MARQUETTE-ALGER RESA

SERVING SUPERIOR SCHOOLS

STRATEGIC PLAN
2022-2025

Table of Contents

Introduction

Strategic planning is a process in which an organization defines their mission, vision and values and seeks input from many stakeholder groups to collaboratively identify and prioritize goals and objectives that support continuous improvement. The process incorporates understanding past successes and challenges, a critical look at the present, and targets desired outcomes for the future. The result leads to a dynamic blueprint that defines how the organization can work to enhance and improve its services and reach its vision.

Mission	Supporting educational excellence through advocacy, collaboration and innovation.

Vision	To provide constituent districts the supports necessary to enable them to develop communities filled with learners prepared to be successful, productive and responsible citizens.

Values	We believe: • All learners deserve the opportunity to reach their potential. • Change is necessary to meet the emerging needs of learners and communities. • Collaboration and innovation are key to success. • Communication and a healthy exchange of ideas are essential. • We must recognize, promote and model effective education systems.

Guiding Principle:

Model best practice in the application of high-performance standards (content) and use of professional and collegial learning (process) to increase educator effectiveness and outcomes for all learners.

Our Process

In October 2021, the Marquette-Alger Regional Education Service Agency (MARESA) invited over 200 people from the communities within its two-county service area to participate in a dynamic strategic planning process. Approximately 80 community members and educators responded to our call to action and engaged in a professionally facilitated process known as Future Search that took place over three days. The 14-hour community conversation led participants to reflect on the past to understand the evolution of public education over several decades, and discuss the current educational landscape within the context of our state and region. With that foundational knowledge, the group was prepared to deliberate, forecast, and identify the region's educational priorities and plot a course to outline the new strategic plan for Marquette-Alger RESA for the next three years.

The priorities identified by the comprehensive process include the following:
- Provide a targeted menu of Professional Development offerings
- Implement robust mental health services
- Implement a Multi-Tiered System of Support (MTSS) with fidelity
- Expand Early Childhood Education Services
- Facilitate passage of a Special Education millage
- Expand and increase access to Career & Technical Education programs
- Implement a Communication Plan, woven through all priorities, that will lead to enhance community awareness, and strengthen education partnerships and student outcomes.

These seven priority areas encompass the focus of our agency and service to our community schools for the next three years, and are the priorities identified through consensus from the stakeholders of this organization.

Communication
Goal: *Implement a communication plan that leads to enhanced community awareness and strengthens education partnerships and student outcomes.*

Professional Development
Goal: *Provide a targeted menu of professional development offerings*

Wellness
Goal: *Implement robust mental health services*

MTSS Supports
Goal: *Implement a Multi-Tiered System of Support with fidelity*

Early Childhood
Goal: *Expand Early Childhood Education services*

Special Education
Goal: *Facilitate passage of Special Education Millage*

Career Tech
Goal: *Expand and increase access to Career & Technical Education programs*

Committee Work

To ensure the fidelity of our strategic plan, each goal has been assigned to a committee comprised of Marquette-Alger RESA staff and appropriate school and community members to enable diverse representation and perspectives. Each committee will work to engage in collaborative dialogue and develop strategies and activities around each goal.

Committee leadership includes:
Ex Officio: Superintendent Greg Nyen, EdD
Professional Development: Tammy Nyen, EdD and Travis Smith, EdD
Wellness: Jennifer Krzewina, PhD
MTSS: Travis Smith, EdD
Early Childhood: Lyndsay Carey
Special Education: Anthony Bertucci and Tammy Nyen, EdD
Career & Technical Education: Erich Ziegler, EdS
Communication: Monica Nordeen

Phases of Implementation

Anchored in a continuous improvement approach, the multi-colored graphic below illustrates the various phases of implementation for each priority in our strategic plan. Where appropriate, the strategies and objectives outlined in the following pages have been color coded to align to the multi-phased approach illustrated below.
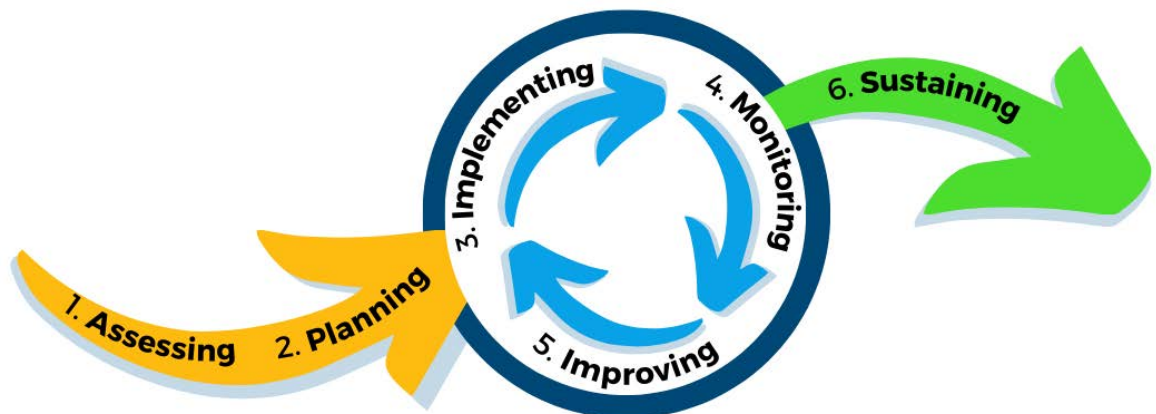
◆ **Assessing/Planning**
◆ **Implementing/Monitoring/Improving**
◆ **Sustaining**

3

Professional Development

STRATEGIES & OBJECTIVES

1. Identify current Professional Development (PD) offerings & meetings.
1. Survey each service area in the agency to identify all recurrent PD offerings and delivery modalities utilized (current offerings).
2. Reinforce MiSTEM Network and Seaborg Center partnership and support their PD offerings through the agency.
3. Highlight other PD and training opportunities found within our service area.

2. Identify professional development needs and priorities RESA-wide.
1. Analyze the results of regional surveys and facilitated discussions to determine areas of need or priority.
2. Follow up on LEA specific PD needs (2022-23 PD interest results).
3. Identify themes and trends in RESA-wide student data in order to inform PD recommendations: MiSchool Data, Munetrix, SELweb, PCG, COR, CLASS, Climate/Perception Survey, and Catamaran (determinations & strand reports).
4. Identify PD needs from the other strategic planning groups.
5. Create a list of best practices as opportunities for PD (by service area). (Visible Learning Ideas)
6. Identify opportunities to support learning through the context of diversity, equity, and inclusion.
7. Identify opportunities to support multiple means of PD-based recertification (e.g., SCECHs, credits, CEUs).
8. Identify and establish potential opportunities for non-educator PD that aligns with other strategic plan priority areas (e.g., Early Childhood Education - classes for new parents).

3. Establish an infrastructure to support a culture of professional learning and continuous PD improvement.
1. Recommend Training Formats:
   - **Virtual:** (synchronous or asynchronous): From the information gathered from the needs assessment, what can we offer/how/when/how often (one-shot, recurrent)
   - **Face-to-face:** From the information gathered from the needs assessment, what can we offer/how/when/how often (one-shot, recurrent)
   - **Hybrid:** From the information gathered from the needs assessment, what can we offer/how/when/how often (one-shot, recurrent)
2. Identify funding models (e.g., grants, base budgets, partners).
3. Provide follow up support & coaching for educators.
   - Identify and address gaps in PD.
4. Explore Technical Assistance available through MiMTSS, including the implementation of the MTSS Review in all LEAs.
5. Identify professional networks already established and gather information from them.
   - How they function
   - Who is/is not represented
   - How often do they meet
   - Identify teacher-leaders and local agencies RESA-wide
   - Create new professional networks for groups not represented
6. Provide staff training in the research on effective PD and strategies for increasing adult reflection, collaboration and engagement in learning.
   - Establish an agency PD implementation guide that clarifies critical components (gold standard/acceptable variations/unacceptable variations) when facilitating adult learning. (Adaptive Schools, Effective PD Fact Sheet).
7. Create a standard feedback form for every PD event (SCECH/non-SCECH).

Goal: *Provide a targeted menu of professional development offerings*

Key

◆ **Assessing/ Planning**

Orange text indicates that this objective is in the "assessing" or "planning" phase.

◆ **Implementing/ Monitoring/ Improving**

Blue text indicates that this objective is in the "improving", "implementing", or "monitoring" phase.

◆ **Sustaining**

Green text indicates that this objective is in the "sustaining" phase.

Professional Development

4. Effectively communicate PD opportunities.
1. Create a space on our website to communicate:
    - A PD-based FAQ
    - RESA-delivered PD opportunities
    - Other available opportunities for PD
    - Provide/Offer link to LEAs that connect to regional catalog of PD offerings, including ongoing PD, coaching, and support
2. Consider periodic email/social media updates of PD events using a common template.
3. Communicate intentionally and frequently with new educators to ensure they know how to access RESA-provided PD.

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Multi-Tiered System of Support

STRATEGIES & OBJECTIVES

1. Operationally define a Multi-Tiered System of Support (MTSS), align research, and establish common language.
1. Provide/deliver PD (synchronous and asynchronous) to establish common language based on research and best practice.
2. Utilize administrative meetings to establish MTSS framework components.
3. Support LEA attendance at Visible Learning Conference (summer 2022).
4. Customize EDU-Path resource as Marquette-Alger RESA-Path opportunity for asynchronous learning.
5. Work with NMU to develop and offer a 12-credit graduate level emphasis in MTSS with an implementation date of summer 2023 dependent upon NMU approval.
6. Develop a MTSS Frequently Asked Questions (FAQ) resource.

2. Establish baseline for LEA implementation of MTSS.
1. Utilize University of Minnesota's Center for Academic Research and Educational Improvement (CAREI) team to lead and train RESA and NMU staff in audit process (2021-22 & 2022-23).
2. Utilize train the trainer model 2021-2023.
3. Utilize agency personnel in 2023-24 to conduct and lead LEA audits.
4. Create findings report template and presentation as a deliverable to constituent districts.
5. Establish a RESA team of experts available to LEAs.
6. Develop reporting structure to document student growth trends.
7. Establish sequence for audit process among LEAs.

3. Establish availability of regional tools necessary to support the implementation of MTSS with fidelity.
1. Establish a data platform tool (Munetrix) for LEAs to use to warehouse, synthesize, and evaluate student data.
2. Establish a best practice list of assessments and interventions by discipline.
3. Establish a curriculum review cycle/team/process.
4. Establish a process for a research-based appropriation of school psychology time allocations.
5. Identify resources needed to support LEAs with implementation of MTSS (e.g., literacy and math supports/coaches).
6. Explore technical assistance through MiMTSS and CAREI District Assembly.

4. Assist LEAs with the procedural and structural elements of Teaming in an MTSS framework.
1. Research, develop, and support the implementation of MTSS resources.
2. Integrate Early Warning Intervention and Monitoring System (EWIMS) resource into data collections and review process.
3. Identify, communicate, and support Tier 1 (Universal) instructional teams, systems, and resources.
4. Identify, communicate, and support the concept of supplemental instruction.
5. Identify and support the concept of Data-Based Decision Making.
6. Identify, communicate, and support Tier 2 (Targeted) instructional teams, systems, and resources.
7. Identify, communicate, and support Tier 3 (Intensive) instructional teams, systems, and resources.
8. Identify Regional data and systems review team members.
9. Identify district-level and building-level team membership and facilitate roles and responsibilities for each.
10. Align professional development opportunities for regional educators.

Goal: *Implement a Multi-Tiered System of Support with fidelity*

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STRATEGIES & OBJECTIVES *CONTINUED*

5. Establish an infrastructure to support a culture of program evaluation and continuous improvement.

1. Utilize MICIP model and framework. Identify regional approach to same.
2. Identify or develop opportunities for family engagement in the MTSS framework.
3. Identify or develop opportunities for evaluation and support of diversity, equity, and inclusion.
4. Identify or develop opportunities for evaluating the effectiveness of social, emotional, behavioral, and academic support interventions/systems.

6. Sustain and expand the understanding and importance of implementation with fidelity.

1. Identify and develop opportunities for expanding the understanding and importance of implementation with fidelity.
2. Develop an LEA checklist for implementation/sustainability/improvement.
3. Develop an introductory MTSS course for new LEA staff when turnover occurs (engage new stakeholders).
4. Identify regional data to be shared with boards/public (engage stakeholders).
5. Identify communication feedback loop on a regional level to address changing priorities and challenges.

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Goal: *Implement robust mental health services*

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Wellness

STRATEGIES & OBJECTIVES

1. Assess current regional landscape of preventive and tier 1 & 2 interventions.
1. Identify current community and school supports that enhance resilience and protective factors for youth (e.g., community clubs/activities, Social-Emotional Learning (SEL) screening/programs, education opportunities).
2. Research service delivery models that would address gaps.
3. Collaborate with existing youth prevention groups (MC-SPA, MC2, WESP, CAN/CRB).
4. Create task force work groups through the Wellness Task Force initiative (Wellness Task Force Priorities).
5. Identify sources of funding in the community.

2. Assess current regional landscape of tier 3 mental health services and identify areas of strength and need.
1. Identify current community and school supports - what is happening and where are the gaps?
2. Research service delivery models that would address the gaps.
3. Create task force work groups through the Wellness Task Force initiative (Wellness Task Force Priorities).
4. Identify sources of funding in the community.

3. Research and review current regional crisis response plan/protocols and identify potential opportunities to strengthen and support local school districts.
1. Collaborate with LEAs to determine how each district responds to crises.
2. Research other ISD response protocols that are effective (e.g. EUPISD)
3. Collaborate with PATHWAYS (they have a mobile crisis team), GLRC, and other agencies who engage in crisis response.
4. Train more RESA staff in the PREPaRE model.

4. Assist LEAs across the region in establishing/enhancing MTSS to address prosocial skill development and trauma informed practices.
1. As districts engage in CAREI/Marquette-Alger RESA MTSS reviews, make trainings around MTSS, SEL, and trauma accessible to the LEAs (for all district staff). UofM TIPPS
2. Assist LEAs with enhancing tier 1 supports (Current PD offerings RESA-wide).
3. Student SEL skill assessment/screening, data analysis, and intervention.
4. Assist LEAs with school climate surveys.

5. Implement a RESA-wide crisis response plan/protocol that fits the needs of our diverse school districts.
1. Create an implementation plan in collaboration with LEAs.
2. Provide training on the plan.

6. Implement a tier 3 mental health plan for children in collaboration with schools and community stakeholders.
1. Create an implementation plan based on strengths and needs data.
2. Coordinate services between schools and community agencies.

7. Develop and implement training, wellness and collaboration opportunities for regional students and families in service area.
1. Create an implementation plan based on strengths and needs data.
2. Coordinate services between schools and community agencies.
3. Develop parent/guardian and staff education and supports.

8. Sustain the education and programming of school and community-based mental health services with fidelity.
1. Sustain and expand existing collaborative relationships and regularly scheduled meetings.
2. Look for new opportunities to develop collaborative relationships.
3. Make data-based decisions.
4. Continue to seek funding opportunities.

Early Childhood

1. Establish workforce support opportunities to retain current educators.
1. Connect with survey results from Great Start to Quality UP Resource Center on necessary support resources for current early childhood providers.
2. Create and connect opportunities for appropriate professional learning in focus areas for all early childhood providers.
3. Create a mentoring framework for collaboration and support to retain educators using reflective practices.
4. Support the wellness of early childhood educators through a network of substitutes to ensure necessary time off.

2. Create opportunities to attract and develop new qualified staff.
1. Utilize CTE high school internship opportunities to complete the Child Development Associate (CDA) credential before graduation.
2. Summer intensive cohorts available for CDA completion at no/low cost to educators.
3. Market early childhood education career path opportunities to show value and benefits to young children and the community.
4. Build a network of substitute providers to transition into the field of early childhood with training and guidance.

3. Establish program models of inclusive best practices in early childhood using research and data.
1. Inventory current successful inclusive program models locally and regionally.
2. Provide assistance and mentoring to locations/districts willing to collaborate for inclusive programming.
3. Promote and train on MDE's Preschool Inclusion Collective Action Plan.
4. Encourage policies and procedures to ensure children are placed in Least Restrictive Environments.
5. Advocate for appropriate preschool inclusion funding to support district efforts of inclusion.

4. Expand Early On awareness within the community.
1. Promote Early On (birth to age 3 intervention) at community events where families will learn about our services.
2. Share materials and presentations with local medical providers to ensure appropriate and timely referrals.

5. Expand family engagement opportunities across the entire service area.
1. Collaborate with all early childhood education agencies to offer a variety of opportunities for families and children to connect through playgroups and events.
2. Focus on locations across the entire service area to ensure equity and access without barriers.
3. Partner to offer additional parent support training opportunities through community events.

6. Create and support opportunities for additional three- and four-year-old classrooms.
1. Expand four-year-old Great Start Readiness Preschool (GSRP) program offerings across the entire service area.
2. Support affordable childcare for families through the MI Tri-Share program in partnership with local employers.
3. Collaborate with local providers for connections for all income levels to expand early childhood learning opportunities across the entire service area.

Goal: *Expand Early Childhood Education services*

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Career & Technical Education

STRATEGIES & OBJECTIVES

1. Identify and prioritize regional student, employer and community needs.
1. identify current CTE programs across Marquette-Alger RESA.
2. Utilize CTE Committee, Local Education Agencies (LEA), and higher education institutions, primary research, and existing data sources to assess student needs.
3. Utilize existing data and studies to assess employer needs.
4. Utilize existing data and perform primary research to assess community needs.

2. Identify barriers to participation in CTE.

1. Identify student barriers.
2. Identify district barriers.

3. Identify and establish regional partnerships with regional businesses and organizations.
1. Work through CTE Committee to identify and define opportunities to partner in Marquette and Alger counties.
    a. Seek out partnerships and relationships with intention through the CTE Committee, CEAC committee, UP Michigan Works, and beyond.
    b. Incorporate partnerships developed through CTE programs, internships, and the Marquette-Alger Technical Middle College.

4. Explore CTE funding streams.

1. Identify current CTE Funding streams, including local, regional, state, and federal.
2. Identify benefits/barriers to CTE millage.
3. Identify opportunities for consortiums for high school CTE courses.
4. Explore adult classes with tuition to offset costs

5. Provide greater access to students across Marquette-Alger RESA.

1. Work with LEAs to strengthen already existing programs.
2. Consider viability of traveling instructor.
3. Consider additional opportunities for learning, including Early Middle College, Less Than Class Size, Internships/Work-based Learning, and new CTE programs.
4. Continue to build community/media communications of programming to increase student, parent, and community partner awareness of opportunities and how to access.

6. Strengthen partnerships between Marquette-Alger RESA CTE and communities, Higher Education, businesses, and organizations.

1. Utilize CTE Committee to strengthen mutualistic partnerships.
2. Creation of a Work-Based Learning (WBL) subgroup so all WBL providers in Marquette-Alger counties collaborate to best serve students and businesses.
3. Collaborate with Career Educational Planning Districts (CEPD) across the Upper Peninsula and State.
4. Identify additional partnership opportunities within the community to better support students with disabilities.
5. Collaborate with higher education institutions to explore current trends, professional development, and opportunities for CTE courses.
6. Marketing/promoting value of CTE.

Goal: *Expand and increase access to Career & Technical Education programs*

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Career & Technical Education

STRATEGIES & OBJECTIVES *CONTINUED*

7. Sustain high quality programs for students through our sustained partnerships with communities, businesses and organizations across Marquette-Alger RESA.

1. Visit host sites regularly and intentionally to ensure needs are being met.
2. Use data (both quantitative and qualitative) as a measuring device.
3. Provide opportunities for consortiums for high school CTE courses.
4. Maintain and grow partnerships across the region.
   a. Identify and target credentials needed by regional employers/economy.
   b. Connect students with regional employers via guest speakers and talent tours.
   c. Sustain financial viability for CTE programs across region.

8. Sustain financial viability for CTE programs across region.

1. Grow time and financial commitments from public and private foundations and regional employers.
2. Acquire additional funding from local, regional, state, and federal sources.
3. Pass CTE millage for Marquette-Alger RESA.

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Communication

STRATEGIES & OBJECTIVES

1. Streamline Marquette-Alger RESA email and other communications to ensure stakeholders receive the information they need as efficiently as possible.

1. Create an inventory of the subjects covered in staff members' and consultants' regular emails to stakeholders. Identify any redundancies and designate staff members as solely responsible for communicating about specific subjects.
2. Consolidate all program- and group-specific newsletters into a single monthly newsletter from Marquette-Alger RESA. Each program/group will have a section for news and updates within this overarching newsletter.
3. Maintain the targeting of audience-specific newsletters (early childhood, health, literacy) that provide in-depth information on specific topics that are not relevant for all.
4. As possible, link to this additional information within the RESA's monthly newsletter.
5. Ensure that all Marquette-Alger RESA newsletters have consistent branding.

2. Increase overall awareness of Marquette-Alger RESA's comprehensive program offerings through both new and improved avenues of communication.

1. Write and distribute a news release or media advisory whenever there is a positive event or news from the agency or one of its programs.
2. Form and/or maintain relationships with local reporters. Invite them to cover stories about the agency's programs and services.
3. Capture images of agency staff working with students and delivering services. Share on the agency's website and via social media.
4. Create and publish two social media posts per week, focused specifically on positive news, events, and impacts from the agency's work in schools. Include photos, videos, and/or graphics.
5. Create a process that allows staff/consultants to share photos and videos of their work with schools and students—and that can be used in agency-wide external communications.
6. Train and provide resources (collateral, talking points, etc.) to allow agency staff to serve as brand ambassadors.
7. Make one presentation per quarter to a community, business, and/or civic group in the region. Share stories of the impact of agency programs and services on schools, students, and families.

3. Implement a sound process for internal communications to ensure staff and consultants are informed at all times.

1. Use Smore e-news platform to create and maintain a monthly version of Noteworthy News for staff, consultants, and other internal stakeholders.
2. Establish a staff intranet site where key information is made available to all Marquette-Alger RESA staff.
3. Pilot the use of Google Spaces/Google Chat as an internal communication tool within one or more agency departments. Establish channels for teams, groups, and programs.

Goal: *Implement a communication plan that leads to enhanced community awareness and strengthens education partnerships and student outcomes.*

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Communication

STRATEGIES & OBJECTIVES *CONTINUED*

4. Improve the Marquette-Alger RESA website content and functionality to serve as a more effective communication tool and resource for all stakeholders.

1. Conduct an agency-wide inventory of all websites, Google Sites, and other platforms various groups and programs use as communication tools.
2. Transition all outside websites/pages to the new Marquette-Alger RESA website. Notify all relevant stakeholders of the transition:
    a. Send an initial email message before the transition takes place.
    b. Send a follow-up email message once the transition has taken place.
    c. Send a third email message to remind stakeholders that the transition has been made.
3. Obtain input and feedback from external and internal stakeholders on the agency's website. Use resulting information to determine what is working well and where improvements can be made.
4. Make necessary updates to the website, based on input and feedback from the stakeholders.

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Special Education Funding

STRATEGIES & OBJECTIVES

1. Implement strategies to encourage passage of at least 1.5 additional mills to support regional special education services.

TASKS:
- Set date for election (November 2023)
- Set timeline for community strategies and tactics
- Determine millage amount (include Headlee hedge)
- Determine financial impact to LEAs
- Develop communication plan for millage request

STRATEGIES:
- Encourage voter engagement
- Encourage MEA engagement
- Encourage LEA & School Board engagement

TACTICS:
Website and digital media
   a. Social media - e.g., Facebook, Twitter, Instagram (LEAs repost)
   b. Advertisements on Apps
TV
   a. News coverage
   b. Advertisements
Print
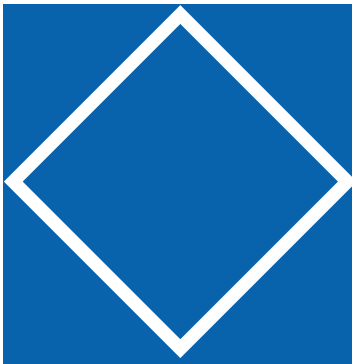   a. News coverage
   b. Advertisements
   c. One-page FAQs & informational brochure/flyer
Radio
   a. Live interviews (Mark & Walt)
   b. News coverage
   c. Advertisements
Presentations
   a. Regional civic groups

Goal: *Facilitate passage of Special Education Millage*

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Monitoring Success

The Marquette-Alger RESA values feedback provided by all stakeholders throughout the various phases of inception and implementation. The agency's administration and Board of Education are committed to regularly reviewing the incremental progress made in each phase of the priorities, and annual reports will provide updates on our progress. Like any continuous improvement cycle, the feedback loop will help ensure the best possible outcome is realized.

Moving forward, we will continuously engage students, staff, school district leaders, community leaders and parents as we actively work to achieve our vision.

If you have questions about this strategic plan please feel free to contact:
Dr. Greg Nyen, EdD
Superintendent
gnyen@maresa.org
906-226-5102

Acknowledgments

The Marquette-Alger RESA is indebted to the community members within our two-county service area who support the students we serve on a daily basis. Without the resources, services and support of Marquette and Alger County community members, our jobs as educators would be difficult at best. Thank you for supporting our agency, our students, and our region.

The administration is grateful to the Board of Education for supporting the Future Search process and upholding the recommendation as such. The opportunity to reconnect with a diverse group of stakeholders yielded a product that reflects the genuine priorities of the region. The process of creating this strategic plan was as thoughtful as the plan itself.

Finally, sincere gratitude to all those who spent time creating, developing, reviewing, and fine tuning this important document. This is a living document that will not rest on a shelf until its expiration date. This is a document that embodies the work that is as meaningful and important as the employees within the agency that commit to this endeavor. This plan is dynamic and will be evident in our daily work, continually reviewed, and thoughtfully adjusted as progress is made and new opportunities are identified. We are extremely grateful for all who contribute to this work as we renew our commitment toward continuous improvement.

Appendix

CAN/CRB	Child Abuse & Neglect/Community Resiliency Board
CAREI	Center for Academic Research and Educational Improvement
CDA	Child Development Associate
CEU	Continuing Education Unit
CEPD	Career Education Planning Districts
CLASS	Classroom Assessment Scoring System
COR	Child Observation Record
CTE	Career Technical Education
EUPISD	Eastern Upper Peninsula Intermediate School District
EWIMS	Early Warning Intervention and Monitoring System
GLRC	Great Lakes Recovery Center
Headlee	The 1978 Headlee Amendment to Michigan's Constitution requires a local unit of government to reduce its millage when annual growth on existing property is greater than the rate of inflation. As a consequence, the local unit's millage rate gets "rolled back" so that the resulting growth in property tax revenue, community-wide, is no more than the rate of inflation. A "Headlee override" is a vote by the electors to return the millage to the amount originally authorized, and is necessary to counteract the effects of the "Headlee Rollback."
Headlee Hedge	A "Headlee Hedge" occurs when a local unit of government seeks a higher millage amount than was originally authorized by the voters to "hedge" against future "Headlee Rollbacks".
ISD	Intermediate School District
LEA	Local Educational Agencies, aka local school district
MATMC	Marquette Alger Technical Middle College
MC²	Marquette County Cares Coalition
MC-SPA	Marquette County-Suicide Prevention Alliance
MDE	Michigan Department of Education
MEA	Michigan Educator Association
MiSTEM	Michigan Science, Technology, Engineering and Math
MTSS	Multi-Tiered System of Support - The Michigan Department of Education (MDE) defines multi-tiered system of supports (MTSS) as "a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to eliminate barriers to learning and support successful learner outcomes" (MDE, 2020).
PCG	Public Consulting Group
PD	Professional Development
PREPaRE	Prevent, Reaffirm, Evaluate, Provide, and Respond, Examine
RESA	Regional Educational Service Agency
SCECH	State Continuing Education Clock Hours
SE	Social Emotional
SEL	Social Emotional Learning
TIPPS	Univ. of Michigan's Trauma-Informed Programs & Practices Schools
WESP	West End Suicide Prevention
CDA	Child Development Associate credential
GSRP	Great Start Readiness Preschool

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