THAN DECEMBER 1, IS ELIGIBLE TO PARTICIPATE  
6 IF THE CHILD'S PARENT OR LEGAL GUARDIAN SEEKS A WAIVER FROM THE  
7 SEPTEMBER 1 ELIGIBILITY DATE BY REQUESTING ENROLLMENT IN A PROGRAM,  
8 IF THE PROGRAM HAS CAPACITY, AND IF THE CHILD MEETS ELIGIBILITY AND  
9 PRIORITIZATION GUIDELINES.**

10 (2) Funds allocated under subsection (1) shall be allocated to  
11 intermediate districts or consortia of intermediate districts based  
12 on the formula in section 39. An intermediate district or  
13 consortium of intermediate districts receiving funding under this  
14 section shall act as the fiduciary for the great start readiness  
15 programs. In order to be eligible to receive funds allocated under  
16 this subsection from an intermediate district or consortium of  
17 intermediate districts, a district, a consortium of districts, or a  
18 public or private for-profit or nonprofit legal entity or agency  
19 shall comply with this section and section 39.

20 (3) In addition to the allocation under subsection (1), from  
21 the general fund money appropriated under section 11, there is  
22 allocated an amount not to exceed \$300,000.00 for 2017-2018 for a  
23 competitive grant to continue a longitudinal evaluation of children  
24 who have participated in great start readiness programs.

25 (4) To be eligible for funding under this section, a program  
26 shall prepare children for success in school through comprehensive  
27 part-day, school-day, or GSRP/Head Start blended programs that

1 contain all of the following program components, as determined by  
2 the department:

3 (a) Participation in a collaborative recruitment and  
4 enrollment process to assure that each child is enrolled in the  
5 program most appropriate to his or her needs and to maximize the  
6 use of federal, state, and local funds.

7 (b) An age-appropriate educational curriculum that is in  
8 compliance with the early childhood standards of quality for  
9 prekindergarten children adopted by the state board, including, at  
10 least, the Connect4Learning curriculum.

11 (c) Nutritional services for all program participants  
12 supported by federal, state, and local resources as applicable.

13 (d) Physical and dental health and developmental screening  
14 services for all program participants.

15 (e) Referral services for families of program participants to  
16 community social service agencies, including mental health  
17 services, as appropriate.

18 (f) Active and continuous involvement of the parents or  
19 guardians of the program participants.

20 (g) A plan to conduct and report annual great start readiness  
21 program evaluations and continuous improvement plans using criteria  
22 approved by the department.

23 (h) Participation in a school readiness advisory committee  
24 convened as a workgroup of the great start collaborative that  
25 provides for the involvement of classroom teachers, parents or  
26 guardians of program participants, and community, volunteer, and  
27 social service agencies and organizations, as appropriate. The



1 advisory committee annually shall review and make recommendations  
2 regarding the program components listed in this subsection. The  
3 advisory committee also shall make recommendations to the great  
4 start collaborative regarding other community services designed to  
5 improve all children's school readiness.

6 (i) The ongoing articulation of the kindergarten and first  
7 grade programs offered by the program provider.

8 (j) Participation in this state's great start to quality  
9 process with a rating of at least 3 stars.

10 (5) An application for funding under this section shall  
11 provide for the following, in a form and manner determined by the  
12 department:

13 (a) Ensure compliance with all program components described in  
14 subsection (4).

15 (b) Except as otherwise provided in this subdivision, ensure  
16 that at least 90% of the children participating in an eligible  
17 great start readiness program for whom the intermediate district is  
18 receiving funds under this section are children who live with  
19 families with a household income that is equal to or less than 250%  
20 of the federal poverty level. If the intermediate district  
21 determines that all eligible children are being served and that  
22 there are no children on the waiting list who live with families  
23 with a household income that is equal to or less than 250% of the  
24 federal poverty level, the intermediate district may then enroll  
25 children who live with families with a household income that is  
26 equal to or less than 300% of the federal poverty level. The  
27 enrollment process shall consider income and risk factors, such

1 that children determined with higher need are enrolled before  
2 children with lesser need. For purposes of this subdivision, all  
3 age-eligible children served in foster care or who are experiencing  
4 homelessness or who have individualized education plans  
5 recommending placement in an inclusive preschool setting shall be  
6 considered to live with families with household income equal to or  
7 less than 250% of the federal poverty level regardless of actual  
8 family income and shall be prioritized for enrollment within the  
9 lowest quintile.

10 (c) Ensure that the applicant only uses qualified personnel  
11 for this program, as follows:

12 (i) Teachers possessing proper training. A lead teacher must  
13 have a valid teaching certificate with an early childhood (ZA or  
14 ZS) endorsement or a bachelor's or higher degree in child  
15 development or early childhood education with specialization in  
16 preschool teaching. However, if an applicant demonstrates to the  
17 department that it is unable to fully comply with this subparagraph  
18 after making reasonable efforts to comply, teachers who have  
19 significant but incomplete training in early childhood education or  
20 child development may be used if the applicant provides to the  
21 department, and the department approves, a plan for each teacher to  
22 come into compliance with the standards in this subparagraph. A  
23 teacher's compliance plan must be completed within 2 years of the  
24 date of employment. Progress toward completion of the compliance  
25 plan shall consist of at least 2 courses per calendar year.

26 (ii) Paraprofessionals possessing proper training in early  
27 childhood education, including an associate's degree in early

1 childhood education or child development or the equivalent, or a  
2 child development associate (CDA) credential. However, if an  
3 applicant demonstrates to the department that it is unable to fully  
4 comply with this subparagraph after making reasonable efforts to  
5 comply, the applicant may use paraprofessionals who have completed  
6 at least 1 course that earns college credit in early childhood  
7 education or child development if the applicant provides to the  
8 department, and the department approves, a plan for each  
9 paraprofessional to come into compliance with the standards in this  
10 subparagraph. A paraprofessional's compliance plan must be  
11 completed within 2 years of the date of employment. Progress toward  
12 completion of the compliance plan shall consist of at least 2  
13 courses or 60 clock hours of training per calendar year.

14 (d) Include a program budget that contains only those costs  
15 that are not reimbursed or reimbursable by federal funding, that  
16 are clearly and directly attributable to the great start readiness  
17 program, and that would not be incurred if the program were not  
18 being offered. Eligible costs include transportation costs. The  
19 program budget shall indicate the extent to which these funds will  
20 supplement other federal, state, local, or private funds. Funds  
21 received under this section shall not be used to supplant any  
22 federal funds received by the applicant to serve children eligible  
23 for a federally funded preschool program that has the capacity to  
24 serve those children.

25 (6) For a grant recipient that enrolls pupils in a school-day  
26 program funded under this section, each child enrolled in the  
27 school-day program shall be counted as described in section 39 for

1 purposes of determining the amount of the grant award.

2 (7) For a grant recipient that enrolls pupils in a GSRP/Head  
3 Start blended program, the grant recipient shall ensure that all  
4 Head Start and GSRP policies and regulations are applied to the  
5 blended slots, with adherence to the highest standard from either  
6 program, to the extent allowable under federal law.

7 (8) An intermediate district or consortium of intermediate  
8 districts receiving a grant under this section shall designate an  
9 early childhood coordinator, and may provide services directly or  
10 may contract with 1 or more districts or public or private for-  
11 profit or nonprofit providers that meet all requirements of  
12 subsections (4) and (5).

13 (9) An intermediate district or consortium of intermediate  
14 districts may retain for administrative services provided by the  
15 intermediate district or consortium of intermediate districts an  
16 amount not to exceed 4% of the grant amount. Expenses incurred by  
17 subrecipients engaged by the intermediate district or consortium of  
18 intermediate districts for directly running portions of the program  
19 shall be considered program costs or a contracted program fee for  
20 service.

21 (10) An intermediate district or consortium of intermediate  
22 districts may expend not more than 2% of the total grant amount for  
23 outreach, recruiting, and public awareness of the program.

24 (11) Each grant recipient shall enroll children identified  
25 under subsection (5)(b) according to how far the child's household  
26 income is below 250% of the federal poverty level by ranking each  
27 applicant child's household income from lowest to highest and

1 dividing the applicant children into quintiles based on how far the  
2 child's household income is below 250% of the federal poverty  
3 level, and then enrolling children in the quintile with the lowest  
4 household income before enrolling children in the quintile with the  
5 next lowest household income until slots are completely filled. If  
6 the grant recipient determines that all eligible children are being  
7 served and that there are no children on the waiting list who live  
8 with families with a household income that is equal to or less than  
9 250% of the federal poverty level, the grant recipient may then  
10 enroll children who live with families with a household income that  
11 is equal to or less than 300% of the federal poverty level. The  
12 enrollment process shall consider income and risk factors, such  
13 that children determined with higher need are enrolled before  
14 children with lesser need. For purposes of this subdivision, all  
15 age-eligible children served in foster care or who are experiencing  
16 homelessness or who have individualized education plans  
17 recommending placement in an inclusive preschool setting shall be  
18 considered to live with families with household income equal to or  
19 less than 250% of the federal poverty level regardless of actual  
20 family income and shall be prioritized for enrollment within the  
21 lowest quintile.

22 (12) An intermediate district or consortium of intermediate  
23 districts receiving a grant under this section shall allow parents  
24 of eligible children who are residents of the intermediate district  
25 or within the consortium to choose a program operated by or  
26 contracted with another intermediate district or consortium of  
27 intermediate districts and shall enter into a written agreement

1 regarding payment, in a manner prescribed by the department.

2 (13) An intermediate district or consortium of intermediate  
3 districts receiving a grant under this section shall conduct a  
4 local process to contract with interested and eligible public and  
5 private for-profit and nonprofit community-based providers that  
6 meet all requirements of subsection (4) for at least 30% of its  
7 total allocation. For the purposes of this 30% allocation, an  
8 intermediate district or consortium of intermediate districts may  
9 count children served by a Head Start grantee or delegate in a  
10 blended Head Start and great start readiness school-day program.  
11 Children served in a program funded only through Head Start shall  
12 not be counted toward this 30% allocation. The intermediate  
13 district or consortium shall report to the department, in a manner  
14 prescribed by the department, a detailed list of community-based  
15 providers by provider type, including private for-profit, private  
16 nonprofit, community college or university, Head Start grantee or  
17 delegate, and district or intermediate district, and the number and  
18 proportion of its total allocation allocated to each provider as  
19 subrecipient. If the intermediate district or consortium is not  
20 able to contract for at least 30% of its total allocation, the  
21 grant recipient shall notify the department and, if the department  
22 verifies that the intermediate district or consortium attempted to  
23 contract for at least 30% of its total allocation and was not able  
24 to do so, then the intermediate district or consortium may retain  
25 and use all of its allocation as provided under this section. To be  
26 able to use this exemption, the intermediate district or consortium  
27 shall demonstrate to the department that the intermediate district

1 or consortium increased the percentage of its total allocation for  
2 which it contracts with a community-based provider and the  
3 intermediate district or consortium shall submit evidence  
4 satisfactory to the department, and the department must be able to  
5 verify this evidence, demonstrating that the intermediate district  
6 or consortium took measures to contract for at least 30% of its  
7 total allocation as required under this subsection, including, but  
8 not limited to, at least all of the following measures:

9 (a) The intermediate district or consortium notified each  
10 nonparticipating licensed child care center located in the service  
11 area of the intermediate district or consortium regarding the  
12 center's eligibility to participate, in a manner prescribed by the  
13 department.

14 (b) The intermediate district or consortium provided to each  
15 nonparticipating licensed child care center located in the service  
16 area of the intermediate district or consortium information  
17 regarding great start readiness program requirements and a  
18 description of the application and selection process for community-  
19 based providers.

20 (c) The intermediate district or consortium provided to the  
21 public and to participating families a list of community-based  
22 great start readiness program subrecipients with a great start to  
23 quality rating of at least 3 stars.

24 (14) If an intermediate district or consortium of intermediate  
25 districts receiving a grant under this section fails to submit  
26 satisfactory evidence to demonstrate its effort to contract for at  
27 least 30% of its total allocation, as required under subsection

1 (1), the department shall reduce the allocation to the intermediate  
2 district or consortium by a percentage equal to the difference  
3 between the percentage of an intermediate district's or  
4 consortium's total allocation awarded to community-based providers  
5 and 30% of its total allocation.

6 (15) In order to assist intermediate districts and consortia  
7 in complying with the requirement to contract with community-based  
8 providers for at least 30% of their total allocation, the  
9 department shall do all of the following:

10 (a) Ensure that a great start resource center or the  
11 department provides each intermediate district or consortium  
12 receiving a grant under this section with the contact information  
13 for each licensed child care center located in the service area of  
14 the intermediate district or consortium by March 1 of each year.

15 (b) Provide, or ensure that an organization with which the  
16 department contracts provides, a community-based provider with a  
17 validated great start to quality rating within 90 days of the  
18 provider's having submitted a request and self-assessment.

19 (c) Ensure that all intermediate district, district, community  
20 college or university, Head Start grantee or delegate, private for-  
21 profit, and private nonprofit providers are subject to a single  
22 great start to quality rating system. The rating system shall  
23 ensure that regulators process all prospective providers at the  
24 same pace on a first-come, first-served basis and shall not allow 1  
25 type of provider to receive a great start to quality rating ahead  
26 of any other type of provider.

27 (d) Not later than December 1 of each year, compile the



1 results of the information reported by each intermediate district  
2 or consortium under subsection (10) and report to the legislature a  
3 list by intermediate district or consortium with the number and  
4 percentage of each intermediate district's or consortium's total  
5 allocation allocated to community-based providers by provider type,  
6 including private for-profit, private nonprofit, community college  
7 or university, Head Start grantee or delegate, and district or  
8 intermediate district.

9 (16) A recipient of funds under this section shall report to  
10 the department in a form and manner prescribed by the department  
11 the number of children participating in the program who meet the  
12 income eligibility criteria under subsection (5) (b) and the total  
13 number of children participating in the program. For children  
14 participating in the program who meet the income eligibility  
15 criteria specified under subsection (5) (b), a recipient shall also  
16 report whether or not a parent is available to provide care based  
17 on employment status. For the purposes of this subsection,  
18 "employment status" shall be defined by the department of health  
19 and human services in a manner consistent with maximizing the  
20 amount of spending that may be claimed for temporary assistance for  
21 needy families maintenance of effort purposes.

22 (17) As used in this section:

23 (a) "GSRP/Head Start blended program" means a part-day program  
24 funded under this section and a Head Start program, which are  
25 combined for a school-day program.

26 (b) "Part-day program" means a program that operates at least  
27 4 days per week, 30 weeks per year, for at least 3 hours of

1 teacher-child contact time per day but for fewer hours of teacher-  
2 child contact time per day than a school-day program.

3 (c) "School-day program" means a program that operates for at  
4 least the same length of day as a district's first grade program  
5 for a minimum of 4 days per week, 30 weeks per year. A classroom  
6 that offers a school-day program must enroll all children for the  
7 school day to be considered a school-day program.

8 (18) An intermediate district or consortium of intermediate  
9 districts receiving funds under this section shall establish and  
10 charge tuition according to a sliding scale of tuition rates based  
11 upon household income for children participating in an eligible  
12 great start readiness program who live with families with a  
13 household income that is more than 250% of the federal poverty  
14 level to be used by all of its providers, as approved by the  
15 department.

16 (19) From the amount appropriated in subsection (1), there is  
17 allocated an amount not to exceed \$10,000,000.00 for reimbursement  
18 of transportation costs for children attending great start  
19 readiness programs funded under this section. To receive  
20 reimbursement under this subsection, not later than November 1,  
21 2017, a program funded under this section that provides  
22 transportation shall submit to the intermediate district that is  
23 the fiscal agent for the program a projected transportation budget.  
24 The amount of the reimbursement for transportation under this  
25 subsection shall be no more than the projected transportation  
26 budget or \$300.00 multiplied by the number of children funded for  
27 the program under this section. If the amount allocated under this

1 subsection is insufficient to fully reimburse the transportation  
2 costs for all programs that provide transportation and submit the  
3 required information, the reimbursement shall be prorated in an  
4 equal amount per child funded. Payments shall be made to the  
5 intermediate district that is the fiscal agent for each program,  
6 and the intermediate district shall then reimburse the program  
7 provider for transportation costs as prescribed under this  
8 subsection.

9 (20) The department shall implement a process to review and  
10 approve age-appropriate comprehensive classroom level quality  
11 assessments for GSRP grantees that support the early childhood  
12 standards of quality for prekindergarten children adopted by the  
13 state board. The department shall complete the approval process and  
14 make available to intermediate districts at least 2 approved  
15 classroom level quality assessments no later than April 1, 2018.

16 (21) An intermediate district that is a GSRP grantee may  
17 approve the use of a supplemental curriculum that aligns with and  
18 enhances the age-appropriate educational curriculum in the  
19 classroom. If the department objects to the use of a supplemental  
20 curriculum approved by an intermediate district, the superintendent  
21 of public instruction shall establish a review committee  
22 independent of the department. The review committee shall meet  
23 within 60 days of the department registering its objection in  
24 writing and provide a final determination on the validity of the  
25 objection within 60 days of the review committee's first meeting.

26 **(22) A GREAT START READINESS PROGRAM OR A GSRP/HEAD START**  
27 **BLENDED PROGRAM FUNDED UNDER THIS SECTION SHALL BE PERMITTED TO**

1 **UTILIZE AMERICORPS PRE-K READING CORPS MEMBERS IN CLASSROOMS**  
2 **IMPLEMENTING RESEARCH-BASED EARLY LITERACY INTERVENTION STRATEGIES.**

3       Sec. 35a. (1) From the appropriations in section 11, there is  
4 allocated for 2017-2018 for the purposes of this section an amount  
5 not to exceed \$26,900,000.00 from the state school aid fund and an  
6 amount not to exceed \$2,500,000.00 from the general fund.

7       (2) A district that receives funds under subsection (5) may  
8 spend up to 5% of those funds for professional development for  
9 educators in a department-approved research-based training program  
10 related to current state literacy standards for pupils in grades K  
11 to 3. The professional development shall also include training in  
12 the use of screening and diagnostic tools, progress monitoring, and  
13 intervention methods used to address barriers to learning and  
14 delays in learning that are diagnosed through the use of these  
15 tools.

16       (3) A district that receives funds under subsection (5) may  
17 use up to 5% of those funds to administer department-approved  
18 screening and diagnostic tools to monitor the development of early  
19 literacy and early reading skills of pupils in grades K to 3 and to  
20 support research-based professional development for educators in  
21 administering screening and diagnostic tools and in data  
22 interpretation of the results obtained through the use of those  
23 tools for the purpose of implementing a multi-tiered system of  
24 support to improve reading proficiency among pupils in grades K to  
25 3. A department-approved screening and diagnostic tool administered  
26 by a district using funding under this section must include all of  
27 the following components: phonemic awareness, phonics, fluency, and

1 comprehension. Further, all of the following sub-skills must be  
2 assessed within each of these components:

3 (a) Phonemic awareness - segmentation, blending, and sound  
4 manipulation (deletion and substitution).

5 (b) Phonics - decoding (reading) and encoding (spelling).

6 (c) Fluency - reading rate, accuracy, and expression.

7 (d) Comprehension - making meaning of text.

8 (4) From the allocations under subsection (1), there is  
9 allocated an amount not to exceed \$6,000,000.00 for 2017-2018 for  
10 the purpose of providing early literacy coaches at intermediate  
11 districts to assist teachers in developing and implementing  
12 instructional strategies for pupils in grades K to 3 so that pupils  
13 are reading at grade level by the end of grade 3. All of the  
14 following apply to funding under this subsection:

15 (a) The department shall develop an application process  
16 consistent with the provisions of this subsection. An application  
17 shall provide assurances that literacy coaches funded under this  
18 subsection are knowledgeable about at least the following:

19 (i) Current state literacy standards for pupils in grades K to  
20 3.

21 (ii) Implementing an instructional delivery model based on  
22 frequent use of formative, screening, and diagnostic tools, known  
23 as a multi-tiered system of support, to determine individual  
24 progress for pupils in grades K to 3 so that pupils are reading at  
25 grade level by the end of grade 3.

26 (iii) The use of data from diagnostic tools to determine the  
27 necessary additional supports and interventions needed by

1 individual pupils in grades K to 3 in order to be reading at grade  
2 level.

3 (b) From the allocation under this subsection, the department  
4 shall award grants to intermediate districts for the support of  
5 early literacy coaches. An intermediate district must provide  
6 matching funds for at least 50% of **THE GRANT AMOUNT AWARDED TO**  
7 **SUPPORT** the cost of the literacy coach. The department shall  
8 provide this funding in the following manner:

9 (i) Each intermediate district shall be awarded grant funding  
10 to support the cost of 1 early literacy coach in an equal amount  
11 per early literacy coach, not to exceed \$75,000.00.

12 (ii) After distribution of the grant funding under  
13 subparagraph (i), the department shall distribute the remainder of  
14 grant funding for additional early literacy coaches in an amount  
15 not to exceed \$75,000.00 per early literacy coach. The number of  
16 funded early literacy coaches for each intermediate district shall  
17 be based on the percentage of the total statewide number of pupils  
18 in grades K to 3 who meet the income eligibility standards for the  
19 federal free and reduced-price lunch programs who are enrolled in  
20 districts in the intermediate district. For each additional early  
21 literacy coach funded under this subparagraph, the department shall  
22 not make an award to an intermediate district under this  
23 subparagraph in an amount that is less than the amount necessary to  
24 pay 1/2 of the total cost of that additional early literacy coach.

25 (5) From the allocations under subsection (1), there is  
26 allocated an amount not to exceed \$20,900,000.00 for 2017-2018 to  
27 districts that provide additional instructional time to those

1 pupils in grades K to 3 who have been identified by using  
2 department-approved screening and diagnostic tools as needing  
3 additional supports and interventions in order to be reading at  
4 grade level by the end of grade 3. Additional instructional time  
5 may be provided before, during, and after regular school hours or  
6 as part of a year-round balanced school calendar. All of the  
7 following apply to funding under this subsection:

8 (a) In order to be eligible to receive funding, a district  
9 shall demonstrate to the satisfaction of the department that the  
10 district has done all of the following:

11 (i) Implemented a multi-tiered system of support instructional  
12 delivery model that is an evidence-based model that uses data-  
13 driven problem solving to integrate academic and behavioral  
14 instruction and that uses intervention delivered to all pupils in  
15 varying intensities based on pupil needs. The multi-tiered system  
16 of supports must provide at least all of the following essential  
17 elements:

18 (A) Implements effective instruction for all learners.

19 (B) Intervenes early.

20 (C) Provides a multi-tiered model of instruction and  
21 intervention that provides the following: a core curriculum and  
22 classroom interventions available to all pupils that meet the needs  
23 of most pupils; targeted group interventions; and intense  
24 individual interventions.

25 (D) Monitors pupil progress to inform instruction.

26 (E) Uses data to make instructional decisions.

27 (F) Uses assessments including universal screening,

1 diagnostics, and progress monitoring.

2 (G) Engages families and the community.

3 (H) Implements evidence-based, scientifically validated,  
4 instruction and intervention.

5 (I) Implements instruction and intervention practices with  
6 fidelity.

7 (J) Uses a collaborative problem-solving model.

8 (ii) Used department-approved research-based diagnostic tools  
9 to identify individual pupils in need of additional instructional  
10 time.

11 (iii) Used a reading instruction method that focuses on the 5  
12 fundamental building blocks of reading: phonics, phonemic  
13 awareness, fluency, vocabulary, and comprehension and content  
14 knowledge.

15 (iv) Provided teachers of pupils in grades K to 3 with  
16 research-based professional development in diagnostic data  
17 interpretation.

18 (v) Complied with the requirements under section 1280f of the  
19 revised school code, MCL 380.1280f.

20 (b) Funding allocated under this subsection shall be  
21 distributed to eligible districts by multiplying the number of  
22 full-time-equivalent pupils in grade 1 in the district by \$210.00.

23 (c) If the funds allocated under this subsection are  
24 insufficient to fully fund the payments under this subsection,  
25 payments under this subsection shall be prorated on an equal per-  
26 pupil basis based on grade 1 pupils.

27 (6) From the general fund money allocated in subsection (1),



1 the department shall allocate the amount of \$2,500,000.00 for 2017-  
2 2018 to the Michigan Education Corps. All of the following apply to  
3 funding under this subsection:

4 (a) By August 1 of the current fiscal year, the Michigan  
5 Education Corps shall provide a report concerning its use of the  
6 funding to the senate and house appropriations subcommittees on  
7 state school aid, the senate and house fiscal agencies, and the  
8 senate and house caucus policy offices on outcomes and performance  
9 measures of the Michigan Education Corps, including, but not  
10 limited to, the degree to which the Michigan Education Corps's  
11 replication of the Michigan Reading Corps program is demonstrating  
12 sufficient efficacy and impact. The report must include data  
13 pertaining to at least all of the following:

14 (i) The current impact of the Michigan Reading Corps on this  
15 state in terms of numbers of children and programs receiving  
16 support. This portion of the report shall specify the number of  
17 children tutored, including dosage and completion, and the  
18 demographics of those children.

19 (ii) Whether the assessments and interventions are implemented  
20 with fidelity. This portion of the report shall include details on  
21 the total number of assessments and interventions completed and the  
22 range, median, mean, and standard deviation for all assessments.

23 (iii) Whether the literacy improvement of children  
24 participating in the Michigan Reading Corps is consistent with  
25 expectations. This portion of the report shall detail at least all  
26 of the following:

27 (A) Growth rate by grade level, in comparison to targeted

1 growth rate.

2 (B) Average linear growth rates.

3 (C) Exit rates.

4 (D) Percentage of children who exit who also meet or exceed  
5 spring benchmarks.

6 (iv) The impact of the Michigan Reading Corps on organizations  
7 and stakeholders, including, but not limited to, school  
8 administrators, internal coaches, and AmeriCorps members.

9 (b) If the department determines that the Michigan Education  
10 Corps has misused the funds allocated under this subsection, the  
11 Michigan Education Corps shall reimburse this state for the amount  
12 of state funding misused.

13 (c) The department may not reserve any portion of the  
14 allocation provided under this subsection for an evaluation of the  
15 Michigan Education Corps, the Michigan Education Corps' funding, or  
16 the Michigan Education Corps' programming. The department shall  
17 award the entire \$2,500,000.00 allocated under this subsection to  
18 the Michigan Education Corps and shall not condition the awarding  
19 of this funding on the implementation of an independent evaluation.

20 Sec. 61c. (1) From the general fund appropriation in section  
21 11, there is allocated for 2017-2018 an amount not to exceed  
22 ~~\$9,600,000.00~~ **\$5,000,000.00** to career education planning districts  
23 for the CTE skilled trades initiative ~~under this section.~~ **DESCRIBED**  
24 **IN SUBSECTIONS (2) TO (5).**

25 (2) To be eligible to receive funding under ~~this section,~~  
26 **SUBSECTION (1)**, each CEPD shall apply in a form and manner  
27 determined by the department. Funding to each CEPD shall be equal

1 to the quotient of the allocation under subsection (1) and the sum  
2 of the number of career education planning districts applying for  
3 funding under ~~this section~~. **SUBSECTION (1)**.

4 (3) The funding allocated to each CEPD shall be used to update  
5 equipment in current CTE programs that have been identified in the  
6 highest 5 career cluster rankings in any of the 10 regional  
7 strategic plans jointly approved by the Michigan talent investment  
8 agency in the department of talent and economic development and the  
9 department, for training on new equipment, for professional  
10 development relating to computer science or coding, or for new and  
11 emerging certified CTE programs to allow CEPD administrators to  
12 provide programming in communities that will enhance economic  
13 development. The funding for equipment should be used to support  
14 and enhance community areas that have sustained job growth, and act  
15 as a commitment to build a more qualified and skilled workforce. In  
16 addition, each CEPD is encouraged to explore the option of leasing  
17 equipment from local private industry to encourage the use of the  
18 most advanced equipment.

19 (4) The allocation of funds at the local level shall be  
20 determined by CEPD administrators using data from the state,  
21 region, and local sources to make well-informed decisions on  
22 program equipment improvements. Grants awarded by CEPD  
23 administrators for capital infrastructure shall be used to ensure  
24 that CTE programs can deliver educational programs in high-wage,  
25 high-skill, and high-demand occupations. Each CEPD shall continue  
26 to ensure that program advisory boards make recommendations on  
27 needed improvements for equipment that support job growth and job

1 skill development and retention for both the present and the  
2 future.

3 (5) Not later than September 15 of each fiscal year, each CEPD  
4 receiving funding under ~~this section~~ **SUBSECTION (1)** shall annually  
5 report to the department, the senate and house appropriations  
6 subcommittees on state school aid, and the senate and house fiscal  
7 agencies and legislature on equipment purchased under ~~this section~~.  
8 **SUBSECTION (1)**. In addition, the report shall identify growth data  
9 on program involvement, retention, and development of student  
10 skills.

11 (6) ~~From the allocation~~ **IN ADDITION TO THE FUNDS ALLOCATED**  
12 under subsection (1), **FROM THE GENERAL FUND APPROPRIATION IN**  
13 **SECTION 11**, there is allocated for 2017-2018 an amount not to  
14 exceed ~~\$300,000.00~~ **\$500,000.00** to districts for a ~~competitive grant~~  
15 to mechatronics programs that operated in 2016-2017 for updating  
16 mechatronics program equipment.

17 (7) **IN ADDITION TO THE FUNDS ALLOCATED UNDER SUBSECTIONS (1)**  
18 **AND (6), FROM THE GENERAL FUND APPROPRIATION IN SECTION 11, THERE**  
19 **IS ALLOCATED FOR 2017-2018 AN AMOUNT NOT TO EXCEED \$7,000,000.00**  
20 **FOR GRANTS TO DISTRICTS AND INTERMEDIATE DISTRICTS OR CONSORTIA OF**  
21 **DISTRICTS AND INTERMEDIATE DISTRICTS FOR THE CTE EQUIPMENT AND**  
22 **INNOVATION COMPETITIVE GRANT PROGRAM DESCRIBED IN SUBSECTIONS (8)**  
23 **TO (10).**

24 (8) **TO BE ELIGIBLE TO RECEIVE A COMPETITIVE GRANT UNDER**  
25 **SUBSECTION (7), AN APPLICANT SHALL APPLY IN A FORM AND MANNER**  
26 **DETERMINED BY THE DEPARTMENT. THE AMOUNT OF A GRANT AWARDED FROM**  
27 **THE ALLOCATION UNDER SUBSECTION (7) SHALL BE AT LEAST \$100,000.00**

1 BUT SHALL NOT EXCEED \$1,000,000.00 AND SHALL BE USED FOR THE  
2 PURCHASE OR LEASE OF EQUIPMENT FROM PRIVATE INDUSTRY PARTNERS AND  
3 FOR RELATED CAPACITY BUILDING ACTIVITIES. A GRANT APPLICATION FOR A  
4 GRANT AWARDED FROM THE ALLOCATION UNDER SUBSECTION (7) SHALL  
5 INCLUDE AT LEAST ALL OF THE FOLLOWING INFORMATION:

6 (A) A DESCRIPTION OF HOW THE PROPOSED CAPITAL INFRASTRUCTURE  
7 INITIATIVE WILL PROVIDE INCREASED CAREER OPPORTUNITIES FOR STUDENTS  
8 AND ADULT LEARNERS IN HIGH-WAGE, HIGH-SKILL, AND HIGH-DEMAND  
9 OCCUPATIONS.

10 (B) DEMONSTRATED EVIDENCE OF EMPLOYER DEMAND FOR THE  
11 INITIATIVE AND RELATED CTE TRAINING, INCLUDING DOCUMENTATION OF  
12 INDUSTRY INVOLVEMENT IN THE INITIATIVE THAT WILL ALLOW FOR WORK-  
13 BASED LEARNING OPPORTUNITIES, APPRENTICESHIPS, TEACHER EXTERNSHIPS,  
14 OR A COMBINATION OF THESE.

15 (C) A BUDGET FOR THE INITIATIVE, INCLUDING DEMONSTRATED  
16 COMMITMENT OF LOCAL OR REGIONAL PARTNERS TO SUSTAIN THE INITIATIVE  
17 BEYOND THE INITIAL GRANT FUNDING.

18 (D) A DESCRIPTION OF HOW THE INITIATIVE ALIGNS WITH OTHER CTE  
19 AND COMMUNITY COLLEGE PROGRAMS AND HOW THE EQUIPMENT WILL BE  
20 UTILIZED BY INITIATIVE PARTNERS.

21 (E) OTHER INFORMATION AS REQUESTED BY THE DEPARTMENT AND THE  
22 DEPARTMENT OF TALENT AND ECONOMIC DEVELOPMENT.

23 (9) THE DEPARTMENT SHALL EVALUATE GRANT APPLICATIONS UNDER  
24 SUBSECTION (8) IN COLLABORATION WITH THE DEPARTMENT OF TALENT AND  
25 ECONOMIC DEVELOPMENT. A MEMBER OF THE GOVERNOR'S TALENT INVESTMENT  
26 BOARD MAY SERVE IN AN ADVISORY CAPACITY IN THE EVALUATION PROCESS  
27 AS DETERMINED BY THE DEPARTMENT OF TALENT AND ECONOMIC DEVELOPMENT.

1           (10) NOT LATER THAN DECEMBER 15 OF EACH FISCAL YEAR, EACH  
2 GRANT RECIPIENT RECEIVING FUNDING UNDER SUBSECTION (7) SHALL  
3 ANNUALLY REPORT TO THE DEPARTMENT, THE DEPARTMENT OF TALENT AND  
4 ECONOMIC DEVELOPMENT, THE HOUSE AND SENATE APPROPRIATIONS  
5 SUBCOMMITTEES ON STATE SCHOOL AID, THE HOUSE AND SENATE FISCAL  
6 AGENCIES, AND THE STATE BUDGET DIRECTOR ON EQUIPMENT PURCHASED  
7 UNDER SUBSECTION (7) IN THE IMMEDIATELY PRECEDING SCHOOL YEAR. THE  
8 REPORT SHALL IDENTIFY GROWTH DATA ON PROGRAM INVOLVEMENT,  
9 RETENTION, AND DEVELOPMENT OF STUDENT AND ADULT LEARNER SKILLS.

10           (11) ~~(7)~~As used in this section: 7

11           (A) "CEPD" means a career education planning district  
12 described in this section.

13           (B) "CTE" MEANS CAREER AND TECHNICAL EDUCATION.

14           Sec. 64d. (1) From the general fund appropriation under  
15 section 11, there is allocated an amount not to exceed  
16 ~~\$1,000,000.00~~ \$2,300,000.00 for 2017-2018 for a competitive grant  
17 to provide information technology education opportunities to  
18 students attending schools operating grades K-12, career and  
19 technical centers and career academies, and community colleges and  
20 universities. It is the intent of the legislature that 2017-2018 is  
21 the first of 3 years of funding for the competitive grant program.  
22 Funds allocated under this section shall be used for instruction in  
23 information technology skills and competencies that are essential  
24 for the workplace and requested by employers and shall allow  
25 participating students and faculties to secure broad-based  
26 information technology certifications and, if applicable, college  
27 credit.

1           (2) The department shall select a provider using a competitive  
2 request for proposals process. Proposals submitted under this  
3 subsection shall include at least the following components:

4           (a) Research- and skill-development-based and information  
5 technology curriculum.

6           (b) Online access to the curriculum.

7           (c) Instructional software for classroom and student use.

8           (d) A program that includes coding curriculum and material  
9 that are aligned to the CS AP exam and grants a certificate upon  
10 completion of the program.

11           (e) Components for all grade levels on computational thinking  
12 skills development using the latest gaming software.

13           (f) A process for students to obtain certifications of skills  
14 and competencies in a broad base of information technology-related  
15 skill areas.

16           (g) Professional development for faculty.

17           (h) Implementation and program support, including, but not  
18 limited to, integration with current curriculum standards.

19           (i) Methods for students to earn college credit.

20           (3) The department shall give priority to proposals by  
21 providers that have previously demonstrated success in this state  
22 in providing high-quality information technology education  
23 opportunities to students.

24           (4) The funds allocated under this section for 2017-2018 are a  
25 work project appropriation, and any unexpended funds for 2017-2018  
26 are to be carried forward into 2018-2019. The purpose of the work  
27 project is to continue to provide information technology education

1 opportunities described in this section. The estimated completion  
2 date of the work project is September 30, 2020.

3 Sec. 67a. (1) From the general fund money appropriated in  
4 section 11, there is allocated for 2017-2018 an amount not to  
5 exceed \$1,000,000.00 to expand an eligible web-based career  
6 preparation and readiness platform to prosperity regions beyond  
7 where the platform is currently being utilized.

8 (2) In order to be eligible for funding under this section, a  
9 career preparation and readiness platform shall meet all of the  
10 following:

11 (a) Has a partnership with intermediate districts, community  
12 colleges, workforce development agencies, and community employers.

13 (b) Assesses student skills, abilities, and preferences to  
14 match them with careers of interest.

15 (c) Allows students to explore careers with access to more  
16 than 600 career profiles, including, but not limited to, career  
17 descriptions, education and training requirements, and earning  
18 information.

19 (d) Connects with local companies through company profiles  
20 that include, but are not limited to, description, location, career  
21 opportunities, and work-based learning activities.

22 (e) Allows students to experience careers firsthand by  
23 searching for job shadowing, mock interviews, company tours,  
24 company events, and internship opportunities offered by employers  
25 in a student's area.

26 (f) Provides students with step-by-step help to develop a job  
27 search plan, write a resume and cover letter, and prepare for job



1 interviews.

2 (g) Provides students with an understanding of the education  
3 and training required for a particular career, a comparison of  
4 school data and profiles, and access to college preparation,  
5 scholarship, and financial aid information.

6 (3) A GRANTEE RECEIVING FUNDING UNDER THIS SECTION SHALL  
7 COMPLY WITH THE REQUIREMENTS OF SECTION 19B.

8 (4) ~~(3)~~ Notwithstanding section 17b, payments under this  
9 section shall be paid on a schedule determined by the department.

10 Sec. 95b. (1) From the general fund appropriation under  
11 section 11, there is allocated to the department an amount not to  
12 exceed \$2,500,000.00 for 2017-2018 for the department to adopt a  
13 model value-added growth and projection analytics system and to  
14 incorporate that model into its reporting requirements under the  
15 every student succeeds act, Public Law 114-95. The adopted model  
16 shall do at least all of the following:

17 (a) Utilize existing assessments and any future assessments  
18 that are suitable for measuring student growth.

19 (b) Report student growth measures at the district, school,  
20 teacher, and subgroup levels.

21 (c) Recognize the growth of tested students, including those  
22 who may have missing assessment data.

23 (d) Include all available prior standardized assessment data  
24 that meet inclusion criteria across grades, subjects, and state and  
25 local assessments.

26 (e) Allow student growth results to be disaggregated.

27 (f) Provide individual student projections showing the

1 probability of a student reaching specific performance levels on  
2 future assessments.

3 (g) Demonstrate any prior success with this state's  
4 assessments through the Michigan council of educator effectiveness  
5 teacher evaluation pilot.

6 (H) DEMONSTRATE PRIOR STATEWIDE IMPLEMENTATION IN AT LEAST 2  
7 OTHER STATES FOR AT LEAST 10 YEARS.

8 (I) HAVE A NATIVE ROSTER VERIFICATION SYSTEM BUILT INTO THE  
9 VALUE-ADDED REPORTING PLATFORM THAT HAS BEEN IMPLEMENTED STATEWIDE  
10 IN AT LEAST 2 OTHER STATES.

11 (J) HAVE A "HELP/CONTACT US" TICKETING SYSTEM BUILT INTO THE  
12 VALUE-ADDED REPORTING PLATFORM.

13 (2) The department shall provide internet-based electronic  
14 student growth and projection reporting based on the model adopted  
15 under subsection (1) to educators at the school, district, and  
16 state levels. The model shall include role-based permissions that  
17 allow educators to access information about the performance of the  
18 students within their immediate responsibility in accordance with  
19 applicable privacy laws.

20 (3) The model adopted under subsection (1) must not be a  
21 mandatory part of teacher evaluation or educator pay-for-  
22 performance systems.

23 Sec. 99h. (1) From the state school aid fund appropriation in  
24 section 11, there is allocated an amount not to exceed  
25 \$2,500,000.00 for 2017-2018 for competitive grants to districts,  
26 and from the general fund appropriation in section 11, there is  
27 allocated an amount not to exceed \$300,000.00 for 2017-2018 for

1 competitive grants to nonpublic schools, that provide pupils in  
2 grades K to 12 with expanded opportunities to improve mathematics,  
3 science, and technology skills by participating in events hosted by  
4 a science and technology development program known as FIRST (for  
5 inspiration and recognition of science and technology) Robotics,  
6 including JR FIRST Lego League, FIRST Lego League, FIRST tech  
7 challenge, and FIRST Robotics competition. Programs funded under  
8 this section are intended to increase the number of pupils  
9 demonstrating proficiency in science and mathematics on the state  
10 assessments and to increase the number of pupils who are college-  
11 and career-ready upon high school graduation. Notwithstanding  
12 section 17b, grant payments to districts and nonpublic schools  
13 under this section shall be paid on a schedule determined by the  
14 department. The department shall set maximum grant awards for each  
15 different level of competition in a manner that both maximizes the  
16 number of teams that will be able to receive funds and expands the  
17 geographical distribution of teams.

18 (2) A district or nonpublic school applying for a grant under  
19 this section shall submit an application in a form and manner  
20 determined by the department. To be eligible for a grant, a  
21 district or nonpublic school shall demonstrate in its application  
22 that the district or nonpublic school has established a partnership  
23 for the purposes of the FIRST Robotics program with at least 1  
24 sponsor, business entity, higher education institution, or  
25 technical school, shall submit a spending plan, and shall pay at  
26 least 25% of the cost of the FIRST Robotics program.

27 (3) The department shall distribute the grant funding under

1 this section for the following purposes:

2 (a) Grants to districts or nonpublic schools to pay for  
3 stipends not to exceed \$1,500.00 for 1 coach per team.

4 (b) Grants to districts or nonpublic schools for event  
5 registrations, materials, travel costs, and other expenses  
6 associated with the preparation for and attendance at FIRST  
7 Robotics events and competitions. Each grant recipient shall  
8 provide a local match from other private or local funds for the  
9 funds received under this subdivision equal to at least 50% of the  
10 costs of participating in an event.

11 (c) Grants to districts or nonpublic schools for awards to  
12 teams that advance to the state and world championship  
13 competitions. The department shall determine an equal amount per  
14 team for those teams that advance to the state championship and a  
15 second equal award amount to those teams that advance to the world  
16 championship.

17 (4) A nonpublic school that receives a grant under this  
18 section may use the funds for either FIRST Robotics or Science  
19 Olympiad programs.

20 **(5) TO BE ELIGIBLE TO RECEIVE FUNDS UNDER THIS SECTION, A**  
21 **NONPUBLIC SCHOOL MUST BE A NONPUBLIC SCHOOL REGISTERED WITH THE**  
22 **DEPARTMENT AND MUST MEET ALL APPLICABLE STATE REPORTING**  
23 **REQUIREMENTS FOR NONPUBLIC SCHOOLS.**

24 Sec. 99r. (1) From the general fund appropriation under  
25 section 11, there is allocated for 2016-2017 an amount not to  
26 exceed \$75,000.00, and there is allocated for 2017-2018 an amount  
27 not to exceed \$250,000.00, to support the creation of the MiSTEM

1 network.

2 (2) From the general fund allocation under this section, there  
3 is allocated for 2016-2017 an amount not to exceed \$75,000.00 to  
4 the department of technology, management, and budget to support the  
5 functions of a transitional executive director and executive  
6 assistant for the MiSTEM network. The department of technology,  
7 management, and budget shall work with the Michigan Mathematics and  
8 Science Centers Network and the MiSTEM council to hire the  
9 transitional executive director and executive assistant. The  
10 transitional executive director and executive assistant shall work  
11 with the president and executive director of the Michigan  
12 Mathematics and Science Centers Network and the chairperson and  
13 vice-chairperson of the MiSTEM council. The transitional executive  
14 director and executive assistant shall do all of the following:

15 (a) Develop a plan for the creation of MiSTEM network regions  
16 that does all of the following:

17 (i) Creates a structured relationship between the MiSTEM  
18 council, MiSTEM network executive director and executive assistant,  
19 and MiSTEM network region staff that ensures services to all  
20 regions and local communities in each region.

21 (ii) Empowers the MiSTEM network regions in a manner that  
22 creates a robust statewide STEM culture, empowers STEM teachers,  
23 integrates business and education into the MiSTEM network, and  
24 ensures high-quality and equitable distribution of STEM experiences  
25 for pupils.

26 (iii) Identifies region boundaries throughout the state and  
27 identifies fiscal agents within those regions.

1           (iv) Identifies MiSTEM state and regional goals and objectives  
2 and processes by which goals and objectives shall be measured.

3           (v) Includes processes by which the MiSTEM network regions  
4 apply for MiSTEM grants, provide feedback on grant-funded  
5 programming, share best practices, and create regional master  
6 plans.

7           (vi) Creates a marketing campaign, including, at least, an  
8 online presence which includes dashboards of outcomes for the  
9 MiSTEM network.

10           (b) Form a committee for the purpose of identifying each  
11 MiSTEM network region and selecting a fiscal agent and determining  
12 staffing for that region. Fiscal agents shall be an intermediate  
13 district within the region, a university within the region, or  
14 another organization that served as fiscal agent within the  
15 Michigan Mathematics and Science Centers Network. Agencies  
16 interested in serving as the region's fiscal agent shall be  
17 included on this committee. The committee shall also include  
18 representatives of the general education leadership network and the  
19 governor's talent investment board, in addition to the math and  
20 science centers and MiSTEM council. The committee shall identify  
21 necessary staffing levels and locations of staff and determine  
22 processes by which the entire region will receive and share  
23 services. All fiscal agents for the Michigan Mathematics and  
24 Science Centers Network are required to maintain current levels of  
25 effort for the MiSTEM network as for the Michigan Mathematics and  
26 Science Centers Network.

27           (c) ~~Distribute~~ **ESTABLISH A SYSTEM TO DISTRIBUTE** and monitor

1 MiSTEM grants during the creation of the MiSTEM network. The  
2 monitoring of the grants shall include conducting reviews of  
3 recipients and the experiences and feedback of pupils.

4 (d) Report to the governor and the legislature on the  
5 development of the MiSTEM network.

6 (e) Submit the plan developed under subdivision (a) to the  
7 governor and the legislature on or before December 1, 2017.

8 ~~—— (f) Hire all MiSTEM network staff between January 1, 2018 and  
9 April 1, 2018. However, if a MiSTEM network will employ Michigan  
10 Mathematics and Science Centers Network staff, those staff may be  
11 hired after April 1, 2018.~~

12 (3) From the general fund allocation under this section, there  
13 is allocated for 2017-2018 an amount not to exceed \$250,000.00 to  
14 support a permanent executive director and an executive assistant  
15 for the MiSTEM network. After the creation of the MiSTEM network  
16 region, the transitional executive director funded under subsection  
17 (2) may be appointed as the permanent executive director, or a new  
18 permanent executive director may be hired. The permanent executive  
19 director and executive assistant shall do all of the following:

20 (a) Serve as a liaison among and between the department, the  
21 department of technology, management, and budget, the MiSTEM  
22 advisory council, and the regional MiSTEM centers in a manner that  
23 creates a robust statewide STEM culture, that empowers STEM  
24 teachers, that integrates business and education into the STEM  
25 network, and that ensures high-quality STEM experiences for pupils.

26 (b) Coordinate the implementation of a marketing campaign,  
27 including, but not limited to, a website that includes dashboards

1 of outcomes, to build STEM awareness and communicate STEM needs and  
2 opportunities to pupils, parents, educators, and the business  
3 community.

4 (c) Award and monitor MiSTEM state and federal grants to the  
5 MiSTEM network regions and conduct reviews of grant recipients,  
6 including, but not limited to, pupil experience and feedback.

7 (d) Report to the governor, the legislature, and the MiSTEM  
8 advisory council annually on the activities and performance of the  
9 MiSTEM network regions.

10 (e) Coordinate recurring discussions and work with regional  
11 staff to ensure that a network or loop of feedback and best  
12 practices are shared, including funding, programming, professional  
13 learning opportunities, discussion of MiSTEM strategic vision, and  
14 regional objectives.

15 (f) Coordinate major grant application efforts with the MiSTEM  
16 advisory council to assist regional staff with grant applications  
17 on a local level. The MiSTEM advisory council shall leverage  
18 private and nonprofit relationships to coordinate and align private  
19 funds in addition to funds appropriated under this section.

20 (g) Train state and regional staff in the STEMworks rating  
21 system.

22 **(H) HIRE ALL MISTEM NETWORK STAFF NO LATER THAN JULY 1, 2018.**

23 Sec. 99t. (1) From the general fund appropriation under  
24 section 11, there is allocated an amount not to exceed  
25 \$1,100,000.00 for 2017-2018 to purchase statewide access to an  
26 online algebra tool that meets all of the following:

27 (a) Provides students statewide with complete access to videos



1 aligned with state standards including study guides and workbooks  
2 that are aligned with the videos.

3 (b) Provides students statewide with access to a personalized  
4 online algebra learning tool including adaptive diagnostics.

5 (c) Provides students statewide with dynamic algebra practice  
6 assessments that emulate the state assessment with immediate  
7 feedback and help solving problems.

8 (d) Provides students statewide with online access to algebra  
9 help 24 hours a day and 7 days a week from study experts, teachers,  
10 and peers on a moderated social networking platform.

11 (e) Provides an online algebra professional development  
12 network for teachers.

13 (f) Is already provided under a statewide contract in at least  
14 1 other state that has a population of at least 18,000,000 but not  
15 more than 19,000,000 according to the most recent decennial census  
16 and is offered in that state in partnership with a public  
17 university.

18 (2) The department shall purchase the online algebra tool that  
19 was chosen under this section in 2016-2017.

20 (3) **A GRANTEE RECEIVING FUNDING UNDER THIS SECTION SHALL**  
21 **COMPLY WITH THE REQUIREMENTS OF SECTION 19B.**

22 **SEC. 99U. (1) FROM THE GENERAL FUND APPROPRIATION UNDER**  
23 **SECTION 11, THERE IS ALLOCATED FOR 2017-2018 AN AMOUNT NOT TO**  
24 **EXCEED \$1,000,000.00 TO PURCHASE STATEWIDE ACCESS TO AN ONLINE**  
25 **MATHEMATICS TOOL THAT MEETS ALL OF THE FOLLOWING:**

26 (A) **PROVIDES STUDENTS STATEWIDE WITH COMPLETE ACCESS TO**  
27 **MATHEMATICS SUPPORT ALIGNED WITH STATE STANDARDS THROUGH A PROGRAM**

1 THAT HAS ALL OF THE FOLLOWING ELEMENTS:

2 (i) STUDENT MOTIVATION.

3 (ii) VALID AND RELIABLE ASSESSMENTS.

4 (iii) PERSONALIZED LEARNING PATHWAYS.

5 (iv) HIGHLY QUALIFIED, LIVE TEACHERS AVAILABLE ALL DAY AND ALL  
6 YEAR.

7 (v) TWENTY-FOUR-HOUR REPORTING.

8 (vi) CONTENT BUILT FOR RIGOROUS MATHEMATICS.

9 (B) HAS A RECORD OF IMPROVING STUDENT MATHEMATICS SCORES IN AT  
10 LEAST 5 OTHER STATES.

11 (2) A GRANTEE THAT RECEIVES FUNDING UNDER THIS SECTION SHALL  
12 COMPLY WITH THE REQUIREMENTS OF SECTION 19B.

13 Sec. 102d. (1) From the funds appropriated in section 11,  
14 there is allocated an amount not to exceed \$1,500,000.00 for 2017-  
15 2018 for reimbursements to districts, ~~and~~-intermediate districts,  
16 **AND AUTHORIZING BODIES OF PUBLIC SCHOOL ACADEMIES** for the licensing  
17 of school data analytical tools as described under this section.  
18 The reimbursement is for districts, ~~and~~-intermediate districts, **AND**  
19 **AUTHORIZING BODIES OF PUBLIC SCHOOL ACADEMIES** that choose to use a  
20 school data analytical tool to assist the district, ~~or~~-intermediate  
21 district, **OR AUTHORIZING BODY OF A PUBLIC SCHOOL ACADEMY** and that  
22 enter into a licensing agreement for a school data analytical tool  
23 with 1 of the vendors approved by the department of technology,  
24 management, and budget under subsection (2). Funds allocated under  
25 this section are intended to provide districts, ~~and~~-intermediate  
26 districts, **AND AUTHORIZING BODIES OF PUBLIC SCHOOL ACADEMIES** with  
27 financial forecasting and transparency reporting tools to help

1 improve the financial health of districts and to improve  
2 communication with the public, resulting in increased fund balances  
3 for districts and intermediate districts.

4 (2) Not later than October 15, 2017, the department of  
5 technology, management, and budget shall review vendors for school  
6 data analytical tools and provide districts, ~~and~~-intermediate  
7 districts, **AND AUTHORIZING BODIES OF PUBLIC SCHOOL ACADEMIES** with a  
8 list of up to 2 approved vendors that districts, ~~and~~-intermediate  
9 districts, **AND AUTHORIZING BODIES OF PUBLIC SCHOOL ACADEMIES** may  
10 use to be eligible for a reimbursement paid under this section. In  
11 addition, a vendor approved under this section for 2016-2017 is  
12 considered to be approved for use by a district, ~~or~~-intermediate  
13 district, **OR AUTHORIZING BODY OF A PUBLIC SCHOOL ACADEMY** and for  
14 reimbursement for 2017-2018. An approved school data analytical  
15 tool supplied by the vendor must meet at least all of the  
16 following:

17 (a) Analyzes financial data.

18 (b) Analyzes academic data.

19 (c) Provides early warning indicators of financial stress.

20 (d) Has the capability to provide peer district comparisons of  
21 both financial and academic data.

22 (e) Has the capability to provide financial projections for at  
23 least 3 subsequent fiscal years.

24 (3) Funds allocated under this section shall be paid to  
25 districts, ~~and~~-intermediate districts, **AND AUTHORIZING BODIES OF**  
26 **PUBLIC SCHOOL ACADEMIES** as a reimbursement for already having a  
27 licensing agreement or for entering into a licensing agreement not

1 later than December 1, 2017 with a vendor approved under subsection  
2 (2) to implement a school data analytical tool. Reimbursement will  
3 be prorated for the portion of the state fiscal year not covered by  
4 the licensing agreement. However, a licensing agreement that takes  
5 effect after October 1, 2017 and before December 1, 2017 will not  
6 be prorated if the term of the agreement is at least 1 year.

7 Reimbursement under this section shall be made as follows:

8 (a) All districts, ~~and~~ intermediate districts, **AND AUTHORIZING**  
9 **BODIES OF PUBLIC SCHOOL ACADEMIES** seeking reimbursement shall  
10 submit requests not later than December 1, 2017 indicating the cost  
11 paid for the financial data analytical tool.

12 (b) The department shall determine the sum of the funding  
13 requests under subdivision (a) and, if there are sufficient funds,  
14 shall pay 1/2 of the costs submitted under subdivision (a). If  
15 there are insufficient funds to pay 1/2 of the costs submitted  
16 under (a), then reimbursement shall be made on an equal percentage  
17 basis.

18 (c) Funds remaining after the calculation and payment under  
19 subdivision (b) shall be distributed on an equal per-pupil basis,  
20 with an intermediate district's pupils considered to be the sum of  
21 the pupil memberships of the constituent districts for which the  
22 intermediate district is purchasing the financial data analytical  
23 tool, **AND WITH AN AUTHORIZING BODY'S PUPILS CONSIDERED TO BE THE**  
24 **SUM OF THE PUPIL MEMBERSHIPS OF THE PUBLIC SCHOOL ACADEMIES**  
25 **AUTHORIZED BY THE AUTHORIZING BODY FOR WHICH THE AUTHORIZING BODY**  
26 **IS PURCHASING THE FINANCIAL DATA ANALYTICAL TOOL.**

27 (d) The reimbursement to a district, ~~or~~ intermediate district,

1 **OR AUTHORIZING BODY OF A PUBLIC SCHOOL ACADEMY** shall not be greater  
2 than the amount paid for a data analytics application.

3 (e) A district, ~~or~~ intermediate district, **OR AUTHORIZING BODY**  
4 **OF A PUBLIC SCHOOL ACADEMY** shall not be reimbursed for the purchase  
5 of more than 1 software application.

6 (4) If an intermediate district purchases both a school data  
7 analytical tool specifically for intermediate district finances and  
8 a school data analytical tool for those constituent districts that  
9 opt in, the intermediate district shall be reimbursed for both  
10 purchases under this section.

11 (5) If an intermediate district makes available to 1 or more  
12 of its constituent districts a school data analytical tool funded  
13 under this section, that constituent district shall not be  
14 reimbursed under this section for the purchase of that school data  
15 analytical tool if the constituent district has opted in for that  
16 tool.

17 **(6) IF AN AUTHORIZING BODY OF A PUBLIC SCHOOL ACADEMY MAKES**  
18 **AVAILABLE TO 1 OR MORE PUBLIC SCHOOL ACADEMIES A SCHOOL DATA**  
19 **ANALYTICAL TOOL FUNDED UNDER THIS SECTION, THE PUBLIC SCHOOL**  
20 **ACADEMY SHALL NOT BE REIMBURSED UNDER THIS SECTION FOR THE PURCHASE**  
21 **OF A SCHOOL DATA ANALYTICAL TOOL IF THE PUBLIC SCHOOL ACADEMY OPTED**  
22 **IN FOR THAT TOOL.**

23 (7) ~~(6)~~ Notwithstanding section 17b, payments under this  
24 section shall be made on a schedule determined by the department.

25 Sec. 104c. (1) In order to receive state aid under this  
26 article, a district shall administer the state assessments  
27 described in this section.

1           (2) For the purposes of this section, the department shall  
2 develop for use in the spring of 2015-2016 the Michigan student  
3 test of educational progress (M-STEP) assessments in English  
4 language arts and mathematics. These assessments shall be aligned  
5 to state standards.

6           (3) For the purposes of this section, the department shall  
7 implement a summative assessment system that is proven to be valid  
8 and reliable for administration to pupils as provided under this  
9 subsection. The summative assessment system shall meet all of the  
10 following requirements:

11           (a) The summative assessment system shall measure student  
12 proficiency on the current state standards, shall measure student  
13 growth for consecutive grade levels in which students are assessed  
14 in the same subject area in both grade levels, and shall be capable  
15 of measuring individual student performance.

16           (b) The summative assessments for English language arts and  
17 mathematics shall be administered to all public school pupils in  
18 grades 3 to 11, including those pupils as required by the federal  
19 individuals with disabilities education act, Public Law 108-446,  
20 and by title I of the federal every student succeeds act (ESSA),  
21 Public Law 114-95.

22           (c) The summative assessments for science shall be  
23 administered to all public school pupils in at least grades 4 and  
24 7, including those pupils as required by the federal individuals  
25 with disabilities education act, Public Law 108-446, and by title I  
26 of the federal every student succeeds act (ESSA), Public Law 114-  
27 95.

1 (d) The summative assessments for social studies shall be  
2 administered to all public school pupils in at least grades 5 and  
3 8, including those pupils as required by the federal individuals  
4 with disabilities education act, Public Law 108-446, and by title I  
5 of the federal every student succeeds act (ESSA), Public Law 114-  
6 95.

7 (e) The content of the summative assessments shall be aligned  
8 to state standards.

9 (f) The pool of questions for the summative assessments shall  
10 be subject to a transparent review process for quality, bias, and  
11 sensitive issues involving educator review and comment. The  
12 department shall post samples from tests or retired tests featuring  
13 questions from this pool for review by the public.

14 (g) The summative assessment system shall ensure that  
15 students, parents, and teachers are provided with reports that  
16 convey individual student proficiency and growth on the assessment  
17 and that convey individual student domain-level performance in each  
18 subject area, including representative questions, and individual  
19 student performance in meeting state standards.

20 (h) The summative assessment system shall be capable of  
21 providing, and the department shall ensure that students, parents,  
22 teachers, administrators, and community members are provided with,  
23 reports that convey aggregate student proficiency and growth data  
24 by teacher, grade, school, and district.

25 (i) The summative assessment system shall ensure the  
26 capability of reporting the available data to support educator  
27 evaluations.

1           (j) The summative assessment system shall ensure that the  
2 reports provided to districts containing individual student data  
3 are available within 60 days after completion of the assessments.

4           (k) The summative assessment system shall ensure that access  
5 to individually identifiable student data meets all of the  
6 following:

7           (i) Is in compliance with 20 USC 1232g, commonly referred to  
8 as the family educational rights and privacy act of 1974.

9           (ii) Except as may be provided for in an agreement with a  
10 vendor to provide assessment services, as necessary to support  
11 educator evaluations pursuant to subdivision (i), or for research  
12 or program evaluation purposes, is available only to the student;  
13 to the student's parent or legal guardian; and to a school  
14 administrator or teacher, to the extent that he or she has a  
15 legitimate educational interest.

16           (l) The summative assessment system shall ensure that the  
17 assessments are pilot tested before statewide implementation.

18           (m) The summative assessment system shall ensure that  
19 assessments are designed so that the maximum total combined length  
20 of time that schools are required to set aside for a pupil to  
21 answer all test questions on all assessments that are part of the  
22 system for the pupil's grade level does not exceed that maximum  
23 total combined length of time for the previous statewide assessment  
24 system or 9 hours, whichever is less. This subdivision does not  
25 limit the amount of time a district may allow a pupil to complete a  
26 test.

27           (n) The total cost of executing the summative assessment



1 system statewide each year, including, but not limited to, the cost  
2 of contracts for administration, scoring, and reporting, shall not  
3 exceed an amount equal to 2 times the cost of executing the  
4 previous statewide assessment after adjustment for inflation.

5 **(O) BEGINNING WITH THE 2017-2018 SCHOOL YEAR, THE SUMMATIVE**  
6 **ASSESSMENT SYSTEM SHALL NOT REQUIRE MORE THAN 3 HOURS IN DURATION,**  
7 **ON AVERAGE, FOR AN INDIVIDUAL PUPIL TO COMPLETE THE COMBINED**  
8 **ADMINISTRATION OF THE MATH AND ENGLISH LANGUAGE ARTS PORTIONS OF**  
9 **THE ASSESSMENT FOR ANY 1 GRADE LEVEL.**

10 (4) In an effort to develop a cohesive state assessment  
11 system, the department shall implement a request for information  
12 process for a common formative assessment system that is fully  
13 aligned to this state's content standards for English language arts  
14 and mathematics. The department may use information compiled from a  
15 request for proposal in 2016-2017 to satisfy this request.

16 (5) Beginning in the 2015-2016 school year, the department  
17 shall field test assessments in the fall and spring of each school  
18 year to measure English language arts and mathematics in each of  
19 grades K to 2 for full implementation when the assessments have  
20 been successfully field tested. This full implementation shall  
21 occur not later than the 2018-2019 school year. These assessments  
22 are necessary to determine a pupil's proficiency level before grade  
23 3.

24 ~~———— (6) Not later than October 1, 2017, the department shall issue~~  
25 ~~a request for proposals for a statewide summative assessment. The~~  
26 ~~statewide summative assessment shall meet all of the following:~~

27 ~~———— (a) Assesses all of grades 3 through 7 in math and English~~

1 language arts.

2 ~~—— (b) Is aligned with this state's content standards.~~

3 ~~—— (c) Generates a scaled score using the fewest number of~~  
4 ~~testing items necessary to sufficiently measure building level~~  
5 ~~achievement based on this state's content standards.~~

6 ~~—— (d) Is proven to be a valid and reliable measurement of~~  
7 ~~building level achievement.~~

8 ~~—— (e) Does not exceed 3 hours in duration on average for an~~  
9 ~~individual pupil to complete the combined administration of the~~  
10 ~~math and English language arts portions of the test for any 1 grade~~  
11 ~~level.~~

12 ~~—— (7) Not later than January 1, 2018, the department shall~~  
13 ~~approve 1 statewide summative assessment that was included in a~~  
14 ~~response to the request for proposals under subsection (6) or~~  
15 ~~develop the department's own assessment that meets the requirements~~  
16 ~~under subsection (6).~~

17 (6) ~~(8)~~ Not later than ~~October~~ **NOVEMBER** 1, 2017, the  
18 department shall issue a request for proposals ~~INFORMATION~~ for not  
19 less than 3 benchmark assessments that each meet all of the  
20 following:

21 (a) Assesses all of grades 3 through 7 in math and English  
22 language arts.

23 (b) Is aligned with this state's content standards such that  
24 items were written for this state's content standards.

25 (c) Is computer adaptive above and below grade level.

26 (d) Produces a pupil's results in not more than 48 hours from  
27 the time the benchmark assessment is administered.

1 (e) Is self-scoring.

2 (f) Aligns to this state's content standards.

3 (g) Measures the academic growth of pupils and provides an  
4 estimate for adequate yearly growth.

5 (h) Demonstrates validity and reliability as appropriate for a  
6 computer adaptive assessment.

7 **(I) IS PROVIDED BY A VENDOR THAT IS WILLING TO NEGOTIATE A**  
8 **DISCOUNTED STATE RATE FOR PRICING.**

9 (7) ~~(9)~~ Not later than January ~~MARCH~~ 1, 2018 and in  
10 consultation with experts in the field of education and educational  
11 assessment measurement, the department shall approve at least 2  
12 benchmark assessments that were included in a response to the  
13 request for ~~proposals~~ **INFORMATION** under subsection ~~(8)~~ **(6)** and meet  
14 the requirements described in subsection ~~(8)~~ **(6)**.

15 ~~— (10) The department is not precluded from approving a~~  
16 ~~statewide summative assessment under subsection (7) and a benchmark~~  
17 ~~assessment under subsection (9) that are provided by the same~~  
18 ~~vendor. The summative assessment shall not be a benchmark~~  
19 ~~assessment.~~

20 **(8) THE DEPARTMENT SHALL USE THE RESPONSES TO THE REQUEST FOR**  
21 **INFORMATION TO CREATE A BENCHMARK ASSESSMENT BUDGET REQUEST FOR THE**  
22 **2018-2019 FISCAL YEAR.**

23 (9) ~~(11)~~ This section does not prohibit districts from  
24 adopting interim assessments.

25 (10) ~~(12)~~ As used in this section, "English language arts"  
26 means that term as defined in section 104b.

27 **SEC. 104E. (1) FROM THE GENERAL FUND APPROPRIATION IN SECTION**

1 11, THERE IS ALLOCATED AN AMOUNT NOT TO EXCEED \$250,000.00 FOR THE  
2 IMPLEMENTATION OF AN ASSESSMENT DIGITAL LITERACY PREPARATION PILOT  
3 PROJECT FOR PUPILS ENROLLED IN GRADES K TO 8. THE DEPARTMENT SHALL  
4 ENSURE THAT A PILOT PROJECT FUNDED UNDER THIS SUBSECTION SATISFIES  
5 ALL OF THE FOLLOWING:

6 (A) IS AVAILABLE TO DISTRICTS IN THE 2017-2018 SCHOOL YEAR.

7 (B) FOCUSES ON ENSURING PUPILS HAVE THE NECESSARY SKILLS  
8 REQUIRED FOR STATE ONLINE ASSESSMENTS BY ASSESSING PUPIL DIGITAL  
9 LITERACY SKILL LEVELS AND PROVIDING TEACHERS WITH A DIGITAL  
10 CURRICULUM TARGETED AT AREAS OF DETERMINED WEAKNESS.

11 (C) ALLOWS PUPILS TO ENGAGE WITH THE DIGITAL CURRICULUM IN AN  
12 INDEPENDENT OR TEACHER-FACILITATED MODALITY.

13 (D) INCLUDES TRAINING AND PROFESSIONAL DEVELOPMENT FOR  
14 TEACHERS.

15 (E) IS IMPLEMENTED IN AT LEAST 220 DISTRICTS THAT OPERATE  
16 GRADES K TO 8 AND THAT REPRESENT A DIVERSE GEOGRAPHY AND SOCIO-  
17 ECONOMIC DEMOGRAPHIC.

18 (2) FUNDING UNDER SUBSECTION (1) SHALL BE ALLOCATED TO A  
19 DISTRICT THAT OPERATES AT LEAST GRADES K TO 8 AND HAS A PARTNERSHIP  
20 WITH A THIRD PARTY THAT IS EXPERIENCED IN THE ASSESSMENT OF DIGITAL  
21 LITERACY AND THE PREPARATION OF DIGITAL LITERACY SKILLS AND HAS  
22 DEMONSTRABLE EXPERIENCE SERVING DISTRICTS IN THIS STATE AND LOCAL  
23 EDUCATION AGENCIES IN OTHER STATES. THE DISTRICT, ALONG WITH ITS  
24 THIRD-PARTY PARTNER, SHALL PROVIDE A REPORT TO THE HOUSE AND SENATE  
25 APPROPRIATIONS SUBCOMMITTEES ON SCHOOL AID AND THE HOUSE AND SENATE  
26 FISCAL AGENCIES ON THE EFFICACY AND USEFULNESS OF THE ASSESSMENT  
27 DIGITAL LITERACY PREPARATION PILOT PROJECT NO LATER THAN SEPTEMBER

1 30, 2018.

2 (3) NOTWITHSTANDING SECTION 17B, PAYMENTS UNDER SUBSECTION (1)  
3 SHALL BE MADE IN A MANNER DETERMINED BY THE DEPARTMENT.

4 Sec. 107. (1) From the appropriation in section 11, there is  
5 allocated an amount not to exceed \$27,000,000.00 for 2017-2018 for  
6 adult education programs authorized under this section. Except as  
7 otherwise provided under subsections (14), (15), and (19), funds  
8 allocated under this section are restricted for adult education  
9 programs as authorized under this section only. A recipient of  
10 funds under this section shall not use those funds for any other  
11 purpose.

12 (2) To be eligible for funding under this section, an eligible  
13 adult education provider shall employ certificated teachers and  
14 qualified administrative staff and shall offer continuing education  
15 opportunities for teachers to allow them to maintain certification.

16 (3) To be eligible to be a participant funded under this  
17 section, an individual shall be enrolled in an adult basic  
18 education program, an adult secondary education program, an adult  
19 English as a second language program, a high school equivalency  
20 test preparation program, or a high school completion program, that  
21 meets the requirements of this section, and for which instruction  
22 is provided, and shall meet either of the following:

23 (a) Has attained 20 years of age.

24 (b) Has attained 18 years of age and the individual's  
25 graduating class has graduated.

26 (4) By April 1 of each fiscal year, the intermediate districts  
27 within a prosperity region or subregion shall determine which

1 intermediate district will serve as the prosperity region's or  
2 subregion's fiscal agent for the next fiscal year and shall notify  
3 the department in a form and manner determined by the department.  
4 The department shall approve or disapprove of the prosperity  
5 region's or subregion's selected fiscal agent. From the funds  
6 allocated under subsection (1), an amount as determined under this  
7 subsection shall be allocated to each intermediate district serving  
8 as a fiscal agent for adult education programs in each of the  
9 prosperity regions or subregions identified by the department. An  
10 intermediate district shall not use more than 5% of the funds  
11 allocated under this subsection for administration costs for  
12 serving as the fiscal agent. Beginning in 2014-2015, 67% of the  
13 allocation provided to each intermediate district serving as a  
14 fiscal agent shall be based on the proportion of total funding  
15 formerly received by the adult education providers in that  
16 prosperity region or subregion in 2013-2014, and 33% shall be  
17 allocated based on the factors in subdivisions (a), (b), and (c).  
18 For 2018-2019, 33% of the allocation provided to each intermediate  
19 district serving as a fiscal agent shall be based upon the  
20 proportion of total funding formerly received by the adult  
21 education providers in that prosperity region in 2013-2014 and 67%  
22 of the allocation shall be based upon the factors in subdivisions  
23 (a), (b), and (c). Beginning in 2019-2020, 100% of the allocation  
24 provided to each intermediate district serving as a fiscal agent  
25 shall be based on the factors in subdivisions (a), (b), and (c).  
26 The funding factors for this section are as follows:

27 (a) Sixty percent of this portion of the funding shall be

1 distributed based upon the proportion of the state population of  
2 individuals between the ages of 18 and 24 that are not high school  
3 graduates that resides in each of the prosperity regions or  
4 subregions, as reported by the most recent 5-year estimates from  
5 the American community survey (ACS) from the United States Census  
6 Bureau.

7 (b) Thirty-five percent of this portion of the funding shall  
8 be distributed based upon the proportion of the state population of  
9 individuals age 25 or older who are not high school graduates that  
10 resides in each of the prosperity regions or subregions, as  
11 reported by the most recent 5-year estimates from the American  
12 community survey (ACS) from the United States Census Bureau.

13 (c) Five percent of this portion of the funding shall be  
14 distributed based upon the proportion of the state population of  
15 individuals age 18 or older who lack basic English language  
16 proficiency that resides in each of the prosperity regions or  
17 subregions, as reported by the most recent 5-year estimates from  
18 the American community survey (ACS) from the United States Census  
19 Bureau.

20 (5) To be an eligible fiscal agent, an intermediate district  
21 must agree to do the following in a form and manner determined by  
22 the department:

23 (a) Distribute funds to adult education programs in a  
24 prosperity region or subregion as described in this section.

25 (b) Collaborate with the talent district career council, which  
26 is an advisory council of the workforce development boards located  
27 in the prosperity region or subregion, or its successor, to develop

1 a regional strategy that aligns adult education programs and  
2 services into an efficient and effective delivery system for adult  
3 education learners, with special consideration for providing  
4 contextualized learning and career pathways and addressing barriers  
5 to education and employment.

6 (c) Collaborate with the talent district career council, which  
7 is an advisory council of the workforce development boards located  
8 in the prosperity region or subregion, or its successor, to create  
9 a local process and criteria that will identify eligible adult  
10 education providers to receive funds allocated under this section  
11 based on location, demand for services, past performance, quality  
12 indicators as identified by the department, and cost to provide  
13 instructional services. The fiscal agent shall determine all local  
14 processes, criteria, and provider determinations. However, the  
15 local processes, criteria, and provider services must be approved  
16 by the department before funds may be distributed to the fiscal  
17 agent.

18 (d) Provide oversight to its adult education providers  
19 throughout the program year to ensure compliance with the  
20 requirements of this section.

21 (e) Report adult education program and participant data and  
22 information as prescribed by the department.

23 (6) An adult basic education program, an adult secondary  
24 education program, or an adult English as a second language program  
25 operated on a year-round or school year basis may be funded under  
26 this section, subject to all of the following:

27 (a) The program enrolls adults who are determined by a



1 department-approved assessment, in a form and manner prescribed by  
2 the department, to be below twelfth grade level in reading or  
3 mathematics, or both, or to lack basic English proficiency.

4 (b) The program tests individuals for eligibility under  
5 subdivision (a) before enrollment and upon completion of the  
6 program in compliance with the state-approved assessment policy.

7 (c) A participant in an adult basic education program is  
8 eligible for reimbursement until 1 of the following occurs:

9 (i) The participant's reading and mathematics proficiency are  
10 assessed at or above the ninth grade level.

11 (ii) The participant fails to show progress on 2 successive  
12 assessments after having completed at least 450 hours of  
13 instruction.

14 (d) A participant in an adult secondary education program is  
15 eligible for reimbursement until 1 of the following occurs:

16 (i) The participant's reading and mathematics proficiency are  
17 assessed above the twelfth grade level.

18 (ii) The participant fails to show progress on 2 successive  
19 assessments after having at least 450 hours of instruction.

20 (e) A funding recipient enrolling a participant in an English  
21 as a second language program is eligible for funding according to  
22 subsection (9) until the participant meets 1 of the following:

23 (i) The participant is assessed as having attained basic  
24 English proficiency as determined by a department-approved  
25 assessment.

26 (ii) The participant fails to show progress on 2 successive  
27 department-approved assessments after having completed at least 450

1 hours of instruction. The department shall provide information to a  
2 funding recipient regarding appropriate assessment instruments for  
3 this program.

4 (7) A high school equivalency test preparation program  
5 operated on a year-round or school year basis may be funded under  
6 this section, subject to all of the following:

7 (a) The program enrolls adults who do not have a high school  
8 diploma or a high school equivalency certificate.

9 (b) The program shall administer a pre-test approved by the  
10 department before enrolling an individual to determine the  
11 individual's literacy levels, shall administer a high school  
12 equivalency practice test to determine the individual's potential  
13 for success on the high school equivalency test, and shall  
14 administer a post-test upon completion of the program in compliance  
15 with the state-approved assessment policy.

16 (c) A funding recipient shall receive funding according to  
17 subsection (9) for a participant, and a participant may be enrolled  
18 in the program until 1 of the following occurs:

19 (i) The participant achieves a high school equivalency  
20 certificate.

21 (ii) The participant fails to show progress on 2 successive  
22 department-approved assessments used to determine readiness to take  
23 a high school equivalency test after having completed at least 450  
24 hours of instruction.

25 (8) A high school completion program operated on a year-round  
26 or school year basis may be funded under this section, subject to  
27 all of the following:

1 (a) The program enrolls adults who do not have a high school  
2 diploma.

3 (b) The program tests participants described in subdivision  
4 (a) before enrollment and upon completion of the program in  
5 compliance with the state-approved assessment policy.

6 (c) A funding recipient shall receive funding according to  
7 subsection (9) for a participant in a course offered under this  
8 subsection until 1 of the following occurs:

9 (i) The participant passes the course and earns a high school  
10 diploma.

11 (ii) The participant fails to earn credit in 2 successive  
12 semesters or terms in which the participant is enrolled after  
13 having completed at least 900 hours of instruction.

14 (9) A funding recipient shall receive payments under this  
15 section in accordance with all of the following:

16 (a) Statewide allocation criteria, including 3-year average  
17 enrollments, census data, and local needs.

18 (b) Participant completion of the adult basic education  
19 objectives by achieving an educational gain as determined by the  
20 national reporting system levels; for achieving basic English  
21 proficiency, as determined by the department; for achieving a high  
22 school equivalency certificate or passage of 1 or more individual  
23 high school equivalency tests; for attainment of a high school  
24 diploma or passage of a course required for a participant to attain  
25 a high school diploma; for enrollment in a postsecondary  
26 institution, or for entry into or retention of employment, as  
27 applicable.

1 (c) Participant completion of core indicators as identified in  
2 the innovation and opportunity act.

3 (d) Allowable expenditures.

4 (10) A person who is not eligible to be a participant funded  
5 under this section may receive adult education services upon the  
6 payment of tuition. In addition, a person who is not eligible to be  
7 served in a program under this section due to the program  
8 limitations specified in subsection (6), (7), or (8) may continue  
9 to receive adult education services in that program upon the  
10 payment of tuition. The tuition level shall be determined by the  
11 local or intermediate district conducting the program.

12 (11) An individual who is an inmate in a state correctional  
13 facility shall not be counted as a participant under this section.

14 (12) A funding recipient shall not commingle money received  
15 under this section or from another source for adult education  
16 purposes with any other funds and shall establish a separate ledger  
17 account for funds received under this section. This subsection does  
18 not prohibit a district from using general funds of the district to  
19 support an adult education or community education program.

20 (13) A funding recipient receiving funds under this section  
21 may establish a sliding scale of tuition rates based upon a  
22 participant's family income. A funding recipient may charge a  
23 participant tuition to receive adult education services under this  
24 section from that sliding scale of tuition rates on a uniform  
25 basis. The amount of tuition charged per participant shall not  
26 exceed the actual operating cost per participant minus any funds  
27 received under this section per participant. A funding recipient

1 may not charge a participant tuition under this section if the  
2 participant's income is at or below 200% of the federal poverty  
3 guidelines published by the United States Department of Health and  
4 Human Services.

5 (14) In order to receive funds under this section, a funding  
6 recipient shall furnish to the department, in a form and manner  
7 determined by the department, all information needed to administer  
8 this program and meet federal reporting requirements; shall allow  
9 the department or the department's designee to review all records  
10 related to the program for which it receives funds; and shall  
11 reimburse the state for all disallowances found in the review, as  
12 determined by the department. In addition, a funding recipient  
13 shall agree to pay to a career and technical education program  
14 under section 61a the amount of funding received under this section  
15 in the proportion of career and technical education coursework used  
16 to satisfy adult basic education programming, as billed to the  
17 funding recipient by programs operating under section 61a.

18 (15) From the amount appropriated in subsection (1), an amount  
19 not to exceed \$500,000.00 shall be allocated for 2017-2018 to not  
20 more than 1 pilot program that is located in a prosperity region  
21 with 2 or more subregions and that connects adult education  
22 participants directly with employers by linking adult education,  
23 career and technical skills, and workforce development. To be  
24 eligible for funding under this subsection, a pilot program shall  
25 provide a collaboration linking adult education programs within the  
26 county, the area career/technical center, and local employers, and  
27 shall meet the additional criteria in subsections (16) and (17).

1 Funding under this subsection for 2017-2018 is for the third of 3  
2 years of funding.

3 (16) A pilot program funded under subsection (15) shall  
4 require adult education staff to work with Michigan works! agency  
5 to identify a cohort of participants who are most prepared to  
6 successfully enter the workforce. Participants identified under  
7 this subsection shall be dually enrolled in adult education  
8 programming and at least 1 technical course at the area  
9 career/technical center.

10 (17) A pilot program funded under subsection (15) shall have  
11 on staff an adult education navigator who will serve as a  
12 caseworker for each participant identified under subsection (16).  
13 The navigator shall work with adult education staff and potential  
14 employers to design an educational program best suited to the  
15 personal and employment needs of the participant, and shall work  
16 with human service agencies or other entities to address any  
17 barrier in the way of participant access.

18 (18) Not later than December 1, 2018, the pilot program funded  
19 under subsection (15) shall provide to the senate and house  
20 appropriations subcommittees on school aid, to the senate and house  
21 fiscal agencies, and to the state budget director a report  
22 detailing number of participants, graduation rates, and a measure  
23 of transitioning to employment.

24 (19) From the amount appropriated in subsection (1), an amount  
25 not to exceed \$2,000,000.00 shall be allocated for 2017-2018 for  
26 grants to not more than 5 pilot programs that are additional to the  
27 pilot program funded under subsection (15) to connect adult

1 education participants with employers as provided under this  
2 subsection. The grant to each eligible pilot program shall be **UP TO**  
3 \$400,000.00. To receive funding under this subsection, an eligible  
4 pilot program shall satisfy all of the following:

5 (a) Meets 1 of the following:

6 (i) Is located in prosperity region 1c.

7 (ii) Is located in prosperity region 2 and borders prosperity  
8 region 4.

9 (iii) Is located in prosperity region 4a and borders  
10 prosperity region 5.

11 (iv) Is located in prosperity region 5 and borders Lake Huron.

12 (v) Is located in prosperity region 9 and borders a  
13 neighboring state.

14 (b) Begins operations at the start of the 2017-2018 school  
15 year.

16 (c) Replicates the pilot program funded under subsection (15).

17 (d) Meets the requirements under subsections (15), (16), and  
18 (17) for a pilot program funded under subsection (15).

19 (20) Not later than December 1, 2018, a pilot program funded  
20 under subsection (19) shall provide a report to the senate and  
21 house appropriations subcommittees on school aid, to the senate and  
22 house fiscal agencies, and to the state budget director identifying  
23 the number of participants, graduation rates, and a measure of  
24 transition to employment.

25 (21) The department shall approve at least 3 high school  
26 equivalency tests and determine whether a high school equivalency  
27 certificate meets the requisite standards for high school

1 equivalency in this state.

2 (22) As used in this section:

3 (a) "Career pathway" means a combination of rigorous and high-  
4 quality education, training, and other services that comply with  
5 all of the following:

6 (i) Aligns with the skill needs of industries in the economy  
7 of this state or in the regional economy involved.

8 (ii) Prepares an individual to be successful in any of a full  
9 range of secondary or postsecondary education options, including  
10 apprenticeships registered under the act of August 16, 1937  
11 (commonly known as the "national apprenticeship act"), 29 USC 50 et  
12 seq.

13 (iii) Includes counseling to support an individual in  
14 achieving the individual's education and career goals.

15 (iv) Includes, as appropriate, education offered concurrently  
16 with and in the same context as workforce preparation activities  
17 and training for a specific occupation or occupational cluster.

18 (v) Organizes education, training, and other services to meet  
19 the particular needs of an individual in a manner that accelerates  
20 the educational and career advancement of the individual to the  
21 extent practicable.

22 (vi) Enables an individual to attain a secondary school  
23 diploma or its recognized equivalent, and at least 1 recognized  
24 postsecondary credential.

25 (vii) Helps an individual enter or advance within a specific  
26 occupation or occupational cluster.

27 (b) "Department" means the department of talent and economic



1 development.

2 (c) "Eligible adult education provider" means a district,  
3 intermediate district, a consortium of districts, a consortium of  
4 intermediate districts, or a consortium of districts and  
5 intermediate districts that is identified as part of the local  
6 process described in subsection (5)(c) and approved by the  
7 department.

8 Sec. 147a. (1) From the appropriation in section 11, there is  
9 allocated for 2017-2018 an amount not to exceed \$100,000,000.00 for  
10 payments to participating districts. A participating district that  
11 receives money under this subsection shall use that money solely  
12 for the purpose of offsetting a portion of the retirement  
13 contributions owed by the district for the fiscal year in which it  
14 is received. The amount allocated to each participating district  
15 under this subsection shall be based on each participating  
16 district's percentage of the total statewide payroll for all  
17 participating districts for the immediately preceding fiscal year.  
18 As used in this subsection, "participating district" means a  
19 district that is a reporting unit of the Michigan public school  
20 employees' retirement system under the public school employees  
21 retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, and  
22 that reports employees to the Michigan public school employees'  
23 retirement system for the applicable fiscal year.

24 (2) In addition to the allocation under subsection (1), from  
25 the state school aid fund money appropriated under section 11,  
26 there is allocated an amount not to exceed \$48,940,000.00 for 2017-  
27 2018 for payments to participating ~~entities~~ **DISTRICTS AND**

1 **INTERMEDIATE DISTRICTS** and from the general fund money appropriated  
2 under section 11, there is allocated an amount not to exceed  
3 \$29,000.00 for 2017-2018 for payments to participating district  
4 libraries. The amount allocated to each participating entity under  
5 this subsection shall be based on each participating entity's  
6 percentage of the total statewide payroll for that type of  
7 participating entity for the immediately preceding fiscal year. A  
8 participating entity that receives money under this subsection  
9 shall use that money solely for the purpose of offsetting a portion  
10 of the normal cost contribution rate. As used in this subsection:

11 (a) "District library" means a district library established  
12 under the district library establishment act, 1989 PA 24, MCL  
13 397.171 to 397.196.

14 (b) "Participating entity" means a district, intermediate  
15 district, or district library that is a reporting unit of the  
16 Michigan public school employees' retirement system under the  
17 public school employees retirement act of 1979, 1980 PA 300, MCL  
18 38.1301 to 38.1437, and that reports employees to the Michigan  
19 public school employees' retirement system for the applicable  
20 fiscal year.

21 Sec. 166b. (1) This act does not prohibit a parent or legal  
22 guardian of a minor who is enrolled in any of grades kindergarten  
23 to 12 in a nonpublic school or who is being home-schooled from also  
24 enrolling the minor in a district, public school academy, or  
25 intermediate district in any curricular offering that is provided  
26 by the district, public school academy, or intermediate district at  
27 a public school site and is available to pupils in the minor's

1 grade level or age group, subject to compliance with the same  
2 requirements that apply to a full-time pupil's participation in the  
3 offering. However, state school aid shall be provided under this  
4 act for a minor enrolled as described in this subsection only for  
5 curricular offerings that are available to full-time pupils in the  
6 minor's grade level or age group.

7 (2) This act does not prohibit a parent or legal guardian of a  
8 minor who is enrolled in any of grades kindergarten to 12 in a  
9 nonpublic school or who resides within the district and is being  
10 home-schooled from also enrolling the minor in the district in a  
11 curricular offering being provided by the district at the nonpublic  
12 school site. However, state school aid shall be provided under this  
13 act for a minor enrolled as described in this subsection only if  
14 all of the following apply:

15 (a) Either of the following:

16 (i) The nonpublic school site is located, or the nonpublic  
17 students are educated, within the geographic boundaries of the  
18 district.

19 (ii) If the nonpublic school has submitted a written request  
20 to the district in which the nonpublic school is located for the  
21 district to provide certain instruction under this subsection for a  
22 school year and the district does not agree to provide some or all  
23 of that instruction by May 1 immediately preceding that school year  
24 or, if the request is submitted after March 1 immediately preceding  
25 that school year, within 60 days after the nonpublic school submits  
26 the request, the instruction is instead provided by an eligible  
27 other district. This subparagraph does not require a nonpublic

1 school to submit more than 1 request to the district in which the  
2 nonpublic school is located for that district to provide  
3 instruction under this subsection, and does not require a nonpublic  
4 school to submit an additional request to the district in which the  
5 nonpublic school is located for that district to provide additional  
6 instruction under this subsection beyond the instruction requested  
7 in the original request, before having the instruction provided by  
8 an eligible other district. A public school academy that is located  
9 in the district in which the nonpublic school is located or in an  
10 eligible other district also may provide instruction under this  
11 subparagraph under the same conditions as an eligible other  
12 district. As used in this subparagraph, "eligible other district"  
13 means a district that is located in the same intermediate district  
14 as the district in which the nonpublic school is located or is  
15 located in an intermediate district that is contiguous to that  
16 intermediate district.

17 (b) The nonpublic school is registered with the department as  
18 a nonpublic school and meets all state reporting requirements for  
19 nonpublic schools.

20 (c) The instruction is provided directly by a certified  
21 teacher at the district or public school academy or at an  
22 intermediate district.

23 (d) The curricular offering is also available to full-time  
24 pupils in the minor's grade level or age group in the district or  
25 public school academy at a public school site.

26 (e) The curricular offering is restricted to nonessential  
27 elective courses for pupils in grades kindergarten to 12.

1           (3) A nonessential course in grades ~~kindergarten-1~~ to 8 is a  
2 course other than **A** mathematics, science, social studies, and  
3 English language arts **COURSE REQUIRED FOR GRADE PROGRESSION**.

4 Nonessential courses in grades 9 to 12 are those other than algebra  
5 1, algebra 2, English 9-12, geometry, biology, chemistry, physics,  
6 economics, geography, American history, world history, the  
7 Constitution, government, and civics, or courses that fulfill the  
8 same credit requirement as these courses. Nonessential elective  
9 courses include courses offered by the local district for high  
10 school credit that are also capable of generating postsecondary  
11 credit, including, at least, advanced placement and international  
12 baccalaureate courses. College level courses taken by high school  
13 students for college credit are nonessential courses. Remedial  
14 courses for any grade in the above-listed essential courses are  
15 considered essential. **KINDERGARTEN IS CONSIDERED NONESSENTIAL**.

16           (4) Subject to section 6(4)(ii), a minor enrolled as described  
17 in this section is a part-time pupil for purposes of state school  
18 aid under this act.

19           (5) A district that receives a written request to provide  
20 instruction under subsection (2) shall reply to the request in  
21 writing by May 1 immediately preceding the applicable school year  
22 or, if the request is made after March 1 immediately preceding that  
23 school year, within 60 days after the nonpublic school submits the  
24 request. The written reply shall specify whether the district  
25 agrees to provide or does not agree to provide the instruction for  
26 each portion of instruction included in the request.

27           Enacting section 1. In accordance with section 30 of article

1 IX of the state constitution of 1963, total state spending from  
2 state sources on state school aid under article I of the state  
3 school aid act of 1979, 1979 PA 94, MCL 388.1601 to 388.1772, as  
4 amended by 2017 PA 108 and this amendatory act for fiscal year  
5 2017-2018 is estimated at \$12,857,370,400.00 and state  
6 appropriations for school aid to be paid to local units of  
7 government for fiscal year 2017-2018 are estimated at  
8 \$12,679,972,800.00.

9 Enacting section 2. This amendatory act takes effect October  
10 1, 2017.