

# Michigan Integrated Continuous Improvement Process (MICIP)

**TOP 10 IN 10 YEARS**   
putting Michigan on the map as a premier education state

State Board of Education  
January 8, 2019





# This initiative builds upon:

- Michigan's Top 10 in 10 Strategic Plan
- Michigan's ESSA State Plan
- Michigan' State Systemic Improvement Plan
- Input from multiple stakeholder groups
  - State Board of Education
  - SIP/DIP Steering Committee
  - MSIFN
  - GELN
  - MI-CSI
  - And many more...

# Whole Child – WSCC Model

*“The ‘whole child’ is a **unique learner** comprised of **interacting dimensions**, such as **cognitive, physical, behavioral, social, and emotional**. The whole child lives within **multiple and interconnected environments** including home, school, and community.”*



For more information on the WSCC model, visit:

<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

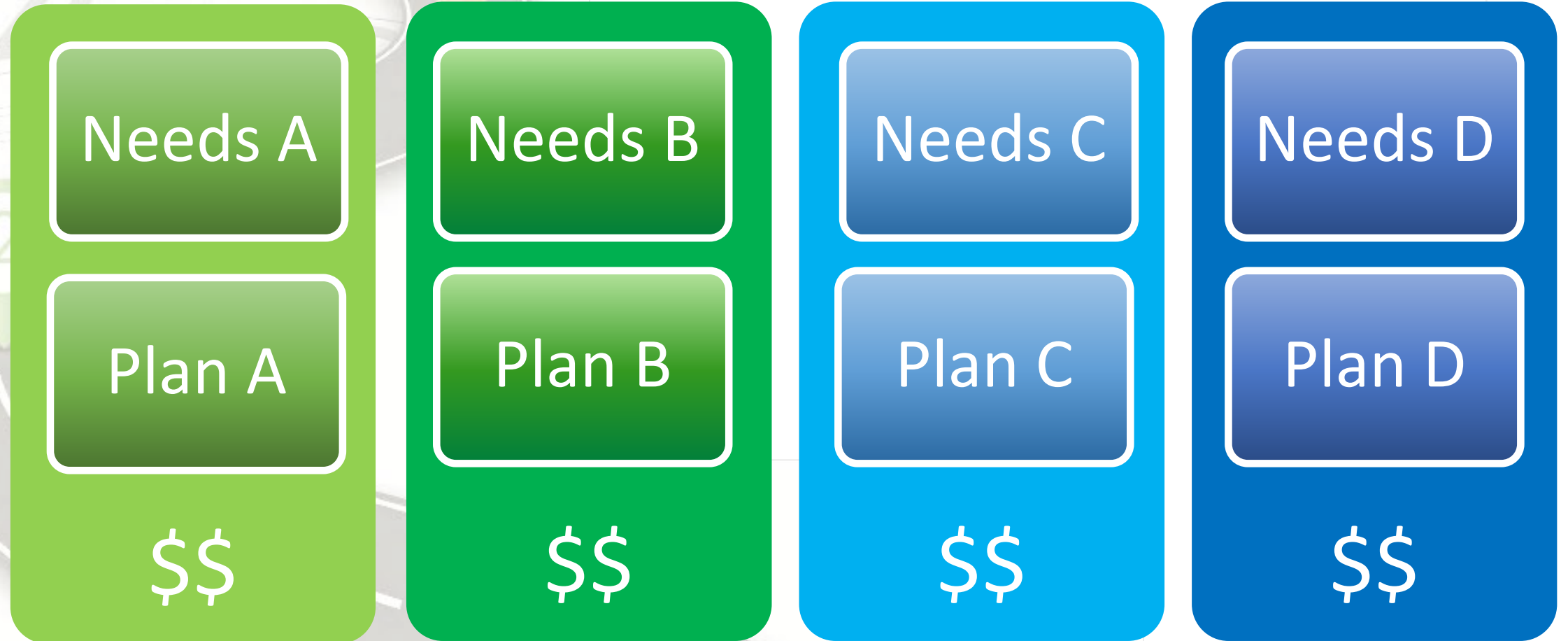


# The goal of MICIP

- To provide districts with a streamlined and integrated *process* and system for:
  - Diagnosing needs in support of educating the whole child
  - Creating a high-quality plan that focuses on the systems and supports that districts need to implement a whole-child continuous improvement plan, and
  - Identifying how to use various funding streams and grants to implement that plan

*Vision: all districts in Michigan are on a continuous improvement pathway that supports a district's needs with data, funding, tools, and differentiated supports to improve whole child outcomes.*

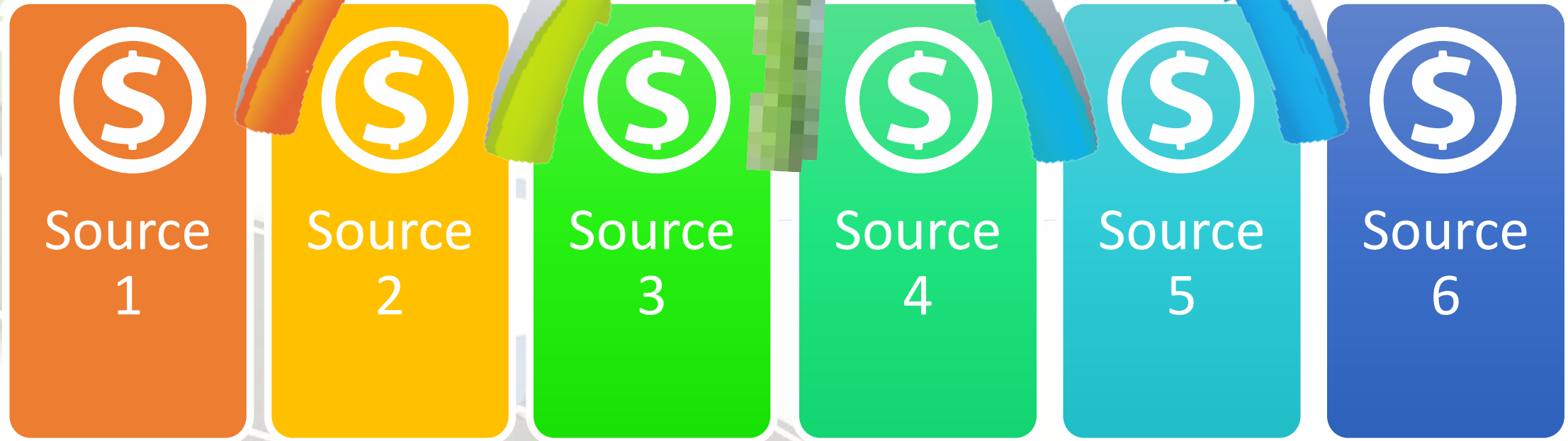
# Current Structure – Grants, Needs, Plans



# Proposed Structure – Needs, Plans, Funding

Needs

Plan



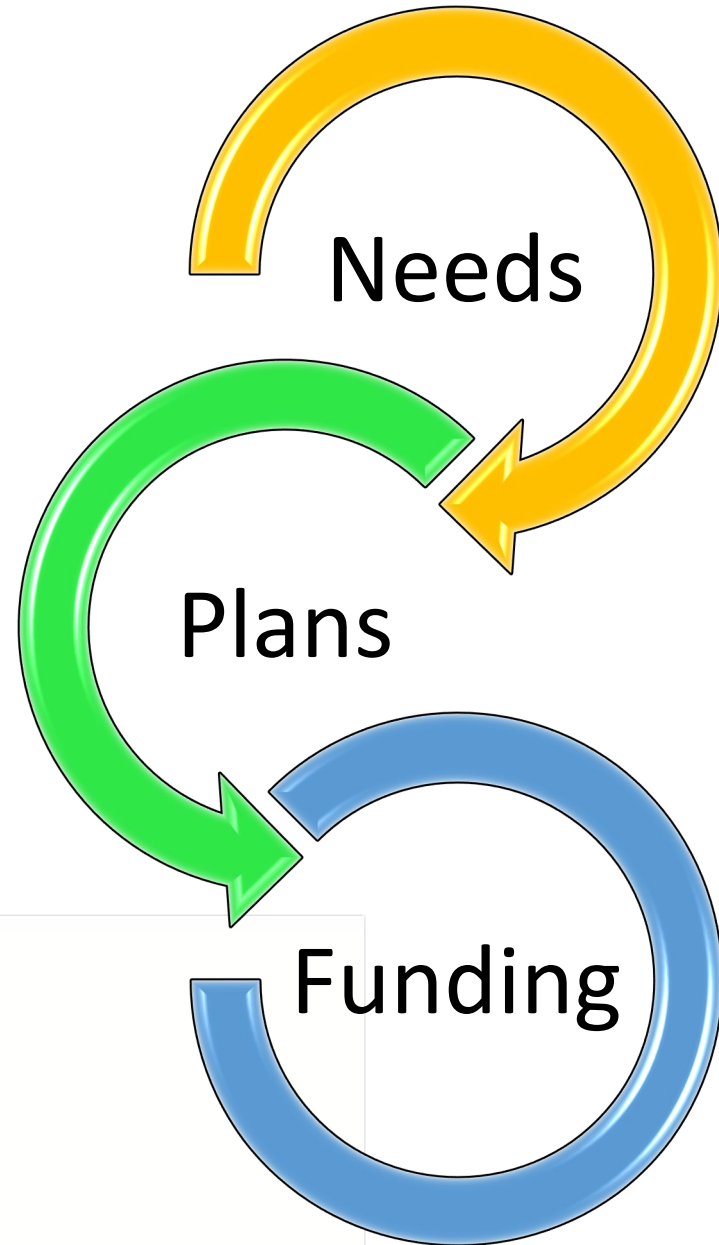


# Benefits of this process

## This process will

- Bring together pre-populated data in one location to facilitate needs assessment process
- Provide a continuous improvement process focused on the whole child
- Provide evidence-based practice guidance
- Provide alignment across compliance requirements resulting in time savings – allowing greater focus on improved student outcomes
- Multi-year cycle of continuous improvement, reducing reporting

# Integrated Continuous Improvement Process

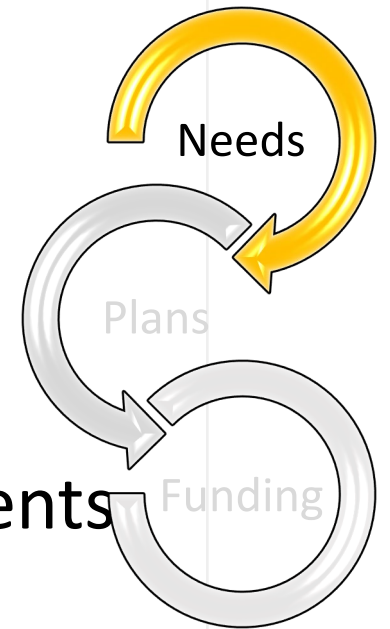




# New process element – Assessing Needs of the Whole Child

A comprehensive **whole child district needs assessment** with input from every office in MDE

- Questions developed specifically to make sure it represents
  - the whole child (WSCC model)
  - the Top 10 in 10 vision
  - any MDE office or program-specific work
- Includes “deeper understanding” tools districts can use to identify high needs through their assessing needs tool and/or where necessary for specific grants
- Data access sourced from state and local measures



# Assessing Needs of the Whole Child

## Where are we now?



- Relevant Data ✓



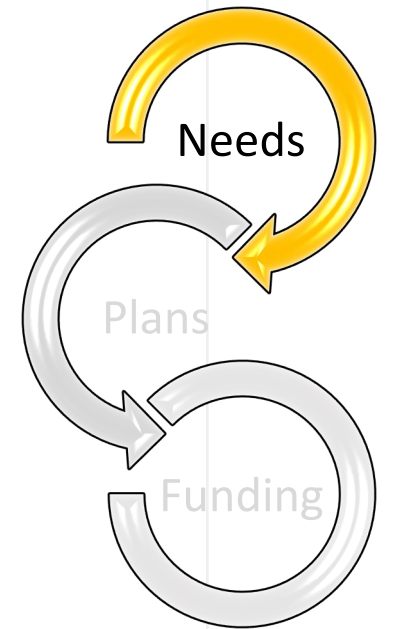
- Guiding Questions ✓



- **So, what's the story?**



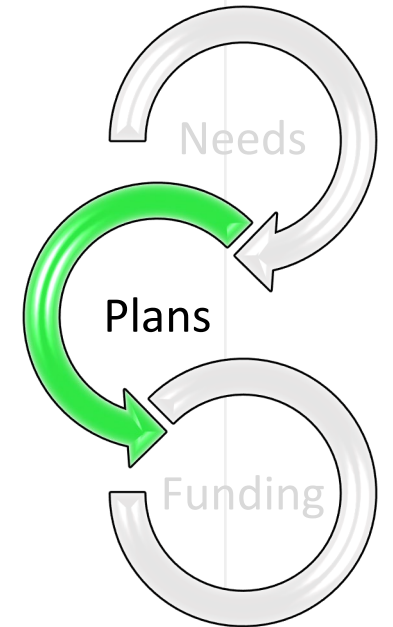
- Technical Solution to Implement...



# New process element – Continuous Planning Process

A comprehensive plan focused on best practices of  
**continuous improvement**

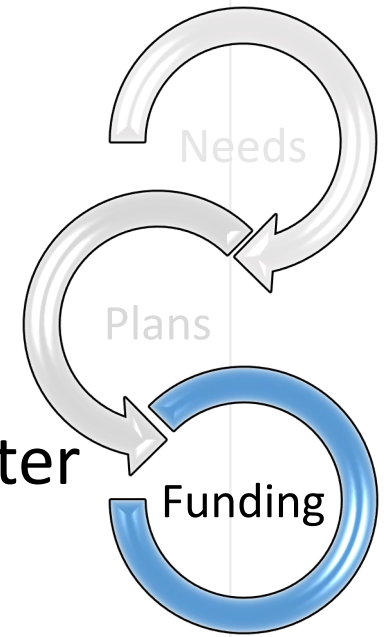
- clarity on *process vs. tools vs. system*
- resulting in **one** coherent planning process across the whole child (integrating plans from early childhood, special education, CTE, others)



# New process element – Integrated Grant Application

## Coordination of funds across all funding streams

- Improved functionality, reduced redundancy, and even greater **integration of grant applications** (example IDEA and Title in the same app) within the system
- Encourage the linking, blending, braiding of funds, with state aid funds as the basis for programming, supplemented by federal program funds and state categoricals
- Goal – don't build programming to available money – fit available funding to identified needs



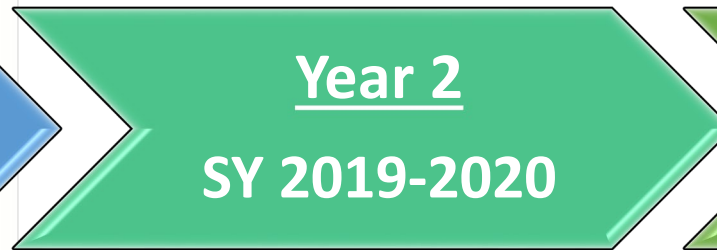
# Which programs are involved?

- **Initial Phase:** MICIP core processes—comprehensive whole child district needs assessment and system-supported continuous improvement planning process
  - Incorporates first the activities formerly included in school/district improvement planning and the consolidated application, with the addition of a whole-child needs assessment
  - Focused at the district level
- **Next Phase:** Expanding/Integrating MICIP to integrate regional/ISD planning activities around career technical education, special education, early childhood programming, as well as adding more budgeting tools for blending/braiding funds and cost-benefit analysis
- **In all phases:** Focus on seamless integration between assessing needs, planning, and grants applications and funding

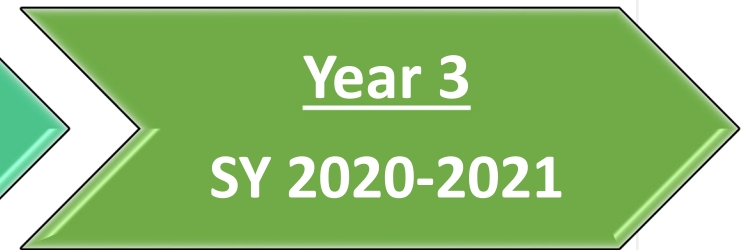
# Timeline



- Status quo for districts, schools, and ISDs
- MDE will focus on creating, revising, and seeking feedback on MICIP process
- Stakeholder engagement & input
- MDE develop and publish RFP



- Targeted usability testing checking for success and problems with the process
- MDE will create and deliver training on MICIP process
- Continued stakeholder engagement & input



- Full launch by all districts
- MDE will provide training and ongoing support for implementation
- Continued stakeholder engagement & input



# What are the next steps?

- Finalize the detailed process, tools, & systems
- Use information obtained in requirements gathering to finalize RFP
  - Internally – map inclusion of programs beyond historical district/school improvement
  - Selection of system
- Stakeholder engagement:
  - Internal and external communications around this vision and work
  - Seeking input from multiple stakeholders
  - Usability testing as various platforms of the MICIP process are built
  - Developing training on new tools and processes

# Contact Us

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