MI Kids Back on Track (23g) Evaluation Report

2023-2024

Version 2.0
July 2025

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MI Kids Back on Track (23g) Evaluation Report: 2023-2024

The MI Kids Back on Track grant funds (MCL388.1623g) support programs provided before school, during school, after school, or during the summer. These funds are designed to address unfinished learning, get students to grade-level academic standards, provide additional academic assistance to students at risk of falling behind their peers, or help high school students prepare for postsecondary education.

Executive Summary

The Michigan Multi-Tiered Systems of Support Technical Assistance Center (MiMTSS TA Center) has prepared this report of 2023-2024 MI Kids Back on Track outcomes —covering the period from July 1, 2023 to June 30, 2024— on behalf of Clinton County RESA and the Michigan Association of Intermediate School Administrators (MAISA). Specifically, the report addresses the following evaluation questions and overarching results.

Table 1. 2023-2024 Results Summary

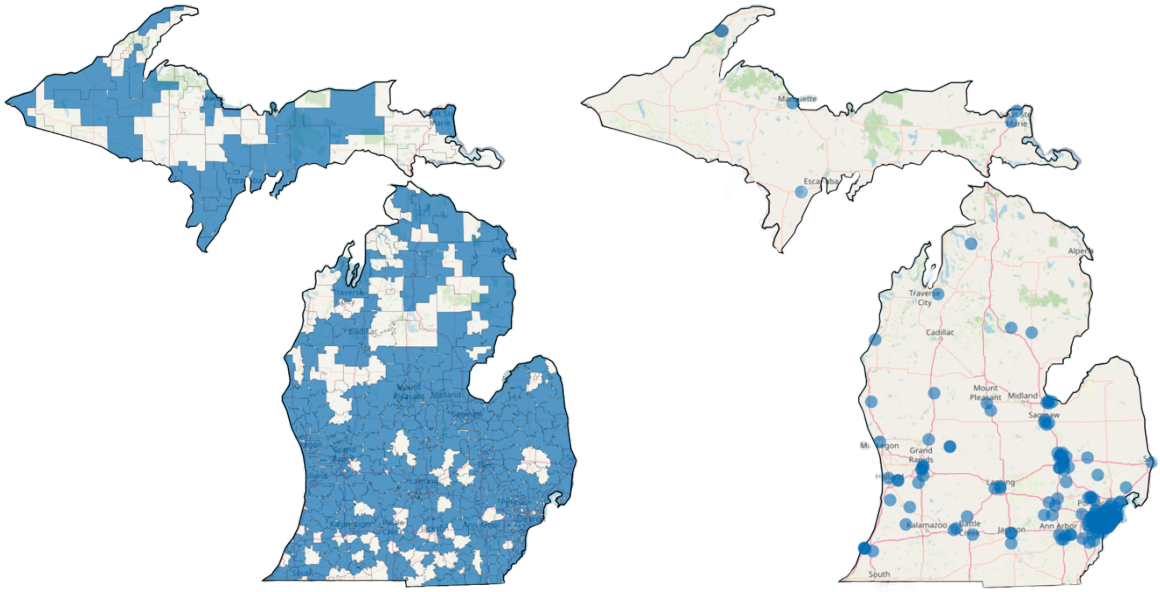
Evaluation Question	2023-2024 School Year Results
1. Who has the funding supported?	**33,705 students** from **549 schools** participated in 23g programming, based on data submitted by **118 districts** (of 524 funded districts).
2. What programs and services are districts implementing using MI Kids Back on Track funding?	Most districts used their MI Kids Back on Track funding for **Expanded Learning Time**.
3. What is known about how programs and services were implemented?	Insufficient data were available to draw conclusions about how **High-Impact Tutoring programs** (1 of 8 programming options) were implemented.
4. To what extent did student reading performance improve?	The 14 districts with the pre-post data necessary for Fall-to-Spring comparisons demonstrated **improvements in reading performance**.
5. To what extent did student math performance improve?	The 14 districts with the pre-post data necessary for Fall-to-Spring comparisons demonstrated **improvements in math performance**.
6. What lessons have been learned from the MI Kids Back on Track grant program?	A team from MDE, MAISA, Michigan Data Hub, and the MiMTSS TA Center has worked to **reduce the reporting burden on districts**.

This report replaces a preliminary version (Part 1) released in January 2025. The preliminary version was based on a single data source, the MI Kids Back on Track Impact Survey responses. The current, complete version builds on that foundation and includes additional analysis of student-level data from the Michigan Data Hub. Shared data from Michigan Data Hub included student participation records, demographics, and benchmark assessment results.

Who has the funding supported?

District and School-Level Participation

Of the 530 districts that applied for funding, all successfully worked with the Michigan Department of Education to meet the grant requirements and receive approval. Six districts ultimately declined the funding after their applications were approved. In total, 524 districts, including 399 traditional school districts and 125 public school academies, accepted funding. In Figure 1, the maps illustrate the geographic location of all funded traditional school districts on the left and public school academies on the right, highlighted in blue. Each district's allocation was calculated by multiplying $364.517 by the number of nonproficient students on the 2023 M-STEP, MME, and SAT in Math and/or ELA. Using this formula, the smallest district allocation was $2,187 and the largest allocation was $7,923,514.



399 Traditional School Districts 125 Public School Academies

Figure 1. Geographic Location of 23g-funded Traditional School Districts and Public School Academies

During the 2023–2024 school year, **260 of 524 districts reported using 23g funds (50%)**, per the MI Kids Back on Track Impact Survey. Of these, **118 districts submitted student participation data** (45% of districts that used funding, 23% of total) for analysis through the Michigan Data Hub (Figure 2). While this data submission rate was lower than expected, districts were given an additional two months to submit their data. Data submission was monitored leading up to the September 2024 deadline and two months after, finally cutting off new data collection as of October 31, 2024. After removing outliers, the mean number of students per district was 129 (SD = 124). Student counts ranged from 1 to 5,907. Outliers were defined as counts that exceeded 1.5 times the interquartile range (IQR) above the 75th percentile (Q3). **In these 118 districts, the 23g programming took place in 549 schools.** Student counts per school ranged from 1 to 1,778. After removing outliers, the mean number of participating students per school was 35 (SD = 40).

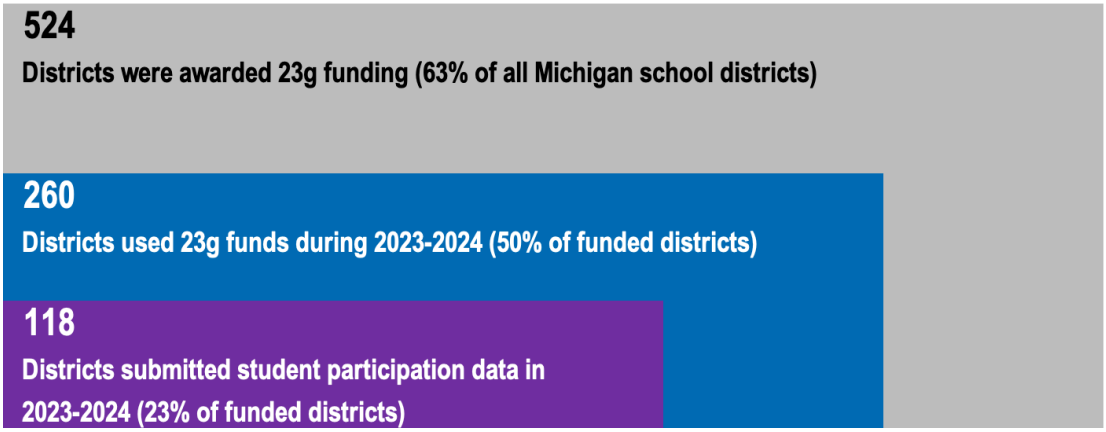


Figure 2. Number and Proportion of Districts That Submitted Student Participation Data in 2023–2024

Student Participation

The data from 118 school districts represented **33,705 students** for whom both 23g program participation and demographic information were submitted to the Michigan Data Hub for the 2023–2024 school year, spanning July 1, 2023, to June 30, 2024.

Grade Level

Representation included all K–12 grade levels (Figure 3), with a notable concentration in the early elementary years, as students in grades K–3 accounted for 40% of all participants.

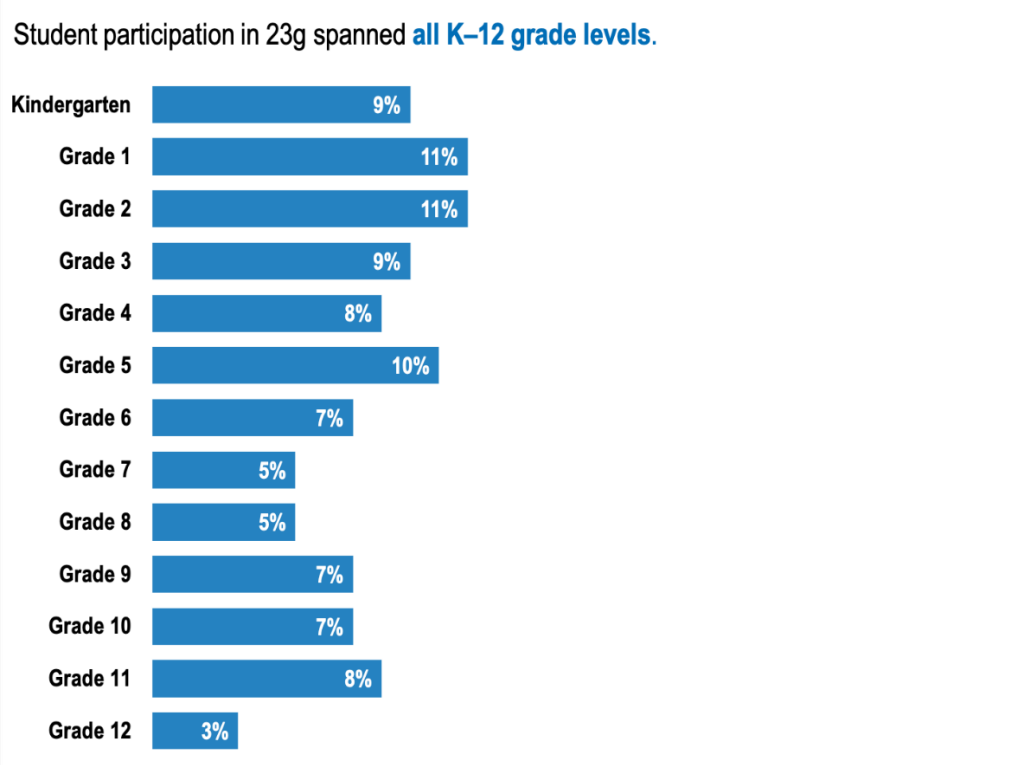


Figure 3. 23g Student Participation by Grade

Gender, Special Education Services, Race, and Ethnicity

The gender distribution was nearly even, with 51% identified as male and 49% as female, indicating balanced representation across genders (Table 2).

Ten percent of the 33,705 students were identified as having an Individualized Education Program (IEP). According to MI School Data, 14% of K–12 students statewide were served through an IEP in 2023–2024, suggesting that **students with IEPs were underrepresented in this 23g dataset compared to the statewide population** (Table 2).

The dataset reflected differences in racial and ethnic representation compared to statewide enrollment (Table 2). White students comprised 74% of the reported 23g dataset, compared to 63% of statewide enrollment, indicating overrepresentation. Black or African American students made up 12% of the 23g dataset, below their 18% statewide representation. Students identifying as Two or More Races (6%) and Asian (4%) were represented at levels roughly consistent with statewide enrollment of 5% and 4%, respectively. American Indian or Alaska Native and Native Hawaiian or Pacific Islander students each accounted for less than 1%, aligning with their proportions statewide. Additionally, 5% of students had missing race data.

Hispanic or Latino students, who constituted 9% of the statewide enrollment population, represented less than 1% of the 23g dataset, indicating underrepresentation.

Table 2. Representation by Race, Ethnicity, and Special Education Services

Demographic Characteristic	Group	23g Representation	23g Data Set	MI Student Population
Gender	Female	〓 Comparable	49%	49%
Special Education Services	Individualized Education Plan	▬ Under	10%	14%
Race	White	✚ Over	74%	63%
Race	Black or African American	▬ Under	12%	18%
Race	Two or More Races	〓 Comparable	6%	5%
Race	Asian	〓 Comparable	4%	4%
Race	American Indian or Alaska Native	〓 Comparable	<1%	1%
Race	Native Hawaiian or Pacific Islander	〓 Comparable	<1%	1%

Demographic Characteristic	Group	23g Representation	23g Data Set	MI Student Population
Ethnicity	Hispanic or Latino	Under	<1%	9%

What programs and services are districts implementing using MI Kids Back on Track funding?

Funding Use

Districts completed an impact survey between June and October 2024. The survey asked districts to indicate which of the eight programming options they already had or intended to implement using 23g funding. Districts could choose one or more option when they applied for grant funds and were asked to respond retrospectively for the 2023-2024 school year, as well as for summer 2024 and the 2024-2025 school year.

A total of 518 districts responded to the survey, achieving a 99% response rate. Among these, 260 districts began using funds during the 2023-2024 school year, with 126 of them continuing to use funds in the summer of 2024. Additionally, 103 districts started using funds for the first time in summer 2024. In total, 229 school districts used funds in the summer of 2024, and 363 districts used funding prior to the 2024-2025 school year.

Districts applying for 23g funding were required to tie the funding request to their Michigan Integrated Continuous Improvement Process (MICIP) needs and plan, using MiStrategyBank to tag the strategies they planned to implement with the funding. Based on the district-selected strategies, it was clear that, in the 2023-2024 school year, **most districts (272) used their MI Kids Back on Track funding for Expanded Learning Time**, defined as supplemental instruction before school, after school, or over the summer (Figure 4).

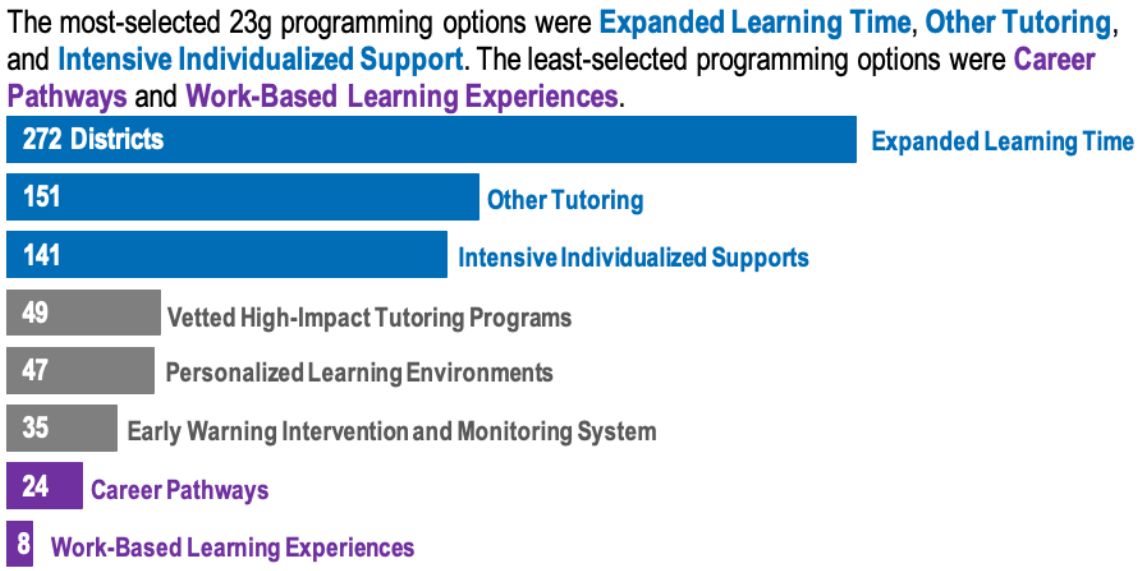


Figure 4. 23g Programming Options Implemented by Districts Through Summer 2024

The programming options reported by districts in the MI Kids Back on Track Impact Survey aligned closely with student-level participation data submitted through the Michigan Data Hub. The following figures represent the percentage of students participating in each program type, based on data from 33,705 students during the 2023-2024 school year.

Expanded Learning Time was the most widely implemented option, accounting for 67% of student participation. Other programming areas included Other Tutoring (10%), Personalized Learning Environments (9%), and Intensive Individualized Support (8%). Student participation was lowest in Work-Based Learning Experiences (<1%), High-Impact Tutoring (1%), Early Warning Intervention and Monitoring Systems (EWIMS) (2%), and Career Pathways (5%). See Appendix A for descriptions of each program type.

High-Impact Tutoring Programs

As part of MI Kids Back on Track, the Michigan Association of Intermediate School Administrators (MAISA) vetted tutoring programs for alignment with the legislative requirements of Section 23g of the 2023-2024 School Aid Act. Programs that met these criteria were designated as High-Impact Tutoring (HIT) programs, resulting in a list of approved vendors eligible for purchase using 23g funds. Due to the legislative focus on High-Impact Tutoring, a dedicated section on HIT is included in this report. As of December 2024, **four waves of program reviews resulted in 30 programs meeting the requirements of a HIT program.**

Thirty-nine districts reported using a HIT program during 2023-2024. Several districts communicated to MAISA and Michigan Department of Education that they wanted to wait to see which vendors would meet the requirements of a HIT program before selecting one for implementation during the 2024-2025 school year. In addition, Impact Survey responses indicated that the mid-school year timing of the disbursing grant funds was an influential factor in why many districts did not implement HIT during the first year. They had little time to select and implement a new HIT program. MAISA formed a committee as soon as funds were allocated in October 2023. Then, an application process for vendors was developed and triads reviewed application materials, and MAISA had follow-up communications with vendors before releasing the first list of approved HIT programs in February of 2024.

Consequently, implementation of HIT was minimal, and fidelity data were similarly limited. Several approved vendors were also unable to fully test system integration with the Michigan Data Hub due to the absence of active student participants. As a result, there were insufficient data to draw conclusions about how HIT programs were implemented during the 2023-2024 reporting period.

Benchmark Assessment Data

During the 2023–2024 school year, 260 districts reported using MI Kids Back on Track funds. Of these, 107 districts submitted benchmark assessment data. NWEA MAP Growth RIT scale scores were selected for this report because they had the largest number of students with both Fall and Spring scores—2,176 in Math and 2,062 in Reading. Other available assessment data outside of NWEA MAP growth was minimal during 2023-2024.

This resulted in only 14 districts with the pre-post data necessary for Fall-to-Spring comparisons. While informative, this subset represents only **5% of the 260 districts** that used

funding during the 2023-2024 school year (3% of all 23g-funded districts) and may not reflect the broader population. **In addition, it is unknown which students received 23g supports that were specifically designed to improve reading performance, math performance, or both.**

Given the narrow scope of the available benchmark assessment data, all student progress **results should be interpreted with caution**. The results presented below are unlikely to accurately reflect growth for all students who participated in programming during 2023–2024 due to the limited data set and narrow scope.

However, preliminary results are presented in this report given the reporting requirements and interest in the impact of funding on student academic performance. Similar analyses will continue to be reported in future years, ideally representing larger and more complete data sets. Reporting mechanisms have been improved for 2024-2025 reporting. For example, districts will be asked to identify the benchmark assessments they are using to measure progress locally. Those responses will be used to match assessment data from the Michigan Data Hub with 23g student participation data.

To What Extent Did Student Reading Performance Improve?

Among the 2,176 students with NWEA MAP Growth reading benchmark assessment data, **84% demonstrated an improvement in their reading RIT score from Fall 2023 to Spring 2024**. The score increase was calculated by subtracting each student's Fall 2023 RIT score from their Spring 2024 RIT score. At the individual student level, the minimum positive change observed was 1 point, which occurred across multiple grade levels. The maximum increase was 52 points, observed in Grade 2 only.

Fall-to-Spring Growth in Average Reading Scores by Grade

Reading RIT scores showed growth from Fall to Spring across grades K–8. Average score gains ranged from 5 points in Grade 8 to 18 points in Kindergarten, with the largest improvements observed in the early elementary grades (Figure 5). Data for Grades 10–12 are not reported due to low student counts (n < 10), in accordance with reporting standards. To compute the mean difference, the RIT score for each student in Spring 2024 was subtracted from their corresponding score in Fall 2023. Subsequently, these individual differences were averaged within each grade level to derive the mean difference by grade. For a full summary of average Fall and Spring scores and their differences by grade, see Appendix B.

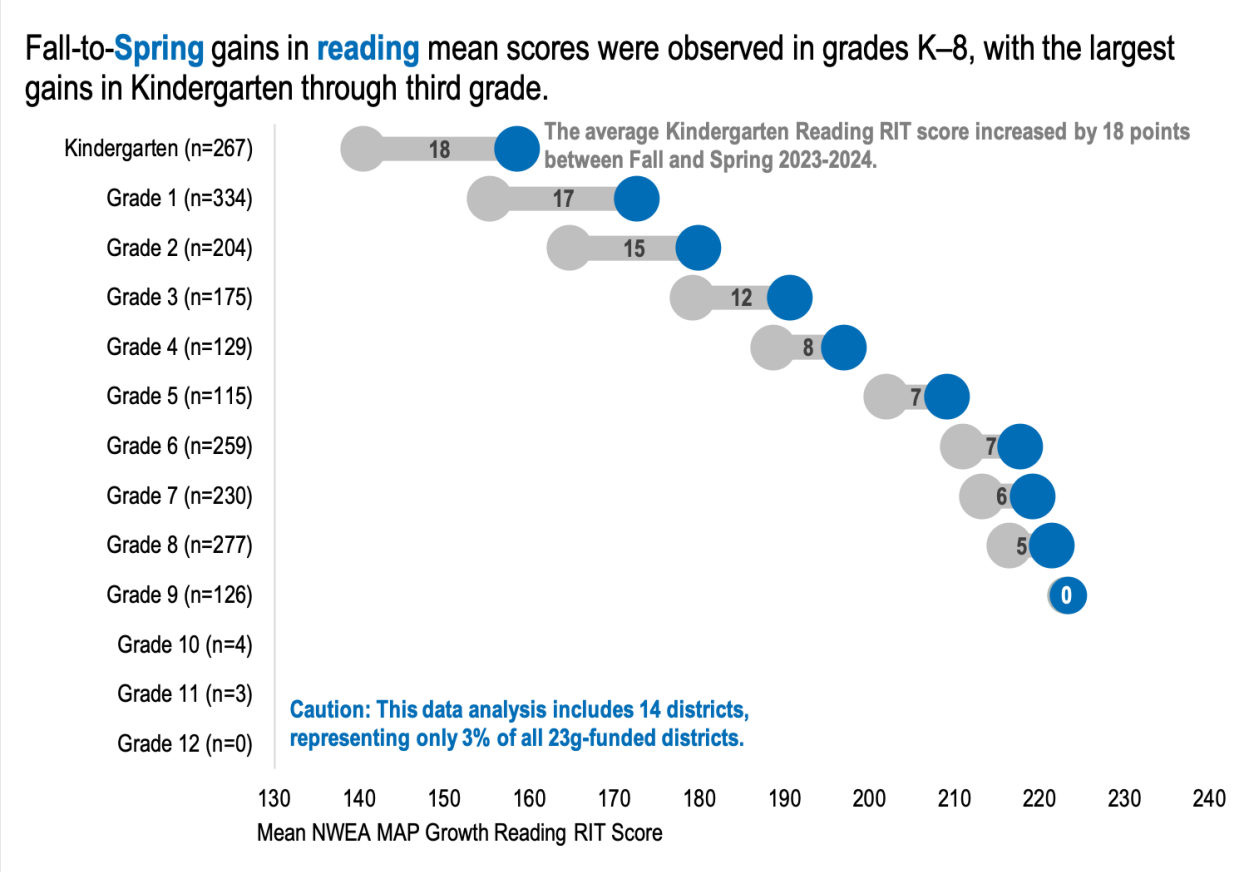


Figure 5. Average Reading Growth from Fall to Spring by Grade

To What Extent Did Student Math Performance Improve?

Among the 2,062 students with math benchmark assessment data, **95% exhibited an increase in their Math RIT score from Fall 2023 to Spring 2024**. As with reading, the RIT score change for each student was computed by deducting their Fall 2023 score from their Spring 2024 score. The minimum positive change observed was 1 point, which occurred across several grade levels. The maximum increase was 52 points, observed only in Grade 1.

Fall-to-Spring Growth in Average Math Scores by Grade

Math RIT scores increased from Fall to Spring across grades K–10. Average gains ranged from 3 points in Grade 9 to 19 points in Kindergarten, with the most notable improvements occurring in the early elementary grades (Figure 6). Data for Grades 11 and 12 are not reported due to low student counts (n < 10), in accordance with reporting standards. The individual students' Fall-to-spring differences were averaged within each grade level to compute the mean difference by grade. For detailed results by grade, including Fall and Spring means and mean differences, see Appendix C.

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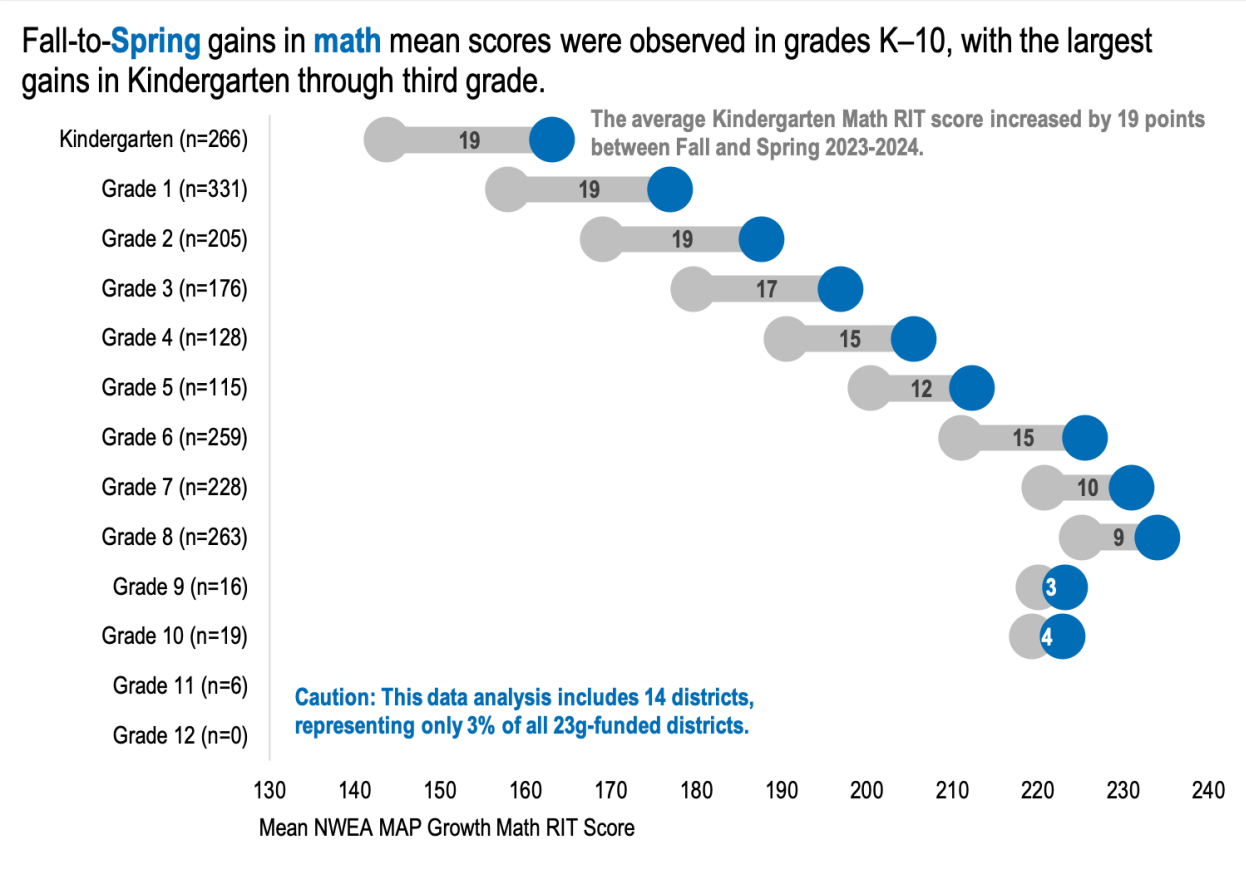

Figure 6. Average Math Growth from Fall to Spring by Grade

District-Reported Positive Impacts of 23g Funding

Method

The MI Kids Back on Track (23g) Impact Survey gathered insights from school districts regarding their use of 23g funding, focusing on services provided during the 2023-2024 school year and summer of 2024. **The survey aimed to understand the positive impacts from various perspectives, including teachers, students, families, program staff, and district leaders.**

The impact survey was completed primarily by members of the school district administration, including superintendents, assistant superintendents, principals, and curriculum directors. Respondents were encouraged to consult with various informants, such as teachers, families, students, tutors, and other staff and administrators involved in the program, and then report the positive impacts being noticed from various perspectives.

The evaluators employed a hybrid approach to analyze the open-ended responses, integrating qualitative data analysis with advanced machine learning techniques. Initially, the evaluators manually labeled a randomly selected subset of responses to establish nine classification labels (Figure 8). Subsequently, a machine learning model was applied to the text data, assigning the initial labels with a confidence threshold of 90%. For text that the model could not confidently

label, a separate model was employed to identify additional labels. This process was iterative, combining both the initial and new classification labels with the original data set. Finally, a quality assurance check was conducted by manually reviewing a random 5% of the labeled data to ensure accuracy. Of the 363 districts implementing during the 2023-2024 school year and summer 2024, 320 (88%) provided input in the open-ended section of the impact survey, while 43 (12%) did not complete this portion.

Positive Impact Categories

Figure 7 provides the labels that were self-reported by at least 25% of the districts and definitions of these nine labels are provided next.

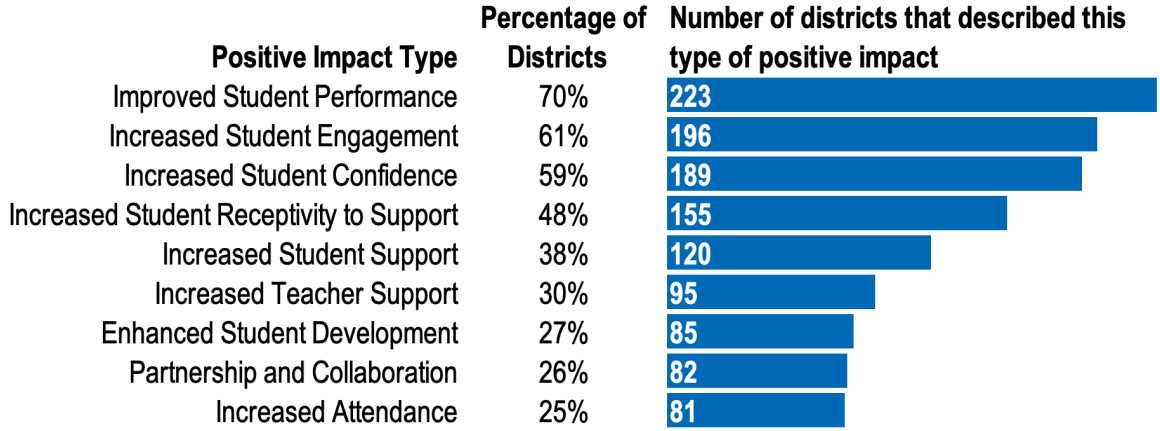

Figure 7. Positive Impact Labels Self-Reported by at Least 25% of Districts.

- **Improved Student Performance** (70% of districts): Noticeable increases in academic achievement, including higher test scores, better grades, and mastery of key concepts.
- **Increased Student Engagement** (61%): Heightened student motivation, participation, and enthusiasm for learning.
- **Increased Student Confidence** (59%): Students feeling more assured in their academic abilities.
- **Increased Student Receptivity to Support** (48%): Students becoming more open to receiving help.
- **Increased Student Support** (38%): Enhancing the resources and structures available to meet students' academic, social, and emotional needs, promoting their overall success and well-being.
- **Increased Teacher Support** (30%): Empowerment of teachers through professional development, collaborative opportunities, additional resources, and stipends, leading to improved instructional practices, and a more positive school climate.
- **Enhanced Student Development** (27%): Holistic growth of students, emphasizing academic achievement, social-emotional development, stronger relationships with peers and teachers.
- **Partnership and Collaboration** (26%): Strengthened communication, increased family involvement, and fostering positive connections between schools and families that enhance student engagement and academic success.

- **Increased Attendance** (25%): Improved student participation and consistency in attending programs.

The top three labels, or categories, of positive impact descriptions are described next in more detail.

Improved Student Performance

Two hundred twenty-three (223) survey respondents observed Improved Student Performance, including improvements in students' subject-specific knowledge, particularly in foundational skills like reading and math. Learning loss over breaks appeared to lessen, helping students maintain academic progress. Additionally, respondents noted gains in overall academic mastery, including better grades, credit recovery, and readiness for grade-level expectations. Improved student performance will also be reported in the Part 2 report update using the student benchmark assessment data submitted by districts.

This district quote was provided in response to the prompt "What positive changes are teachers noticing?"

> ***"The after school-tutoring program supported the bottom 30% of students in reading and math. Teachers noticed a positive increase in student growth on the i-Ready assessments."***

Increased Student Engagement

One hundred ninety-six (196) survey respondents observed Increased Student Engagement, including students' heightened involvement and motivation in their learning process, often indicated by proactive participation in school activities and commitment to academic programs. Administrators, teachers, and families observed students being more enthusiastic about their educational experiences, showing a greater willingness to attend sessions regularly, collaborate with peers, and engage actively in classroom and extracurricular activities. Students and families expressed appreciation for these programs, with some demonstrating a renewed interest in subjects they previously found challenging.

These district quotes were provided in response to the prompt "What positive changes are families noticing?" They are direct quotes from local family surveys that districts then included in their Impact Survey responses.

Increased Student Confidence

One hundred eighty-nine survey (189) respondents observed Increased Student Confidence, including the observable growth in students' self-assurance and belief in their academic and social abilities. This was often indicated by students' willingness to participate actively in class, tackle challenging subjects, and advocate for their own learning needs. Teachers, administrators, and families noted that students became more comfortable asking questions, taking risks, and demonstrating resilience when facing difficult tasks. Students who previously struggled now exhibit a "can-do" attitude, showing pride in their accomplishments and celebrating personal growth. This newfound confidence extends beyond academics, fostering positive relationships with peers and staff and enhancing students' overall well-being and engagement with the school community.

These district quotes were provided in response to the prompt, "What are students saying? What has changed for them?"

What lessons have been learned from the MI Kids Back on Track grant program?

As part of the MI Kids Back on Track (23g) Impact Survey, districts were also asked to identify funding, implementation, and program support challenges to inform future improvements.

The evaluators used the same process for identifying the labels/categories of responses as was used for the comments about positive impacts. Of the 413 districts that responded to the challenges question, comments were analyzed using the same process outlined in the positive impact section. Among respondents, 21% left the challenges question blank, 15% stated that no challenges had been encountered, and an additional 14% did not mention any specific challenges in their responses. **Altogether, 50% of participants did not specify or did not experience any challenges.**

For the remaining 50%, the distribution of challenges was as follows: 13% reported difficulties with data collection, management, and reporting; 11% with the application process; 7% with communication; 7% with the timing of fund distribution; 5% with staffing; 4% with student attendance; 3% with sustainability; and 2% with managing multiple grants (Figure 13).

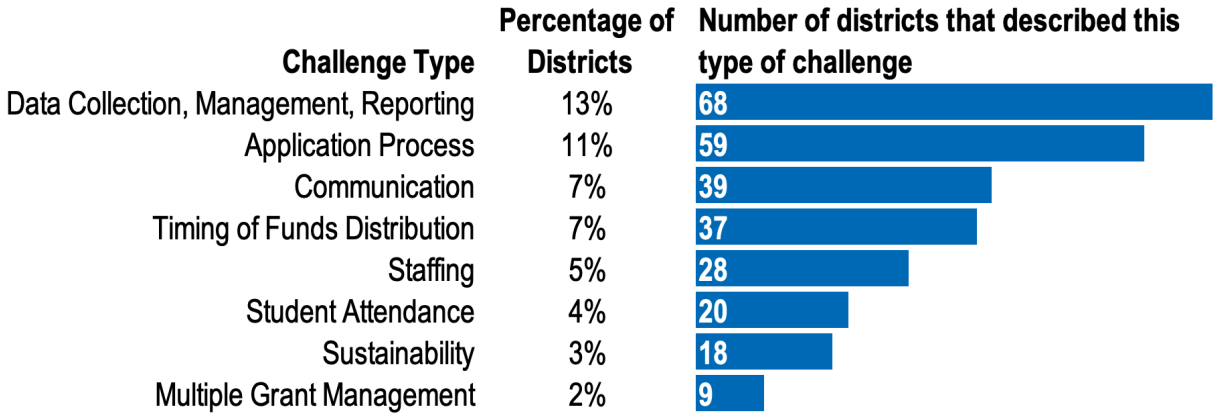

Figure 8. Challenges Described by Districts

An obstacle related to data collection, management, and reporting was the misalignment between the legislative reporting requirements of 23g and districts' planning and budgeting timelines, which made the application process particularly cumbersome. The legislation requires district reporting by September 1st, yet most districts roll over their student information systems in July. Districts begin their new budget on July 1st, applications were not due until late fall, and funding was not distributed until mid-year. Many districts had to revise their MICIP plans and budgets, even after they had been approved by school boards in June. Additionally, data systems and reporting requirements for the preceding year are typically finalized in June, creating complications for both student information systems and districts as they had to modify existing software to comply with grant requirements.

State leaders for 23g reviewed the detailed challenges self-reported by districts. A team from MDE, MAISA, Michigan Data Hub, and the MiMTSS TA Center has worked to reduce the reporting burden on districts by being more proactive and timely in providing

directions and support for 2024-2025 reporting. Districts have already shared positive feedback about the changes and the support they have received.

What's next?

- Summer 2025: Districts report 2024-2025 data
- Fall 2025: 2024-2025 data analysis and reporting
- As Needed: MAISA will continue to review resubmitted vendor modifications. No new vendor applications will be accepted.

Resources

MI Kids Back on Track
(https://www.michigan.gov/mde/resources/accelerated-learning/mi-kids-back-on-track)

Vetted High-Impact Tutoring Programs
(https://www.gomaisa.org/projects/mi-kids-back-on-track/)

Appendices

Appendix A

Career Pathways - Grades 9-12

Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Early Warning Intervention and Monitoring System (EWIMS) - Grades 6-12

EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an offtrack indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Expanded Learning Time -All grades

EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Intensive, Individualized Support - Grades 7-12

A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate and typically provides these supports for the entire time a student is enrolled in the school or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Personalized Learning Environments

A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Work-based Learning Experiences Work-based learning experiences - Grades 9-12

Apprenticeships and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Vetted High-Impact Tutoring Program - All grades

As part of MI Kids Back on Track, MAISA has vetted high-impact tutoring programs for alignment with the legislative requirements of Section 23g of the 2023-24 School Aid Act. The MAISA page for MI Kids Back on Track includes information about all vendor-provided programs have been vetted to meet the current requirements.

Other Tutoring - All grades

Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring: • customizes learning to target a student’s immediate learning needs. • provides additional instructional time by aligning the tutoring activities to current classroom activities. • offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments. • creates meaningful mentor relationships.

Appendix B

Reading Fall-to-Spring 2023-2024 Mean Differences by Grade

Grade	Fall 2023	Spring 2024	Difference
Kindergarten	140	159	18
Grade 1	155	173	17
Grade 2	165	180	15
Grade 3	179	191	12
Grade 4	189	197	8
Grade 5	202	209	7
Grade 6	211	218	7
Grade 7	213	219	6
Grade 8	216	221	5
Grade 9	223	223	0

Appendix C

Math Fall-to-Spring 2023-2024 Mean Differences by Grade

Grade	Fall 2023	Spring 2024	Difference
Kindergarten	144	163	19
Grade 1	158	177	19
Grade 2	169	188	19
Grade 3	180	197	17
Grade 4	191	205	15
Grade 5	200	212	12
Grade 6	211	226	15
Grade 7	221	231	10
Grade 8	225	234	9
Grade 9	220	223	3
Grade 10	219	223	4

The MiMTSS Technical Assistance Center prepared this report. The MiMTSS TA Center provides program evaluation services for MI Kids Back on Track on behalf of Clinton County RESA and Michigan Association of Intermediate School Administrators.