



Michigan Department
of Education

Annual Report

2020-2021



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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Dear stakeholders of the Michigan Department of Education,

Welcome to the 2020-21 Michigan Department of Education Annual Report (August 1, 2020 – August 31, 2021).

Throughout the past year of the prolonged global pandemic, the Michigan Department of Education (MDE) has continued to focus on supporting Michigan’s students and staff, whether they were teaching and learning in person or at a distance. The annual report includes details related to the department’s continued efforts to support schools and districts in response to the pandemic.

Despite the pandemic, Michigan continued to press forward and work on substantial improvements to its public schools. The State Board of Education approved Michigan’s new Top 10 Strategic Education Plan in August 2020. The plan sets state educational goals and establishes associated metrics and is intended to have a significant positive impact on Michigan’s more than 1.4 million schoolchildren. A major part of this year’s annual report is a snapshot of some of the important work that MDE is doing to support each of the actionable goals of the Top 10 Strategic Education Plan.

On behalf of the State Board of Education and the Michigan Department of Education, I want to express my gratitude to all who have worked tirelessly in local schools and districts on behalf of Michigan’s schoolchildren. I also want to thank those who have worked hard in support roles outside of schools to make education as strong as it can be during this challenging time. I value the many partnerships and collaborative efforts that have been developed and nurtured over the past school year.

Sincerely,

Michael F. Rice, Ph.D.

State Superintendent

STATE BOARD OF EDUCATION

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MICHIGAN'S TOP 10 STRATEGIC EDUCATION PLAN

Michigan's Top 10 Strategic Education Plan (strategic plan) was updated and approved by the State Board of Education in August 2020. The strategic plan aims to provide focused direction to Michigan's education community in support of all learners. It is designed to concentrate energy and resources, strengthen operations, and set success measures to ensure that all stakeholders are working together toward common educational goals. The strategic plan has a mission, vision, guiding principles, focused goals, and metrics for each goal area to help monitor Michigan's educational progress. Where available, metrics are reported for all students and all groups of students, including groups identified by gender, race or ethnicity, disability status, economic advantage or disadvantage, and English learner status. Collaboration among Michigan's education partners and stakeholders, business and industry leaders, communities, and the Michigan Department of Education (MDE) is needed for the plan's successful implementation.

As a vital contributor to the implementation of the strategic plan, MDE has identified a variety of direct and indirect supports that it can provide to further the achievement of the plan's eight goals. The following subsections highlight some of the department's work related to each of the goals. Additionally, there are call-out boxes within each goal area that provides links to the latest data for each goal's identified metrics.

Goal 1: Expand early childhood learning opportunities

By participating in early childhood learning opportunities, a child will have a strong base in both cognitive and social development. More specifically, children will have improved social skills, better grades, and enhanced attention spans, and thus will be better prepared for kindergarten.

Great Start Readiness Program

The **Great Start Readiness Program** (GSRP) is Michigan's state-funded preschool program for four-year-old children who are at risk of educational

failure due to various factors. MDE Office of Great Start administers

the program and allocates funding to each intermediate school district (ISD) to administer the program locally.

For more than five decades, research has shown that children who attend quality preschool programs are more prepared for school and are less likely to be identified as having special needs

GOALS

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

Review the metrics and associated data for the goal to expand early childhood learning opportunities.



or to be held back in elementary school than children who did not attend preschool. National studies show clear positive effects of preschool attendance on children’s early elementary literacy and mathematics skills. GSRP is proud to be included among state pre-K programs that have generated these outcomes, as shown by [research](#) of the National Institute for Early Education Research (NIEER).

MDE, with support from its early childhood and K-12 education partners, has been working diligently to advocate for additional funding for GSRP since the updating of the strategic plan in August 2020, when the first goal of the plan became to expand early childhood learning opportunities, with an accompanying metric of increasing access to GSRP. This collaborative advocacy effort resulted in a significant investment for Michigan’s children to increase access to the 22,000 unserved GSRP-eligible children over the next three years. In the budget process for fiscal year 2021-22, the Michigan legislature and Governor Gretchen Whitmer made a significant investment of roughly \$168 million in Michigan’s nationally recognized GSRP program. Of this amount, \$47 million in state school aid funding will be used to increase the GSRP per child amount by \$1,450 to \$8,700 to match the baseline K-12 foundation allowance. The remaining \$121 million represents federal American Rescue Plan/Federal Recovery Fund dollars that will be used for GSRP expansion, with the intent of both the legislature and the governor to phase out and replace the federal funding with state school aid funding in years two and three. Governor Whitmer has shared that the short-term goal of this investment is to provide access to GSRP for all eligible children, while the longer-term goal is to raise the reading proficiency of Michigan’s children. Michigan’s GSRP program is tied for first place nationally in early childhood education quality ([2020 NIEER State of PreSchool Yearbook](#)) but is only 21st in access. Expansion of GSRP can make Michigan a top state in early childhood access and can further the vital goal of helping to improve literacy outcomes and thus to broaden academic and life outcomes for Michigan students.

The Michigan GSRP program has met 10 of 10 NIEER quality benchmarks since 2017.

Child Care Relief

All families deserve access to safe, quality, affordable child care that meets their needs. During the COVID-19 pandemic, the need for reliable care was and continues to be more significant than ever. MDE is proud to stand with child care professionals to ensure that families have the child care that meets their needs to work or attend school and that child care providers have the funding and tools necessary to stay open during the public health emergencies. MDE awarded \$215 million in federal funds to providers to help mitigate the impacts of the global pandemic on child care, including \$100.8 million from the Coronavirus Aid, Relief, and Economic Security (CARES) Act and \$115 million from the Coronavirus Relief Fund. Those funds primarily supported the following:

- Child Care Relief Fund grants
- Child care billing for school-age children during virtual-only learning opportunities
- COVID absence hours

Six rounds of the Child Care Relief Fund grants were available for child care providers throughout the state. All six rounds offered funding to support child care providers’ operational costs, and Rounds 3-6 included funds to make care more affordable for families through tuition credits.



MDE awarded 27,485 Child Care Relief Fund grants between April 2020 and September 2020. Those grants were used to lower the cost of child care for families, support the purchase of personal protection equipment (PPE), cover emergency expenses, and support ongoing operational costs. Providers have reported that these grants helped them keep their doors open. Please see the [final round 1-6 grant numbers here](#).

Goal 2: Improve early literacy achievement

Literacy sets the foundation for learning and is the cornerstone for all future education. Students' development of early literacy skills increases their chances of achieving greater academic success and graduating with better employment opportunities.

MDE understands that it is critical for schools to embrace and incorporate diversity in literacy. MDE has devoted significant effort during the last year to provide support and guidance for Michigan educators in the realm of diversity in literacy in Michigan classrooms.

Review the metrics and associated data for the goal to improve early literacy achievement.

Equity in Literacy

MDE released its [Equity in Literacy](#) document in January of 2021. This resource advises school districts about using evidence-based strategies, initiatives, and programs to improve literacy achievement and access to literacy, with special attention to reducing class, racial, and ethnic disparities. The guidance document describes research-based literacy instruction and addresses practices that support access to high-quality literacy learning for all Michigan students. The document is divided into five sections:

1. Practices for creating engaging literacy learning environments
2. The daily involvement of students in literacy
3. The scientific or technical aspects of literacy
4. The role of family engagement
5. Resources to support equity in literacy

An appendix, entitled [Celebrating Authors of Color and their Works of Literature](#), is included in the Equity in Literacy document, which offers recommendations of books for use during literacy instruction. This list supports MDE's efforts to offer students an opportunity to engage in literature in which they see themselves (mirrors) and others (windows) in their reading, as presented in the work of Rudine Sims Bishop, Ph.D. In this short YouTube [video](#), Dr. Bishop describes how children see themselves in mirrors, windows, and sliding glass doors.



The Equity in Literacy guidance is a living document. The guidance and resources, including the book recommendations, will be updated based on new research and evolving best practices. The Equity in Literacy document and resources are available on the [Equity in Literacy website](#).



MDE hosted and continues to plan additional statewide virtual conferences that revolve around the importance of defining and incorporating diversity in literacy. These efforts kicked off with a conference of approximately 1900 participants in February 2021, [Building Mirrors and Windows: Children Seeing Themselves and Others in the Literature that we Teach](#). The keynote speaker was Gholdy Muhammad, Ph.D., an expert in literacy development.

MDE launched, in collaboration with Library of Michigan, an initiative to showcase [African American Authors and their Literary Works](#) each week during the month of February 2021 in celebration of African American History Month. Authors and their works were selected from nominations submitted by educators for use by educators.

Birth to Five Literacy Support Network Hubs Grant

In 2021, MDE was selected to administer Birth to Five Literacy Support Network Hub grants, which are funded by the federal Preschool Development grant Birth to Five (PDG B-5). Michigan was one of 20 states selected by the United States Department of Health and Human Services to receive this award. Under the PDG B-5, there is an allocated amount not to exceed \$600,000 (\$60,000 per grantee) for competitive grants to support the development of ten regional hubs, which includes:

- Allegan County Great Start Collaborative and Great Start Parent/Family Education
- Bay-Arenac ISD
- Berrien Regional Education Service Agency (RESA)
- Child and Family Services of Northeast Michigan, Inc.
- Genesee ISD
- Ingham ISD
- Jackson County ISD
- Keweenaw Family Resource Center
- United Way of Northwest Michigan
- Wayne RESA

The regional hubs will provide programs, materials, professional development, and other resources for educators to support early literacy learning. The ten regional hubs will form a network to increase equitable access and improve early literacy outcomes as providers, children, and families seek and receive specific developmentally appropriate early literacy supports. The network of hubs will collaborate to support all families and learners to align resources provided from kindergarten through high school graduation. The ten grants were awarded in an amount of \$60,000 per hub, to be expended through December 30, 2021.

The Birth to Five Literacy Support Network Hubs grants will:

- Be equity-focused to ensure all racial and ethnic groups, linguistic and cultural groups, indigenous populations, low-income populations, and rural communities have equitable resources and programming.
- Offer high-quality and effective programming built on existing programming and resources within the communities and regions in an ongoing, supportive, and relevant manner.
- Support plans to be sustainable after the end of the PDG B-5 grant.
- Define “success” and identify qualitative and quantitative methods to measure successful outcomes of the programming and resources.



Early Literacy (Pre-K to 3) Grant Opportunities

Students deserve the appropriate supports and opportunities to read at or above grade level starting early in their education. To support this effort, MDE provided two grants intended to increase student achievement in early literacy. The state legislature allocated funds in section 35a of the state school aid act, as amended by Public Act 48 of 2021.



- 1) Additional Instructional Time: Section 35a(5) of the state school aid act provides \$19.9 million to districts for additional instructional time for pupils in grades pre-K to 3 who have been identified as needing additional supports and interventions to be reading at grade level by the end of third grade. Grant formula-based funds are allocated based on the number of applicants and are an equal amount per eligible first grader as determined by the end of the 2020-21 school year count.
- 2) Literacy Coaches: Section 35a(4) of the state school aid act provides \$31.5 million for early literacy coaches at ISDs to assist teachers in developing and implementing instructional strategies for pupils in grades pre-K to 3 so pupils are reading at grade level by the end of third grade. Each ISD is eligible to receive \$112,500 per coach, and each ISD is eligible to maintain its current grant funding.

Goal 3: Improve the health, safety, and wellness of all learners

Students need strong emotional, behavioral, and social supports to benefit fully from the educational process. Safe environments encourage social and creative learning, and healthy students are better learners.

Feeding children at school or at home

The COVID-19 pandemic changed the location where many learned. As a result, school food service programs had to adjust to ensure they could meet the needs of students for healthy meals. Since the pandemic began, school districts across the state have served over one-quarter of a billion meals to students and their younger siblings in schools or through parent/guardian pick-up or home-delivered meals. Due to federal waivers (scheduled to end June 30, 2022), all meals have been served free to all students, encouraging healthy meal access and consumption by all of Michigan's children.

Review the metrics and associated data for the goal to improve the health, safety, and wellness of all learners.

Universal Professional Learning in SEL: Children Matter. You Matter. Learn SEL!

Among educators, **social emotional learning (SEL)**, may have multiple meanings. To build coherence about what is meant by SEL, MDE aligns these skills with the **Collaborative for Academic, Social, Emotional Learning's (CASEL's)** definitions of the five competencies: 1) social awareness, 2) self-awareness, 3) self-management, 4) relationship skills, and 5) responsible decision making. CASEL centers equity in SEL so that explicit instruction is culturally affirming and supports each child's identity, empowerment, and sense of belonging.



One method of building a common understanding of SEL is to encourage Michigan school districts to take the no-cost, online module through Michigan Virtual entitled [“Introduction to SEL.”](#) In March 2021, MDE developed the **Children Matter. You Matter. Learn SEL!** Campaign to increase the statewide reach of SEL. This campaign encouraged school districts to complete the Michigan Virtual course sometime between March and Labor Day. During the campaign period:

- 25% of all school districts had two to four teachers and at least one leader complete the course.
- 17% of all public school academies (PSAs) completed the course.
- More than 2000 educators (teachers and leaders) reported taking and finishing the course.

These data do not reflect the districts that were already providing professional learning related to SEL before the spring of 2021. While the campaign ran from March to September 2021, MDE staff continue to monitor the completion rate.

District-wide SEL Pilot Community of Practice (CoP)

Part of building state capacity for SEL is to learn more about the process of moving SEL from the classroom and building to the district level. MDE sought and is receiving support from the [Michigan Health Endowment Fund](#) to launch a district wide SEL pilot. Districts were invited to join a community of practice so that district and state stakeholders could deepen their learning about how to scale SEL. In June 2021, nineteen Michigan suburban, urban, and rural districts were accepted to join the CoP. The work started at the end of September 2021 and will continue for sixteen months. Participating districts are:

1. Iron Mountain Public Schools/Dickinson County
2. White Cloud Public Schools/Newaygo County
3. Fremont Public School District/Newaygo County
4. Martin Public Schools/Allegan
5. Beal City Public Schools/Isabella County
6. Lansing Public School District/Ingham County
7. Benton Harbor Area Schools/Berrien County
8. Coldwater Community Schools/Branch County
9. Parchment School District/Kalamazoo County
10. Galesburg-Augusta Community Schools/Kalamazoo County
11. Concord Community Schools/Jackson County
12. Lincoln Consolidated School District/Washtenaw County
13. Ferndale Public Schools/Oakland County
14. Southfield Public School District/Oakland County
15. Hazel Park School District/Oakland County
16. Holly Area School District/Oakland County
17. Crestwood School District/Wayne County
18. David Ellis Academy West/Wayne County
19. Detroit Leadership Academy/Wayne County



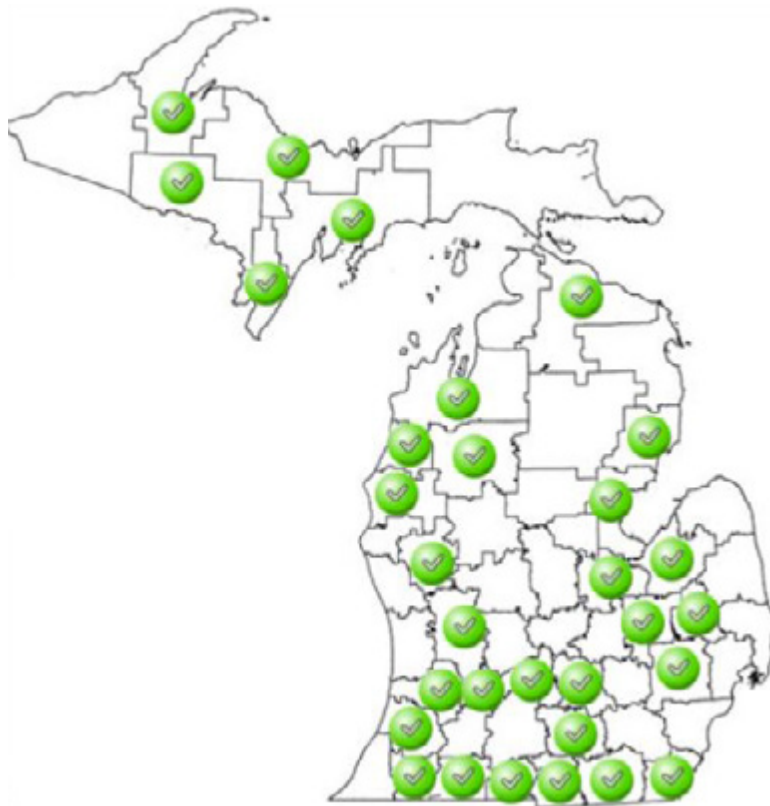
Direct Mental Health Services

MDE works to expand and improve direct mental health services for students not already receiving those services through an individualized education program (IEP) or individualized family service plan (IFSP) by adding licensed behavioral health providers through funding provided in section 31n of the state school aid act. In its third year, section 31n funding was used to hire 329.73 full time equivalent (FTE) direct service providers in 302 districts and 682 schools, resulting in 269,823 students being served.

With the expansion of section 31n funding for ISDs to offer mental health and support services in schools, a comprehensive technology platform to assist with universal screening and treatment options is necessary. Through a statewide grant agreement, MDE has made [bhworks](#), a behavioral health software program from mdlogix (Medical Decision Logic, Inc.), available to school-based mental health providers across the state. This platform allows schools to screen students confidentially, monitor treatment to improve student mental health outcomes, and streamline communication with families and school staff to improve student mental health outcomes.

The bhworks platform will enable Michigan providers to save time, work more effectively, collectively follow evidence-based standards, and leverage best practices. In addition to mental health conditions like depression, trauma, anxiety, substance use, and eating disorders, behavioral health screening assessments in bhworks uncover factors that may increase the risk for self-harm, violence, and suicidality, which includes both thinking of and attempting suicide.

ISDs using bhworks are identified on the following map.



Goal 4: Expand secondary learning opportunities for all students

Students who are offered extensive secondary learning opportunities (such as Career and Technical Education [CTE], Early Middle College [EMC], Dual Enrollment, Advanced Placement [AP], and International Baccalaureate [IB] programs) are empowered to determine their own future. Secondary opportunities expand a student's career options and reduce the disparity between demand and supply of skilled workers and higher education.

Career and Technical Education

On July 31, 2018, the federal Strengthening Career and Technical Education for the 21st Century Act, commonly known as Perkins V, was signed into law. This legislation is dedicated to increasing learner access to high-quality Career and Technical Education (CTE) programs of study. Perkins V provides federal support for CTE programs and focuses on

improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving accountability. Perkins V affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students and balances those student needs with the current and emerging needs of the economy.

Michigan's CTE system provides learners with access to equitable, high-quality secondary and postsecondary CTE programs aligned with rigorous academic and technical standards and career-ready practices. CTE is administered jointly by two agencies in Michigan: MDE and the [Department of Labor and Economic Opportunity-Workforce Development \(LEO-WD\)](#). The number of students participating in CTE programs continues to increase annually. The number of students completing CTE programs has increased by 75% during the last five years.

Career Pathways Grant (CPG)

In 2020-21, [Career Pathways grant](#) (CPG) recipients worked with teachers and employers to identify credentials for seven state-approved CTE programs. Each CPG team recommended credentials that were vetted through the MDE CTE credential quality checklist. Each credential is aligned to the specific CTE standards within a high-quality CTE program of study. Educators and school administrators were introduced to these credentials through several technical assistance sessions.

Review the metrics and associated data for the goal to expand secondary learning opportunities for all students. For ease, metrics data are separated by [career and technical education](#), [early middle college](#), [advanced placement](#), [International Baccalaureate](#), [dual enrollment](#), and [secondary transitions](#).



In May 2021, MDE's Office of Career and Technical Education (OCTE) announced the first group of credentials approved through the Career Pathways grant process. [CTE Instructional Resources, by Career Cluster](#) were developed for school districts and posted to the MDE website.



Equity is a focus within CTE

Perkins V legislation requires that states place a greater emphasis on student equity and access to CTE programs. MDE worked collaboratively with the Department of Labor and Economic Opportunity Workforce Development (LEO-WD) to develop the following equity definition:

All students, regardless of race, gender, culture/ethnicity, language, disability, sexual orientation, family background, and socioeconomic status, have fair, impartial, and accessible, high-quality secondary and postsecondary CTE Programs. Programs will be aligned to rigorous academic and technical standards, and career-ready practices through access to CTE educational resources, support services at the right moment in their education, to accomplish their individual, educational, and career goals.

This single definition for equity in secondary CTE and in postsecondary CTE demonstrates a united effort to address equity within CTE. In addition, MDE partnered with the National Alliance for Partnerships in Equity to host multiple workshops for both secondary and postsecondary CTE staff.

Early Middle College (EMC)

Since the first EMC opened in 1991 there has been steady growth with a significant increase beginning in 2015. EMC student enrollment remained strong in 2020-21 with a total of 15,308 EMC students, increasing almost 7% from 2019-20. Michigan now has 173 active EMCs all across the state. Each year, MDE receives 7-16 applications to open new EMCs. One accomplishment that MDE made during the past year, is automating the EMC application process which is now available through the Grant Electronic Monitoring System (GEMS) portal.

MDE, in partnership with the Michigan Early Middle College Association (MEMCA), contracted with the National Center for Restructuring Education, Schools, and Teaching (NCREST) at Columbia University to complete a survey of Michigan EMCs. The focus areas of the survey related to credentials that EMC graduates earn graduation and success rates of EMC students by EMC entity type. There was an 82% return rate of EMC that had enrollment in 2020-2021. NCREST disaggregated the data and found that Michigan has three types of EMC models, a standalone high school, a district high school program, or a consortia, which is an ISD or group of districts that offer EMC services to multiple schools but has one coordinating agency. The survey results showed that 66% of EMCs in Michigan are district programs, 23% are consortia and 11% are stand along high schools. However, student enrollment by EMC model was 31%, 35%, and 34% respectively. The data also showed that Michigan EMCs enroll more white students and less Black and Hispanic students than what is representative of the entire student population. The percent of females participating in EMC is 59% and 41% male. Based on survey findings, an EMC equity group, with stakeholders from secondary, postsecondary, and various state agencies began in August 2021 to address EMC enrollment gaps for students who are economically disadvantaged, male, and students of color.



Advanced Placement (AP)

MDE continues to support AP learning opportunities for Michigan students. In partnership with College Board, MDE conducted a [webinar](#) to help districts understand the newly developed AP Potential tool. This web-based tool allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP® Exam based on their performance on the PSAT/NMSQT®, PSAT™ 8/9, PSAT™ 10, or SAT®. According to the tool, students performing at a certain level in those assessments are likely to experience success in advanced courses. Districts using the tool encouraged those students to consider enrolling in AP courses.

To help remove the financial barrier to taking the AP, IB, and College Level Examination Program (CLEP) exams, section 94 of the state school aid act allocated \$1.2 million this year to be awarded to low-income students to defray the costs of the tests. MDE manages these funds and encourages districts to enroll these students in IB and AP courses and to take the exams associated with these courses. These exams can result in college credit, subsequently reducing college tuition costs.

MDE collaborates with the [MiSTEM Network](#) and [code.org](#) to encourage schools to offer the AP Computer Science Principles course by investing STEM grant dollars in professional learning for teachers across the state. As a result, over the past 2 years, the number of students taking the AP Computer Science Principles exam has increased by nearly 82%.



International Baccalaureate (IB)

Schools are authorized by IB to be International Baccalaureate World Schools. Upon successful completion of IB assessments, a student is awarded an IB transcript. Successful IB diploma completion meets the MI Merit Curriculum standards. Over the last 4 years, Michigan statewide IB course participation continues to grow, including the number of economically disadvantaged students participating in IB courses.

MDE efforts to expand secondary learning opportunities in the form of IB participation include support provided for exam costs for qualified students. The state's contribution to low-income students is \$114 per exam. The student contribution is \$5 per exam. MDE supports also include providing information on IB programs, reimbursement policy, and district reimbursements to districts and students.

Dual Enrollment

To provide options for students in lieu of the cancellation of the SAT and Michigan Merit Examination (MME) due to the pandemic, MDE added grade point average (GPA) to the list of qualifying assessments and scores for dual enrollment eligibility. A placement exam used by many colleges was also added to the list. MDE continues to promote dual enrollment through virtual webinars with college partners, districts, and students, thus supporting the strategic plan to expand secondary learning opportunities for all students. Since 2016, the number of students enrolled in dual enrollment has increased by 11%.



Goal 5: Increase the percentage of all students who graduate from high school

Graduating from high school may affect how students live the rest of their lives. It can impact job opportunities, personal satisfaction, self-esteem, job satisfaction, and quality of life.

All Michigan students deserve the opportunity and support to graduate from high school. Some of the MDE focused efforts during the past year in this goal area are: Early Warning Intervention and Monitoring System (EWIMS) and implementation of “The Path Forward.” Additionally, the Graduation Alliance has programs that are directly related to this goal area.

Review the metrics and associated data for the goal to increase the percentage of all students who graduate from high school.

Early Warning Intervention and Monitoring System (EWIMS)

The Early Warning Intervention and Monitoring System (EWIMS) is a seven-step research- and evidence-based process of examining data and making decisions about supports and interventions to help students get back on track and succeed. EWIMS promotes the Top 10 strategic education plan goals to increase the percentage of all students who graduate from high school and to improve the health, safety, and wellness of all learners. EWIMS also supports MDE’s emphasis on removing barriers that may impact students’ ability to receive an equitable education. The Regional Education Lab Midwest at the American Institutes for Research conducted an [impact study](#) on EWIMS and identified it as a promising strategy for getting students back on track for graduation. The study revealed that, after one year of implementation with fidelity, EWIMS reduced the percentage of students with chronic absences and course failures. The principal of a Michigan school implementing the process stated, “EWIMS prevents students from falling through the cracks”. Another Michigan administrator indicated that his school saw a 67% decrease in school suspensions, a 61% decrease in office referrals, and a 40% increase in attendance after implementing EWIMS. The MDE EWIMS cross-office core team has developed an Implementation Support Network (ISN). Upon request, the ISN can provide targeted and customizable training and coaching to local education agencies (LEAs) to support the installation and implementation of EWIMS.

Michigan administrator indicated that his school saw a 67% decrease in school suspensions, a 61% decrease in office referrals, and a 40% increase in attendance after implementing EWIMS.

The EWIMS process is aligned with the [MDE Multi-Tiered System of Support \(MiMTSS\)](#) essential components. Secondary schools receiving intensive technical assistance from the MiMTSS Technical Assistance Center implement EWIMS within the Multi-Tiered System of Support (MTSS) framework. EWIMS also aligns with the [Michigan Integrated Continuous Improvement Process \(MICIP\)](#). If a district

problem identification process identifies attendance, behavior, or course completion, the district can select EWIMS as a strategy to include in its plan to improve student outcomes. To learn more, visit [MDE - Early Warning Intervention and Monitoring System \(michigan.gov\)](#) and [EWIMS: Making a Difference in the Lives of Students and Families - YouTube](#).



Implementation of The Path Forward Strategic Action Plan for Special Education

In 2018, in response to a federal special education determination that placed Michigan in the “needs intervention” category, MDE worked with multiple special education stakeholders to develop [The Path Forward Strategic Action Plan](#) to drive improvement in this area.

The Path Forward continues to play an important role in the improvement of Michigan’s special education delivery system and the outcomes associated with it. In 2021, Michigan’s federal special education determination continued to be “needs assistance” with a score of 70%, down slightly from a score of 72.5% in 2020 but well above the 2019 score of 65.28% and even further above the 2018 score of 59.17%.

Much work was completed this past year in the domain of improving instruction in inclusive environments. A team of statewide stakeholders examined data, identified barriers, and suggested ways to provide more inclusive preschool environments for students with disabilities. The domain of multiple pathways to graduation also saw much attention. In December 2020, a presentation to the State Board of Education contained data about high school graduation rates for students with disabilities and information about other Great Lakes states, including their graduation rates. In addition, the Office of Special Education invested a great deal of time on the domain of data, particularly working with ISDs to help them use data to assess growth and inform continuous improvements to their systems.

“We are pleased with the outcomes that The Path Forward continues to produce. We will continue working to improve outcomes for every Michigan student. There still is much to do around the areas of graduation and dropout rates, research-based best practices, and inclusion, as we are still in the ‘needs assistance’ category,”

Deputy State Superintendent Scott Koenigsnecht, Ph.D.

Graduation Alliance

[Graduation Alliance](#) has been heavily involved in Michigan with its Dropout Recovery Program. The Dropout Recovery Program is centered around contacting students and families and assisting them in addressing the students’ academic, social, and emotional needs so they can earn the credits necessary for graduation. Graduation Alliance has worked with 60 school districts in Michigan and approximately 1,000 students since the pandemic began.

The second program that Graduation Alliance has implemented is Engage. This is a collaborative partnership with schools, families, and students to promote engagement and remove barriers for engagement. The program gives students academic coaches to answer questions, connect them with resources, and develop a plan to finish the school year successfully. Graduation Alliance is currently assisting 126 Michigan school districts and they have received 40,000 student referrals.



Goal 6: Increase the percentage of adults with a post-secondary credential

Additional employment opportunities are available to individuals who earn post-secondary credentials in the form of in-demand certifications and degrees.

The goal of increasing the percentage of adults with a post-secondary credential is directly connected to Governor Whitmer's statewide goal to increase the number of Michigan residents with a postsecondary credential to 60% by 2030.

MDE has contributed to the achievement of this goal through a variety of credential-opportunity programs in collaboration with the Michigan Department of Labor and Economic Opportunity (LEO).

Review the metrics and associated data for the goal to increase the percentage of adults with a post-secondary credential.

Governor's 60 x 30 Initiative

Governor Whitmer has established the [Sixty by 30](#) goal that 60 percent of working-age adults in Michigan will have a skill certificate or college degree by 2030. Several initiatives overseen by LEO have been launched to help the state reach this goal. Data related to this metric are reported on an annual basis in the [Stronger Nation report by the Lumina Foundation](#). The Lumina Foundation is a private independent foundation that strives to help people achieve their potential by expanding access and success in education beyond high school.

Additional Post-Secondary Contributions

Through the past year, MDE has been promoting several programs in collaboration with LEO:

- [Michigan Reconnect](#) provides financial assistance to individuals age 25 and over seeking associate's degrees or industry-recognized certificates or credentials.
- [Skills to Work](#) provides an opportunity to earn a certificate for in-demand careers, using work experience to take and pass the CLEP, which accelerates the completion of a postsecondary degree, or the prospect of receiving an associate or baccalaureate degree.
- [Futures for Frontliners](#) offers essential workers an opportunity to complete high school or community college tuition-free.
- [Going PRO](#) focuses on educating individuals so they can fill positions that are in extraordinary demand in the health care, information technology, advanced manufacturing, construction, and automotive industries.

Michigan is making progress in increasing educational attainment. Its overall rate of educational attainment has increased by 5.9 percentage points since 2009. Although slightly below the national average of 51.9%, 49.1% of Michigan adults have received a post-secondary credential.



Goal 7: Increase the numbers of certified teachers in areas of shortage

Every student deserves access to well-prepared, fully certified educators to support their growth and learning. Currently, teacher shortages are distributed unevenly among schools and may result in the least prepared teachers being placed with the neediest children.

To help address the teacher shortage in Michigan, MDE hosted a variety of programs through the Proud Michigan Educator (PME) campaign. PME focuses on the recognition, retention, and recruitment of educators. This year, MDE launched two new components of PME, the Welcome Back PME program and the Future PME Explore program. Both aim to help grow and diversify the educator workforce. This year, MDE also focused on Grow Your Own teacher preparation programs and alternate certification options.

Review the metrics and associated data for the goal to increase the numbers of certified teachers in areas of shortage.

Welcome Back Proud Michigan Educator

In April 2021, MDE announced its [Welcome Back Proud Michigan Educator campaign](#). Through outreach to more than 35,000 educators whose certifications had lapsed, MDE encouraged those formerly certified educators to seek full-time employment. The campaign enables districts to partner with the educators to seek MDE waivers to reduce or eliminate the professional learning requirements for recertification, with the scope of the waiver dependent on the individual's years of teaching experience and the time elapsed since being employed in the profession. The goal is to place those trained and skilled educators back into classrooms more quickly. The campaign thus recognizes formerly certified educators' experience and preparation while providing an opportunity for immediate employment with a LSA or PSA. The campaign is an important component of MDE's strategic efforts to increase the number of certified educators in areas of shortage.

By the start of the 2021-22 academic year, more than 2,500 educators had expressed interest in the campaign and more than 100 educators had begun the process of recertification and employment through the campaign.

Future Proud Michigan Educator Explore Program

[The Future PME Explore program](#) provides opportunities for high school students to engage in hands-on teaching experiences with students, with supervision and mentoring by educators who are champions of the teaching profession and who are committed to the success of the profession. In support of the Explore program, MDE awarded implementation grants to [44 school districts](#), developed and shared content standards and curriculum, and provided free professional development for mentors.

Grow Your Own Teacher Preparation Programs

Grow Your Own (GYO) programs are a promising strategy for growing educators from the community for the community, addressing teacher shortages, and diversifying the workforce. While the programs vary in purpose, delivery, and design (e.g., a program may focus on high school students, already employed adult staff, or bilingual individuals), they are based on the needs of the potential educators and the local school community. Research suggests that states and districts are attracted to these programs because retention rates for individuals who complete them are high and because they provide schools with well-prepared teachers who are knowledgeable about the needs of students and families within the community.



Michigan has several GYO programs designed to meet the needs of future teachers. Alternative route and expedited traditional preparation programs allow individuals with bachelor's degrees to complete preparation programs in an expedited manner by leveraging skills they have gained throughout their lives. All alternative route programs and most expedited programs allow individuals to work as teachers while gaining a standard certificate.

Alternate Certification Programs

This year, MDE approved two innovative alternative routes to certification programs proposed by local school districts: Detroit Public Schools Community District (DPSCD) and New Paradigm for Education.

DPSCD's On the Rise Academy program supports aspiring teachers, including para-educators and academic interventionists currently employed by DPSCD, in earning initial teacher certification. The program also supports certified teachers currently employed by DPSCD who want to earn additional endorsements in mathematics, science, and elementary education. The program is grounded in research, core teaching practices, and job-embedded professional learning and coaching for early-career teachers.

New Paradigm for Education's program is focused on increasing the diversity of Michigan's educator workforce, particularly in greater Detroit, to reflect more closely the diversity of public school students. The program is a residency-based alternative route to teacher certification program to recruit, train, and retain high-quality educators, particularly teachers of color, often with a particular emphasis on male teachers of color, for careers in teaching in Michigan schools.

"Teachers help to build a better world, and we need to collectively invest in our future proud Michigan educators. We need to encourage our young people to consider developing and using their talents as Michigan educators."

State Superintendent Michael F. Rice, Ph.D.

Goal 8: Provide adequate and equitable school funding

Different students have different needs, and different needs have different costs. Our funding system should acknowledge and address those differences. Under the current structure, in many cases, schools with the highest need students receive fewer resources than those serving students with less need. This translates to less experienced teachers, larger classes, and, ultimately, lower graduation rates and lower achievement levels.

Adequate and equitable funding is critical to ensure that all students' needs are met. Multiple studies over multiple years have shown that Michigan's system of funding public education leaves many districts lacking sufficient resources. The Michigan School Finance Research Collaborative Report recommended that the state adopt a weighted

Review the metrics and associated data for the goal to provide adequate and equitable school funding.



funding model that would fund the educational needs of students in a way that reflected the additional costs of doing so. The COVID-19 pandemic has amplified and exposed the discrepancies in resources available to districts across the state. Much of the federal funding to Michigan aimed to mitigate those differences and provide funds to those districts hardest hit by the impact of the pandemic.

Elementary and Secondary School Emergency Relief (ESSER) II

Earlier this year, MDE was awarded \$1,656,308,286 by the U.S. Department of Education (USED) as part of the Elementary and Secondary School Emergency Relief (ESSER) II Fund. The funding was part of the federal Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260. MDE awarded 90 percent of the funds to eligible local school districts based on the 2020-21 Title I, Part A funding formula, as required by the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA).

American Rescue Plan

In spring 2021, MDE was awarded \$3,719,833,128 by the USED as part of the federal Elementary and Secondary School Emergency Relief (ESSER) III Fund. The funding is part of the federal American Rescue Plan (ARP) Act of 2021, Public Law 117-2. ESSER III funds were subject to negotiations between Michigan's executive and legislative branches. Once appropriated, MDE will award 90 percent of the ESSER III funds to eligible LEAs based on the 2020-21 Title I, Part A funding formula, as required by the ARP. These funds are a one-time appropriation and will not be recurring funding for LEAs. To receive the remaining third of the ARP ESSER allocation, the USED required states to submit a plan on how funding would be used to support local school districts and student needs. MDE submitted the state plan in early June 2021. As of early fall 2021, the department is awaiting final approval of their plan by the USED.

State School Aid Budget

On July 13, 2021, Governor Whitmer signed into law a \$17.1 billion State School Aid budget for fiscal year 2021-22. This is one of the largest education budgets in Michigan history. The following are some of the important investments included in the State School Aid budget:

- **Foundation Allowance:** The minimum per-pupil foundation allowance was increased to \$8,700.
- **New Sec. 31o for Wraparound services:** The budget has \$240 million for payments to eligible districts for the purpose of increasing the number of school psychologists, school social workers, school counselors, and school nurses serving students in Michigan. To receive the funds, a district must provide assurances that it will fully fund the staff after the third year it receives funding under the new section.
- **Great Start Readiness Program (GSRP):** Provides new investments to GSRP to increase full-day program funding to \$8,700 per child and part-day program funding to \$4,350 per child.
- **Mental Health Supports:** There is an increase of \$17 million to support school-based mental and support services (Sec. 31n).
- **Benchmark Assessments:** The budget provides \$11.5 million to districts to begin implementation of a benchmark assessment system for the 2022-2023 school year.
- **New school safety grants:** There is \$10 million for competitive grants to public schools, nonpublic schools, districts, and ISDs to create a safer school environment through equipment and technology enhancements. (Sec. 97)
- **Year-round School Calendar and HVAC:** Provides \$75 million for matching grants to districts that commit to operating a year-round, balanced calendar for HVAC and other one-time infrastructure or equipment costs.



Gifts That Keep On Giving

To improve schools for learners, Michigan will have nearly \$5.8 billion in federal ESSER funds, an historic infusion of dollars, coupled with additional federal care dollars, additional undesignated federal dollars for states, and additional state funds for education.

Understanding the significance of this large influx of funds, MDE produced a [video message](#) featuring Dr. Rice, sharing seven areas that local districts should consider for the investment of this extraordinary infusion of funds to help our children emerge out of the profound disruption of the COVID-19 pandemic. It was in no way meant to be the full range of ideas, simply a sharing of select research-based gifts that keep on giving. They are:

1. Expansion of early childhood learning opportunities.
2. Improvement of early literacy.
3. Improvement of the health, safety, and wellness of our children.
4. Addressing the shortage of teachers and other staff in the state.
5. Continuation of the narrowing of the home digital divide, both for devices and for connectivity.
6. Expansion of community partnerships.
7. Addition of time.

Additional detail on these seven areas, the gifts that keep on giving, was shared in [this memo](#) to Michigan educators.

OTHER NOTABLE MDE HIGHLIGHTS

In addition to the work that MDE has accomplished to contribute to achievement of the goals of the strategic plan, there is the critical work that the department has been doing to support ISDs, LEAs, and PSAs during the difficult time of teaching and supporting students during the global pandemic.

COVID-19

In August 2020, as schools were beginning to plan for a new school year, COVID-19 cases in Michigan were averaging 680 per day, and COVID-related deaths were averaging nine per day. A second wave of the coronavirus was emerging here and throughout the country.

School districts were preparing for a new school year under a Return to Learn bill package (now Public Acts 147, 148, and 149 of 2020). These laws required LEAs and PSAs to create educational goals for the 2020-21 school year, to describe how instruction would take place under its plan, to describe how equitable access to technology would be provided, to describe how students with special needs would be provided with equitable access to instruction, and to work with local public health departments on the creation of appropriate methods for delivering pupil instruction given local COVID-19 metrics.



EPIC Analysis of Continuity of Learning Plans

The Return to Learn laws were approved by the legislature and signed by the governor in August 2020. The new laws provided greater flexibility for districts to meet instructional requirements as they adapted programs and operations to ensure the safety of their students and employees during the pandemic. The laws also set forth new requirements to ensure that students' needs were adequately met. Each district was required to develop an Extended COVID-19 learning (ECOL) plan that included a description of the planned mode through which instruction would be delivered. The laws required reconfirmation of the mode of instructional delivery each month.

MDE and the Center for Educational Performance (CEPI) collected data monthly from districts about their ECOL plans. MDE and CEPI partnered with the Education Policy Innovation Collaborative (EPIC) at Michigan State University to provide a summary and analysis of the ECOL plans that were submitted and reconfirmed. Each monthly report was published on the EPIC website and complemented a public-facing dashboard produced by CEPI.

After MDHHS issued an emergency order mandating that all high schools halt in-person instruction from November 18 through December 20, according to the reports from EPIC, many districts altered their December planned instructional modality for all grade levels even though the order pertained to instruction at the high school level. The share of districts that planned to offer fully remote instruction in December tripled compared to the previous month (48% compared to 16%) while the share of districts that planned to offer some form of in-person instruction decreased from 83% to 50%.

The pattern began to reverse in January 2021 with steady increases in the number of districts offering in-person instruction and decreases in the number of districts offering remote instruction for the remainder of 2020-21 school year. By May 2021, according to the analysis, 74% of districts planned to offer fully in-person instruction, 19% planned to offer hybrid instruction, and 5% planned to offer only fully remote instruction.

Accelerated Learning

MDE responded to the pandemic-related disruption in student learning by launching resources and tools on [accelerated learning](#). These resources were intended to assist educators during the shift to learning at a distance and to focus on providing students with “just in time” supports to fill in any learning gaps that may have been caused by forgone learning because of the pandemic. Acceleration requires teachers to identify crucial content that students need to access grade-level material. Acceleration prepares students for new learning combined with teaching of key skills and concepts in the purposeful context of current lessons.



Eight informational guides were prepared to introduce educators to accelerated learning and to provide specific strategies for implementation. The informational guides were prepared by MDE staff in conjunction with Michigan educators from around the state. Educators engaged in reviewing and drafting the guides, which are on the Accelerated Learning page of the MDE website. The guides are:

- Acceleration vs. Remediation
- Targeting Support with Tutoring: A Strategy for Accelerated Learning
- Focus on Essential Skills: A Strategy for Accelerated Learning
- Tier I Grade Level Instruction
- Assessment Practices for Acceleration
- Accelerated Learning through Student Engagement
- Accelerated Learning: Whole Child
- Preparing Young Children for Accelerated Learning

In addition, Michigan stakeholders assisted MDE with providing a [professional learning webinar series](#) featuring nationally renowned guest presenters in late July and early August 2021. The webinars, which were recorded and are available on the MDE website, focused on essential skills in English language arts and mathematics, assessment practices, maximizing student engagement, and integrating social, emotional, and behavioral supports with academics.

Federal Requirements for Assessment and Accountability

In the fall of 2020 and in the spring of 2021, MDE submitted requests to the USED to waive the requirement that the state administer state summative assessments (M-STEP, PSAT8/9, MI-ACCESS, SAT/MME, and WIDA) and impose high-stakes school accountability determinations based on those assessment results. Dr. Rice and the State Board of Education remained strongly opposed to the administration of these assessments during a pandemic. MDE met with USED, both separately and with other states, several times and was hopeful that the waiver requests would be approved. USED denied Michigan's request to waive the federal requirement to administer state summative assessments. Therefore, Michigan local school districts administered the state assessments as scheduled for students attending in-person school and offered the assessments to all students learning remotely. The assessments were M-STEP for students in grades 3-8; PSAT 8/9 for students in 8th grade; MME, including SAT, for students in 11th grade; MI-ACCESS for students receiving special education services in grades 3-8 and 11; and WIDA for students in English learner programs in grades K-12.

In March 2021, MDE received approval to waive federal high-stakes school accountability requirements, including the calculation of results and identification of low-performing schools. USED also waived the requirement that the state assess at least 95% of its students. Due to this flexibility, participation rates on state assessments were lower than normal, averaging approximately 70% statewide across grades and assessments. Consequently, any interpretation of a school's spring 2021 student assessment data needs to be done with caution and needs to consider the context of the school's education environment during the pandemic.

ANTI-RACISM EFFORTS

Over this past year the department continued its efforts in eradication of racism in Michigan schools and providing supports to Michigan's educators and students. In July 2021, Dr. Rice named a west Michigan school superintendent as the first director of diversity, equity, and inclusion (DEI) in MDE. Rané Garcia, former superintendent of the Muskegon Heights Public School Academy System, began her new role as the department's DEI Director on August 23. As director of DEI, Garcia is responsible for developing and supporting internal and external efforts and strategies that foster greater fairness and inclusion in the state's public schools.



The department has made progress in the following areas:

- MDE Anti-racism Student Advisory Council
- MDE External Educator Anti-Racism Workgroup
- Providing implicit bias training to MDE staff
- Providing resources to our schools

MDE Anti-racism Student Advisory Council

In July 2020, Dr. Rice invited local school district and public school academy leaders to nominate students to participate on a group that became the MDE Anti-racism Student Advisory Council. Two diverse groups (middle school-age students and high school/college-age students) held virtual monthly meetings with Dr. Rice and other MDE leaders throughout the 2020-2021 school year to garner student voice as a mechanism to empower students in their own school communities, and to support MDE to continually review and revise policies, practices, and structures for inclusivity, equity, and anti-racism. Students in each group were able to identify key areas they believed needed to be addressed to eradicate racism within their school communities.

The student groups both identified the need to create a resource tool that would help students develop safe spaces to discuss racism in their schools and districts. The council also spent time reviewing existing practices and beginning to develop materials and action plans for sharing more broadly with local district and school leaders. MDE will build upon the work done by this year's council with the 2021-22 MDE Student Advisory Council, with the goal of completing and distributing the informational materials and resources that the council develops.

MDE External Educator Anti-Racism Workgroup

MDE convened a group of educators across Michigan including pre-K-12 teachers and education researchers over several months. Some members of the workgroup are in the process of developing a common language document to use as resource tool to help ensure individuals have a base understanding of equity terms and can use similar language in their communications. Other members of the workgroup served on committees within MDE.

Providing Implicit Bias Training to MDE Staff

By April 2021, 500 MDE employees completed the State of Michigan facilitated Implicit Bias training to cultivate their critical consciousness and critical reflective practices. Implicit bias training is important to help employees be aware of the attitudes or stereotypes that affect their understanding, actions, and decisions in an unconscious manner. Benefits of taking the training include enhanced awareness and organizational and strategic growth.

Providing Resources to Our Schools

MDE continues to work with educational partners (including but not limited to Michigan educational organization, regional technical assistance providers, and local educational agencies) to create and share educational resources to assist with building a culturally competent staff and lessons for all students. The resources include items like conferences for adult learning, the [Equity in Literacy documents and Authors of Color List](#), [Tools and Guidance for Evaluating Bias in Instructional Materials](#), and continuation of the [African American Student Initiative](#). Work continues to support students with seeing reflections of themselves and their communities in the instruction and lessons they experience every day in their classrooms.



2020-21 MICHIGAN TEACHER OF THE YEAR AND MICHIGAN TEACHER LEADERSHIP ADVISORY COUNCIL MEMBERS



OWEN BONDONO

Oak Park High School
9th Grade Learning Community

Michigan Teacher of the Year

Owen Bondono comes from a family of educators and joined the profession as his second career. A true grow-your-own story, Owen first worked for five years as a paraprofessional, substitute teacher, summer-school teacher, and ELA testing coordinator while earning his teaching certificate. He's since spent five years leading a classroom at both the middle and high school level, and currently teaches 9th grade English Language Arts. As the faculty advisor for his school's Queer-Straight Alliance (QSA), Owen works to advocate for all students and ensure that school is a safe, productive place. Owen has led training and organization within his building to improve the climate and culture surrounding issues of equality and is a facilitator for LGBTQ Student Safe Spaces. He is also a member of the Anti-Racist Leadership Institute and Resource Coordination Team (MTSS). Owen has served on the Superintendent's Advisory Committee and the Activities Committee. Outside of school, he volunteers for the National Literacy Organization, for National Novel Writing Month as a Metro Detroit municipal liaison and has edited several locally produced plays.



More information on the [Michigan Teacher of the Year program](https://michigan.gov/mtoy) can be found online at michigan.gov/mtoy



Michigan Teacher Leadership Advisory Council 2020-21

The Michigan Teacher Leadership Advisory Council (MTLAC) is comprised of nine Regional Teachers of the Year and the Michigan Teacher of the Year (MTOY). The MTLAC's mission is to share issues of importance with educators in their region and around the state, students, and with MDE. The MTLAC began in 2017 with 24 educators from across Michigan. During 2018-19, MDE adopted the current MTLAC selection format with membership determined through the MTOY program application process.



2020-2021 MTLAC Members



REGION 1

**TAN-A
HOFFMAN**

2ND GRADE

JKL Bahweting Anishnabe School
[Sault Ste. Marie]



REGION 2

**DAVID
BUNN**

BIOLOGY & STEM

Houghton Lake Jr./Sr. High School
[Houghton Lake]



REGION 3

**SHANTEL
VANDERGALIEN**

ENGLISH

Wyoming Junior High School
[Wyoming]



REGION 4

**BARBARA
HUSTON**

3RD GRADE

Arrowwood Elementary School
[Saginaw]



REGION 5

**ERIN
CARLSON**

ENGLISH & STEM

Sandusky Jr./Sr. High School
[Sandusky]



REGION 6

**CHELSEE
SCHRAM**

2ND GRADE

Laingsburg Elementary School
[Laingsburg]



REGION 7

**ELIZABETH
HONEYSETT**

ART & WOOD TECH

Portage Central High School
[Portage]



REGION 8

**SARAH
SOPER**

ENGLISH

Northwest High School
[Jackson]



REGION 9

**OWEN
BONDONO**

ENGLISH

Oak Park Freshman Institute
[Oak Park]



REGION 10

**JANINE
SCOTT**

MATH

Davis Aerospace Tech High School
[Detroit]



MEET THE MICHIGAN STATE BOARD OF EDUCATION



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(D) Dearborn, MI
Term Expires 1/1/23



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Term Expires 1/1/25



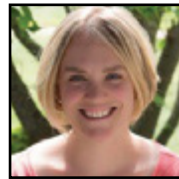
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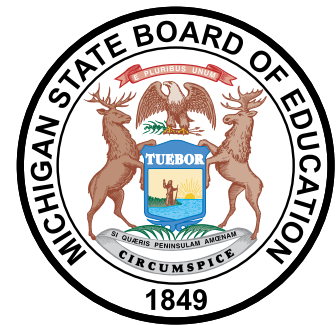
The Honorable
Gretchen Whitmer
Governor
ex officio



Michael F. Rice, Ph.D.
Chairperson
State Superintendent
ex officio

MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2020-21

Resolutions, statements, and policies adopted by the State Board of Education can be accessed online at michigan.gov/sbe



MDE LEADERSHIP

STATE SUPERINTENDENT

Dr. Michael F. Rice, State Superintendent
Dr. Sue C. Carnell, Chief Deputy Superintendent

Diversity, Equity, and Inclusion

Rané Garcia, Director

Human Resources

Joetta Parker, Director

Partnership Districts

Dr. William Pearson, Director

Public and Governmental Affairs

Martin Ackley, Director

State Board of Education

Marilyn Schneider, State Board Executive

Strategic Planning and Implementation

Kelly Siciliano Carter, Director

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Dr. Delsa Chapman,
Deputy Superintendent

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Accountability**
Andrew Middlestead, Director

Educational Supports
Dr. Paula Daniels, Director

Educator Excellence
Leah Breen, Director

**Systems Evaluation and
Technology**
David Judd, Director

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Spencer Simmons, Director

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Randy Riley, State Librarian

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Lisa Brewer-Walraven, Director

**Early Childhood Development
and Family Education**
Dr. Noel Kelty, Director

Head Start State Collaboration
Cynthia Derby, Director

**Preschool and Out-of-School
Time Learning**
Richard Lower, Director

Special Education
Teri Rink, Director





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