



Annual Report



August 1, 2021 – July 31, 2022

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Welcome to the 2021-2022 Michigan Department of Education Annual Report,

As we began to emerge this past year from the prolonged global pandemic, the Michigan Department of Education continued to focus on supporting Michigan's students and educators.

The State Board of Education approved Michigan's new Top 10 Strategic Education Plan in August 2020. The plan established eight statewide educational goals with associated metrics and is intended to have a significant positive impact on Michigan's more than 1.4 million schoolchildren. MDE is persistent in its efforts to implement every goal in the Top 10 Strategic Education Plan.

This year's annual report highlights much of the important progress that we in the education community have made. Highlights include greater investments in and expansion of the Great Start Readiness Program (GSRP), significant investments in early child care access and programming, intense focus on addressing the state's teacher shortage, response to student mental health needs, enhancement of educator knowledge of important historical movements and events, and a generational state school aid budget that empowers all eight of the Top 10 Strategic Education Plan goals.

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 and intermediate school districts for Michigan's schoolchildren. I also want to thank our parents, grandparents, guardians, and community members for their partnership at this challenging time. I value the many partnerships and collaborative efforts that have been developed and nurtured over many years and especially throughout the challenges of the past year.

Sincerely,

Michael F. Rice, Ph.D.
State Superintendent

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MICHIGAN'S TOP 10 STRATEGIC EDUCATION PLAN

Michigan's Top 10 Strategic Education Plan focuses the Michigan education community in support of all learners.



Designed to concentrate energy and resources, to strengthen operations, and to establish success measures, the Top 10 Strategic Education Plan was developed to ensure that all stakeholders are working together toward common educational goals. The plan has a mission, vision, guiding principles, eight goals, and metrics for each goal to help monitor Michigan's educational progress. It is important for Michigan's education partners, business and industry leaders, and communities to work with each other and with the Michigan Department of Education (MDE) to implement the plan.

MDE has identified a variety of direct and indirect supports that further the achievement of the plan's goals. The following highlights describe important work that MDE has completed over the past year in relation to each of the goals and beyond. Learn more:

[Michigan's Top 10 Strategic Education Plan](#)

Goal 1: Expand early childhood learning opportunities

Great Start Readiness Program Expansion

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 a range of factors. MDE's Office of Great Start (OGS) manages the program and allocates funding to each intermediate school district (ISD) to administer the program locally. Michigan's GSRP program is ranked first nationally in early childhood education quality, but it is ranked 19th in access. The Michigan Legislature and Governor Gretchen Whitmer made a significant investment of approximately \$168 million in Michigan's GSRP for school year 2021-2022



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

to expand enrollment opportunities and program access from 37,000 to 59,000 children annually. There were 105 new GSRP providers in the last year, including the return of 34 local education agencies as providers and the establishment of 71 new private provider partnerships across the state.

To support this investment and to assist the field, MDE implemented a multi-level GSRP statewide recruitment campaign. The campaign supported ISDs, local districts, and community-based organizational partners with specialized recruitment and enrollment resources (including radio, television, and online resources) for local use. The department worked with Detroit Public TV and the Public Broadcasting Service (PBS) on a public awareness advertising campaign that ran in the summer of 2022.



To retain high quality programming, GSRP staff provided specialized technical assistance and collaborative expansion planning to ISDs. Staff also held monthly meetings with the GSRP Early Childhood Specialist Professional Learning Advisory Committee to create supports for GSRP Early Childhood specialists (i.e., classroom coaches) and GSRP teaching teams. Learn more: [Great Start Readiness Program](#)

Supporting Child Care

Safe, quality, and affordable child care is important for Michigan families. Since the pandemic began, the need for reliable child care has taken on an even greater significance. In the fall of 2021, Governor Whitmer signed into law a historic \$1.4 billion investment to make care available at low or no cost for 105,000 more children, to provide \$700 million in relief funding to child care businesses, and to provide bonuses to over 30,000 child care professionals. In January 2022, MDE awarded \$365 million in child care stabilization grants to 5,890 providers across the state to support their operational costs, helping them to remain in business in order to serve Michigan families. These grants also included up to \$1,000 in bonuses for those working in early education and care settings to recognize their commitment to remain open in order to serve children and families throughout the pandemic. Learn more: [Child Care Stabilization Grants for Michigan](#) and [Expanding Access to Quality, Affordable Child Care for Working Families \(michigan.gov\)](#)

Families continue to struggle to find child care. In the spring of 2022, Governor Whitmer, MDE, and the Michigan Department of Licensing and Regulatory Affairs launched a \$100 million effort to open 500 new child care providers a year for the next two years and to expand access to quality, affordable child care for families in all communities. Learn more: [Caring for MI Future](#)

Early On®

Early On® is a federal- and state-funded program implemented by MDE. It is part of Michigan's early intervention system to help infants and toddlers, birth to three years of age, who have a disability or a developmental delay or who are at risk of a delay due to certain health conditions, and to support their families. It is designed to help families find the social, health, and educational services that will promote the development of their infants and toddlers with special needs.

In an effort to improve child and family outcomes in the area of social and emotional development, Early On®, in collaboration with the Michigan Department of Health and Human Services, developed a model for training and coaching service providers using the Pyramid Model framework for early childhood and the Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T). Two cohorts of ISD service providers have been or are being trained on the Pyramid Model and the DECA through live webinars, recorded trainings, and monthly coaching calls, which is benefiting over 1,298 families. As a result of this training, service providers report that they have increased their sharing of social and emotional development strategies with families and that they now have a greater focus on the well-being of the family and the family-child relationship.

Early On® Michigan has received increased funding through section 54d of the State School Aid Act. This has allowed ISDs to expand services to children ages birth to three; to address gaps in services; to develop innovative strategies to identify children with developmental delays; and, to inform their communities about available resources. In addition, these funds have been used to strengthen the qualifications of service providers by providing professional development opportunities to earn endorsements such as the Michigan Association for Infant Mental Health (MiAIMH) Infant Mental Health Endorsement®. This credential demonstrates experience and specialization as an infant and early childhood professional. Learn more: [Early On® Michigan](#)



Goal 2: Improve early literacy achievement

Birth to Five Literacy Support Network Hubs

In furtherance of the first two goals of Michigan's Top 10 Strategic Education Plan and the workplan for the state's Preschool Development Grant Birth to Five (PDG B-5), MDE's Office of Great Start (OGS) initiated the Birth to Five Literacy Support Network Hubs Grant in fiscal year 2022. The hubs bring together community partners who provide support for literacy during the first five years of a child's life – the most vital developmental years – in an aligned and collaborative structure that promotes and delivers evidence-based and equitable early literacy supports across the state. Because the early childhood system is locally situated, OGS uses the PDG B-5 grant opportunity to build partnerships with communities, which increases the quality, availability, and cultural relevance of birth-to-five literacy opportunities. The project began with a statewide scan to identify literacy supports targeted to early care and education providers, children, and families before kindergarten entry. Next, an investment strategy and grant criteria were developed to create a network of 10 literacy support hubs across the state. Each of the ten hubs was provided a grant of \$180,000 for professional learning and materials to close equity gaps in literacy opportunities. Learn more: [Birth to Five Literacy Support Network Hubs](#)

Birth to Pre-K Support of the Early Literacy Essentials

In further implementation of the Preschool Development Grant Birth to Five (PDG B-5), MDE's Office of Great Start (OGS) partnered with Clinton County Regional Education Service Agency (CCRESA)'s Office of Innovative Projects on several efforts to help support trainers with the [Essential Instructional Practices in Early Literacy: Prekindergarten](#). This PDG B-5 grant project built on a previous federal early childhood grant to promote prekindergarten trainers' acquisition of relevant knowledge and skills. The cadre of trainers expressed a need to understand how best to work with early childhood professionals on essential practices centered on the intentional use of literacy artifacts in dramatic play and throughout the

classroom (Essential 1) and extending conversations with children (Essential 7). Those trained in [Essential Instructional Practices in Early Literacy: Grades K to 3](#) were cross-trained in the prekindergarten essentials to understand the practices supported at the preschool level. Learn more: [Literacy Essentials](#)



Embracing the Science of Reading with Professional Learning – Language Essentials for Teachers of Reading and Spelling (LETRS)

Section 35a(10) of the fiscal year 2022 State School Aid Act allocates \$4 million to MDE to administer and provide training, in partnership with Lexia® Learning, to interested Pre-K-3 educators on Language Essentials for Teachers of Reading and Spelling (LETRS) (grades K-3) and LETRS for Early Childhood Educators (LETRS EC) (Pre-K). Developed by renowned literacy experts Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, LETRS provides educators and administrators with the deep knowledge needed to be literacy and language experts in the science of reading and teaches the skills needed to master the fundamentals of reading instruction.

More than 2,700 Pre-K-3 educators registered for the LETRS training, with 1,095 in cohort 1 (January 2022), 756 in cohort 2 (February 2022), and 963 in cohort 3 (September 2022). For the K-3 educators, Cohort 1 has a completion date of December 2023, Cohort 2 has a completion date of February 2024, and Cohort 3 has a completion date of August 2024. For Pre-K educators, Cohort 1 has a completion date of December 2022, Cohort 2 has a completion date of February 2023, and Cohort 3 has a completion date of August 2023. The



goals are to train over 28,000 Pre-K-3 educators and to expand this effort to upper elementary teachers. Learn more: [LETRS Training Grant](#)

Dyslexia Guidance

MDE is committed to collaborating with all stakeholders to improve literacy outcomes for every student, including those identified as exhibiting characteristics of dyslexia. MDE efforts are focused on providing educators access to evidence-based instructional practices and methods to intensify literacy instruction embedded within a high-quality Multi-Tiered System of Supports (MTSS) framework. In partnership with the MiMTSS Technical Assistance (TA) Center, Region 8 Comprehensive Center, and members of the MDE Literacy Team, a dyslexia advisory committee created a dyslexia handbook for Michigan educators. Development of the handbook involved review by and input from respected researchers with deep knowledge of dyslexia, general and special education teachers, and other literacy experts. Learn more: [Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy](#)

Diversity in Literature – 4-Part Webinar Series – How to Build Diverse Classroom Libraries

A key factor in developing and supporting a life-long love of reading is ensuring that all children are engaged and see themselves in literature that reflects their lives and the world's diversity. In early 2021, MDE launched a virtual conference series, The Role of Diversity within the Literacy that We Teach. In the fall of the same year, additional sessions were offered. Each session featured an author renowned for work with diversity in literature. Keynote speakers discussed the history, as viewed through their own lenses, and purpose of diverse literacy materials in classrooms. They shared firsthand experiences about how to bring inclusive texts and materials to the classroom to aid in instructional practices to engage students. Following the keynote talks, grade-level breakout sessions led by practitioners shared ideas about how to create a diverse classroom library, book selection, and lesson design. Learn more: [Diversity in Literature Webinar](#)



Celebrating Authors of Color and their Works of Literature

In the fall of 2021, MDE staff (including staff from Library of Michigan) began adding new titles to the document Celebrating Authors of Color and Their Works of Literature. This list of literature will grow and expand annually. The authors and their selected works are categorized by the level of the reading material. The list includes the author's name, author highlights and book awards, and sample titles by the author, with special recognition for Michigan authors. The resource supports educators' need to expand the selection of diverse texts available to students. Learn more: [Celebrating Authors of Color and their Works of Literature](#)

Comprehensive Literacy State Development Grant

In September 2020, MDE received a federal grant to help students improve their literacy skills. The Comprehensive Literacy State Development Grant was awarded through the Striving Readers Program and provides \$16 million over five years. Its purpose is to fund efforts that advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, including limited English proficient students and students with disabilities. Through a competitive subgrantee process, awards were made to the following five local education agencies (LEAs): Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Muskegon Heights Public School Academy System, and Pontiac School District. Each LEA will



receive approximately \$3 million over the five-year grant term. The LEAs are using these funds to build education and professional development literacy systems serving children from birth through grade 12 through partnerships with the following existing literacy initiatives:

- [Talking is Teaching Michigan Overview](#)-Too Small to Fail
- [MAISA/GELN/ELTF: Essential Instructional Practices](#)
- [Michigan Education Corps](#)-Pre-K Reading Corps and K-3 Reading Corps
- [MiMTSS TA Center](#)-Grades 4-12 and MTSS system building

This year, each district assessed where to begin its work and took appropriate steps, including purchasing materials to build diverse classroom libraries, adding staff focused on literacy initiatives, engaging staff in professional development, implementing new instructional practices and interventions, and increasing family and community engagement in a variety of ways. MDE staff meet monthly with all districts in Communities of Practice and with each LEA individually and engage in annual site visits. LEAs provide monthly status updates. Learn more: [Michigan Comprehensive Literacy State Development Grant](#)



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

Feeding Students During Shortages

During school year 2021-2022, the United States Department of Agriculture (USDA) provided flexibility

nationwide for schools in the National School Lunch Program to feed all students at no cost and to receive the highest possible reimbursement for each meal. The USDA also provided flexibility with the meal pattern requirements in the National School Lunch Program and Child and Adult Care Food Program. Those flexibilities helped Michigan school nutrition programs maintain operations during the worst labor and supply shortages in recent history.

Food service directors throughout Michigan worked hard to feed children this year, responding to the labor and supply shortages by, for example, traveling out of state to purchase lunch trays, cutting take-out boxes in half, and learning to use kitchen equipment that had sat idle in recent years. To help food service directors navigate the complexity of operating during these unprecedented times, MDE's Office of Health and Nutrition Services (OHNS) provided additional opportunities for technical assistance and training. OHNS continued to have regular townhall webinars for all program sponsors to share the latest updates. Additionally, the office met with child nutrition program industry partners once a month to share information and to hear the latest concerns from the industry perspective. Consultants in OHNS began to update virtual training materials in a new web-based platform, which will allow food service directors and their staff to access trainings at times that best fit their busy schedules. Learn more: [Nutrition Gateway](#)

District-wide Social and Emotional Learning Community of Practice

Social and emotional learning (SEL) is critical to the success of school-based mental health and work readiness. MDE was awarded a \$500,000 Michigan Health Endowment Fund grant to launch a social and emotional Learning Community of Practice (CoP). During monthly meetings, teams learn about and use tools developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). As they scale social and emotional learning, their goal is to support the instruction of the five social and emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) in every grade and within every school building. The CoP serves the following nineteen



rural, urban, and suburban school districts: Iron Mountain Public Schools, White Cloud Public Schools, Fremont Public Schools, Martin Public Schools, Beal City Public Schools, Lansing Public School District, Benton Harbor Area Schools, Coldwater Community Schools, Parchment School District, Galesburg-Augusta Community Schools, Concord Community Schools, Lincoln Consolidated Schools, Ferndale Public Schools, Southfield Public School District, Hazel Park School District, Holly Area Schools, Crestwood School District, David Ellis Academy West, and Detroit Leadership Academy. Learn more: [What is SEL](#)

Social and Emotional Learning and Children's Mental Health Network

To address the social and emotional learning and mental health needs of children across Michigan, MDE established a Social and Emotional Learning and Children's Mental Health Network of state stakeholders with input from national experts. The purpose of the network is to build local capacity for social and emotional learning and school-based mental health supports for children. The network meets monthly and includes over 25 partners who represent local districts, ISDs, the Governor's Office, teachers, student support professionals, and professional organizations. The network was instrumental in promoting the Children Matter. You Matter. Learn SEL! campaign. As a result of the campaign, over 9,400 educators took the Introduction to Social and Emotional Learning course through Michigan Virtual. Thirty percent of school districts in the state had at least one educator complete the course in each of their buildings, and all but four districts had at least one educator complete the course. The network also created a student-voice brief titled Centering Student Voice in Social and Emotional Learning: Strategies for Lasting Change and Tips and Resources for Talking about Social and Emotional Learning resource for schools, families, and community members. Learn more: [Social-Emotional Learning](#)



Direct Mental Health Services

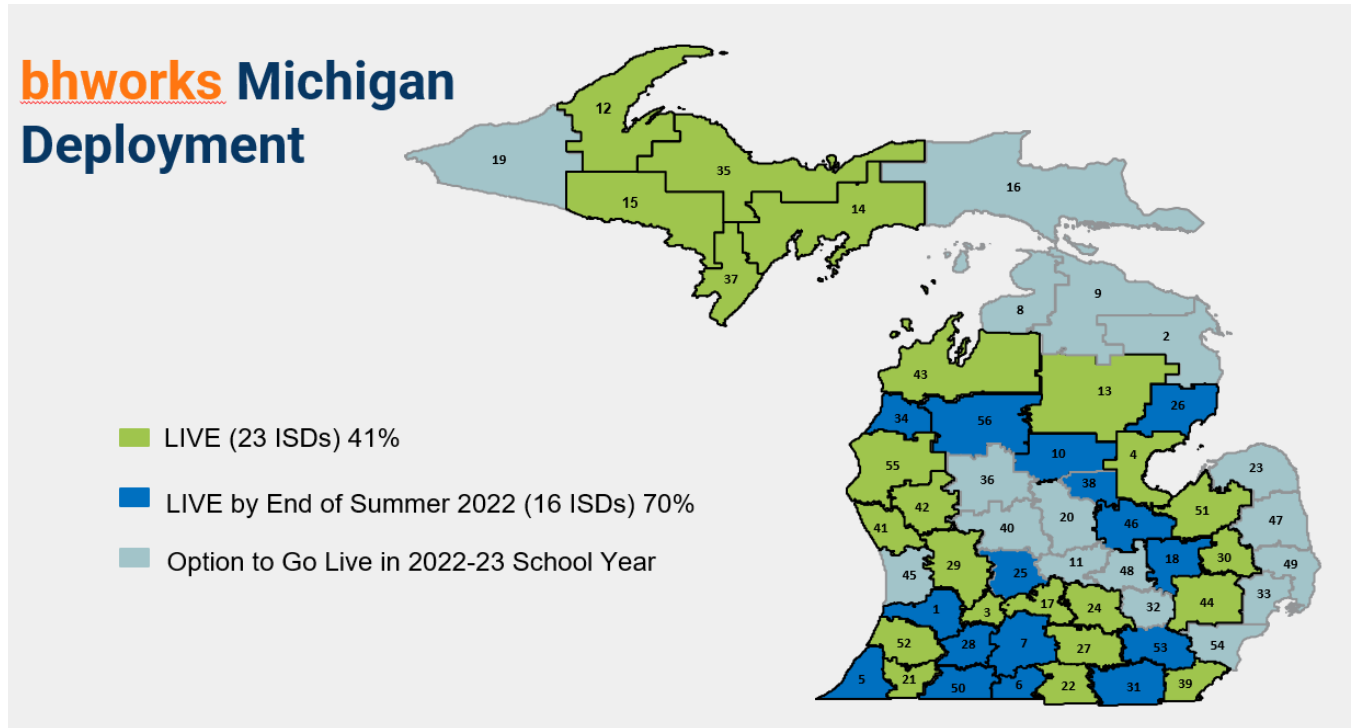
MDE continues working to expand and improve direct mental health services for students not already receiving those services through an Individualized Education Program or Individualized Family Service Plan. Four years ago, there was no dedicated state funding for student mental health services. The Michigan Legislature and Governor approved \$30 million in new funding for student mental health in the summer of 2018. That amount has increased ten-fold since that time. In 2021, the Michigan Legislature allocated nearly \$300 million to ISDs and LEAs in sections 31n and 31o of the State School Aid Act for hiring behavioral health professionals, resulting in the addition of 850 professionals across the state. With section 31o funds, 284 districts serving 721,444 students were able to hire over 600 full time equivalent (FTE) social workers, counselors, psychologists, and nurses. With section 31n(6) funds allocated to ISDs, more than 250 FTE professionals were hired to provide direct services to students.

As LEAs and ISDs continue to expand mental health and support services in schools, a comprehensive technology platform to assist with screening and getting students connected to services and resources efficiently is needed. 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 funded under section 31n(6), with a goal of expanding to all school-based mental



health providers across the state. This platform allows schools to screen students confidentially, to monitor treatment to improve student mental health outcomes, and to streamline communication with families and school staff to improve student mental health outcomes. The bhworks platform enables

Michigan providers to save time, to work more effectively, to follow evidence-based standards, and to leverage best practices. Over 20 ISD's are now using bhworks and 16 more are to be live by the end of the summer (as shown on the map below):



Learn more: [Mental Health Toolkit](#)

Goal 4: Expand secondary learning opportunities for all students

Career and Technical Education Career Pathways Grant

MDE's Office of Career and Technical Education (OCTE) works closely with regional career and technical education (CTE) administrators to provide support and technical assistance to implement and improve current operating CTE programs. CTE expands secondary learning opportunities for all students by providing firsthand training that can be applied to applied to high-wage, high-skill, in-demand education, training, and career pathways. In school year 2021-2022, there were 102,988 students enrolled in 2,093 secondary CTE programs throughout Michigan. Of those students, 96% graduated, compared to 82% of all Michigan students.

The Career Pathways Grant (CPG) has increased collaboration with industry and post-secondary partners by working together to identify and implement seamless programs of study aligned to local labor market needs and student interests, which culminate in post-secondary recognized credentials for all state-approved CTE programs. Seventeen state-approved CTE programs have completed the process, resulting in updated programs of study, tip sheets, and new and updated credentials. Seven more programs have been approved and technical assistance will begin in the fall of 2022, with implementation in the fall of 2023. Nine additional programs are in the development stages and will be ready to implement in the fall of 2024.



In addition, MDE's OCTE transitioned the Perkins V Comprehensive Local Needs Assessment (CLNA) from paper format to an online portal that displays customized local enrollment and performance data for all CTE programs. The CLNA provides Perkins regions with the opportunity to take an in-depth look at the entire regional and local CTE system and identifies areas where targeted improvements may lead to increased opportunities for student success. Learn more: [CTE Instructional Resources, by Career Cluster](#)

Early Middle College

An early middle college (EMC) is an MDE-approved, five-year program of study. An EMC is designed to allow a pupil to earn a high school diploma and one or more of the following: 60 transferable college credits, an associate degree, a professional certification, the Michigan Early Middle College Association (MEMCA) technical certificate, or participation in a registered apprenticeship. In school year 2021-2022, there were 173 EMCs in Michigan, and 15,308 students were enrolled in EMCs.

MDE reviews and approves EMC applications and provides technical assistance related to opening an EMC, student reporting, developing programs of study, and creating memoranda of understanding with colleges and local districts. Multiple workshops are provided for first year EMCs in collaboration with the Michigan Early Middle College Association, Middle College National Consortium, Michigan College Access Network, and the Center for Educational Performance and Information.



In addition, MDE advocated for a statutory amendment intended to improve the process of defining EMC student outcome data. School districts will now report on which of the five EMC on-track graduate outcomes a student earned. This information will be provided to families through the [MI School Data](#) portal and MDE publications. Learn more: [Early Middle College High School Opportunities](#)

Advanced Placement Expansion

In addition to the continuation of existing supports over the past year, MDE has been promoting the Advanced Placement (AP) Potential Tool with districts. Through this tool, districts can identify students who have the potential to be successful in advanced courses. Districts use this tool to generate letters to students promoting AP and dual enrollment options. In addition, MDE has been involved with several districts in revising their student handbooks to include more flexibility for students to enroll in both AP and dual enrollment courses. The [flexibility guide](#) is posted on the MDE website. Learn more: [Advanced Placement](#)

Impacts of COVID-19 on Secondary Programs

Over the past year, participation in some secondary learning opportunities was more affected by the COVID-19 pandemic than in others. CTE programs, after demonstrating year after year of growth before the pandemic, showed a 7% decline in student enrollment. On the other hand, EMC student enrollment grew by 84%. The number of students enrolled in dual enrollment courses declined by only 2%, as did the number of students enrolled in International Baccalaureate (IB) programs. Advanced placement (AP) student enrollment declined by 4%. It appears that program numbers are beginning to increase as students return to the classroom.



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

Personal Curriculum

The personal curriculum (PC) is a tool for modifying the Michigan Merit Curriculum (MMC) to individualize the rigor and relevance of the state graduation requirements. All students are eligible for a PC, with different populations of students subject to different rules related to allowable modifications. The decision to use a PC involves coordination with other plans, including the Educational Development Plan (EDP) and the Individualized Education Program (IEP), when appropriate. This team-based decision process is intended to focus on the best interests of the individual student and their post-school goals.

PC use has steadily increased since the inception of the MMC. In 2021, 7,045 students modified the MMC to meet their needs. Last year, over 10,303 students did so. Fifty-five percent of PC modifications include more math, English Language Arts, science, or CTE in their schedules. This option allows students to use their EDP to drive their educational planning and to align their course schedules with their unique goals. Twenty-five percent of PC modifications are used by students with disabilities to align their MMC coursework with their transition plan goals. Students with disabilities are allowed additional modifications to support individualizing the MMC to meet their strengths and needs.

MDE supports PC through guidance documents, guides for educators and parents, and various other tools and resources. Additionally, MDE provides technical assistance and professional development to ISDs and local districts that are interested in learning more about utilizing the PC for their students.

Learn more: [Personal Curriculum](#)

Path Forward

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 associated outcomes. In 2022, Michigan’s federal Part B special education determination continued to be “needs assistance,” with a score of 75%, up from a score of 70% in 2021 and well above the 2019 score of 65.28% and the 2018 score of 59.17%. The 2022 score of 75% is the highest Michigan has received since the Results Driven Accountability system was implemented in 2014.

In furtherance of the Path Forward, significant work was completed during the past year in the domain of improving instruction in inclusive environments. A team of statewide stakeholders examined data, identified barriers, suggested ways to provide more inclusive preschool environments for students with disabilities, and developed the [Preschool Inclusion Collective Action Plan](#).

The area of multiple pathways to graduation identified in the Path Forward also saw much attention during the past year. The Path Forward Steering Committee began monthly meetings in January 2022 to develop a conceptual model aimed at providing students with disabilities with additional paths to a diploma. In addition, MDE’s Office of Special Education



(OSE) invested a great deal of time related to data, particularly working with ISDs to help them use data to assess growth and inform continuous improvements to their systems. This has resulted in more ISDs meeting federal requirements for both results and compliance. Learn more: [Graduation & Dropout Information](#)

Early Warning Intervention and Monitoring (EWIMS)

The Early Warning Intervention and Monitoring System (EWIMS) is an evidence-based, data-driven, decision-making process that can be leveraged within a district's Multi-Tiered System of Supports framework. According to current research, after one year of implementing EWIMS with fidelity, schools significantly reduced the percentage of students with chronic absenteeism and course failures. EWIMS helps educators systematically identify students who are showing signs that they are at risk of dropping out of school. EWIMS examines the underlying causes of risk, matches student needs to interventions, and monitors student progress and the success of the interventions to help students get back on track for graduation.

The MDE EWIMS cross-office core team developed an Implementation Support Network (ISN). The core team trained four lead trainers who will train a new cohort of statewide trainers each year. Upon request, the ISN EWIMS statewide trainers can provide targeted and customizable training and coaching to LEAs to support the installation and implementation of EWIMS. Learn more: [MDE - Early Warning Intervention and Monitoring System \(michigan.gov\)](#) and [EWIMS: Making a Difference in the Lives of Students and Families - YouTube](#)

Graduation Rates Impacted by Pandemic

Comparing the rate changes over the last 10 years, 5 years, and 1 year provides insights into the progress Michigan has been making to increase the percentage of students who graduate high school. Over the last 10 years, 4-year graduation rate increased 6.2 percentage points, 5-year graduation rate increased

5.4 percentage points, and 6-year graduation rate increased 5.1 percentage points. There was growth in graduation rates in 8 of the 9 years immediately preceding 2021. During the last year, with the continuing COVID-19 pandemic, there was a decline of 1.6 percentage points in 4-year graduation rate, an increase of 0.2 percentage points in 5-year graduation rate, and an increase of 0.5 percentage points in 6-year graduation rate. Learn more: [Graduation/ Dropout Rate](#)

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

Future Proud Michigan Educator Efforts

MDE expanded educational opportunities by developing the Future Proud Michigan Educator (FPME) LAUNCH program for students who are interested in careers in education or other fields related to children. This program is a joint effort between MDE's offices of Career and Technical Education (CTE) and Great Start. Students in the program can earn a Child Development Associate (CDA) credential or Michigan School-Age Youth Development Associate (MI-YDA) credential. Students take specialized coursework, develop portfolios, and participate in practical field experiences.

FPME LAUNCH aims to expand and diversify the pipeline of educators and youth workers and to address the Governor's goal that 60% of adults will have higher-level credentials by 2030. FPME LAUNCH also supports Michigan's Perkins V plan, which selected credentialing as the core performance indicator for CTE program quality.

During fiscal year 2022, 86% of students in ISDs had access to the CDA and MI-YDA education pathways. Since fall 2021, roughly 900 students have registered in the state's professional development registry ([MiRegistry](#)). MDE entered into a memorandum of understanding with the Council for Professional Recognition for CDA support and made grants available to CTE teachers for classroom materials, communications, and marketing. Learn more: [Future Proud Michigan Educator LAUNCH](#)



Career and Technical Education Collaboration with LEO

MDE's Office of Career and Technical Education (OCTE) and the Michigan Department of Labor and Economic Opportunity (LEO) have a history of collaboration and engagement across education, career readiness, and workforce development initiatives. Over the last fiscal year, major projects to expand post-secondary learning opportunities included:

- **Career Pathways Grant (CPG):** MDE, in partnership with LEO, administers the CPG initiative to fund secondary/post-secondary partnerships to identify post-secondary recognized credentials and to develop seamless programs of study aligned to local labor market needs and student interests. Grant recipients collaborate with employers to identify the credentials valued by employers, to link those credentials to state career and technical education program standards, and to ensure that CTE programs of study are aligned and of high quality. Credentials earned at the secondary level may articulate to credit at the post-secondary level.
- **Career Readiness:** MDE and LEO participate in a national Career Readiness Collaborative to identify key strategies and next steps to strengthen career readiness opportunities in our state.
- **Michigan Apprenticeship Advisory Board:** MDE serves on a LEO board that provides guidance on innovation and implementation strategies for grantees working to expand registered apprenticeship program opportunities and ensure program performance targets and sustainability results.
- **MiSTEM:** MDE and LEO advocate to provide students with science, technology, engineering, and mathematics (STEM) experiences through the MiSTEM Network. These experiences, which provide elementary and middle school students with the opportunity to learn about specific

occupational interest areas, lead to an increase in the number of students enrolled in CTE.

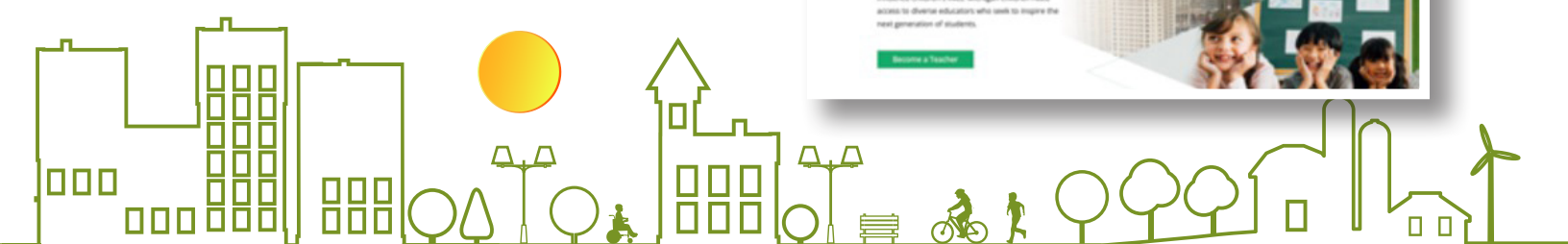
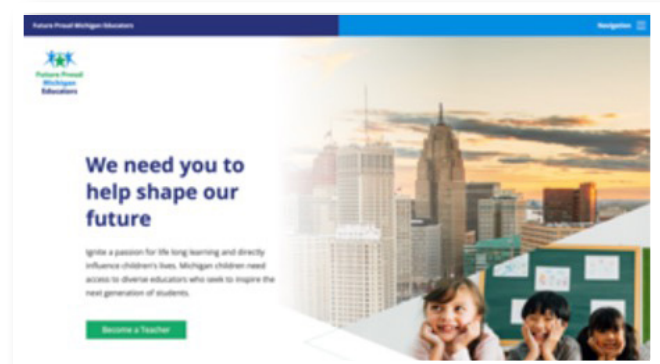
- **Pathfinder:** MDE advocates for Michigan's Education & Career Pathfinder, developed by LEO, which forges well-designed linkages between secondary and post-secondary education and training for all career pathways.
- **Perkins V State Plan:** MDE and LEO jointly administer the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This federal legislation is dedicated to increasing learner access to high-quality CTE programs of study.

Learn more: [Career Readiness Collaborative](#)

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

Educator Shortage Report

MDE partnered with the Center for Educational Performance and Information (CEPI) and the Education Policy Innovation Collaborative (EPIC) to examine Michigan's educator shortage under Public Act 316 of 2020. The initial report provides a summary of available state administrative data that may be used to quantify the shortage. This report serves as a baseline from which future comprehensive data analysis can begin and includes recommendations to policymakers about data-gathering activities necessary for future reports. The data begin to illustrate the teacher shortage across Michigan, highlight where new or better data can further delineate details of the shortage, and help policymakers target policies and programs in ways that can best help the state and local communities grow the educator workforce. Learn more: [Michigan Teacher Shortage Study: Initial Report](#)





Introduction of [MichiganTeacher.org](https://michiganteacher.org)

During school year 2021-2022, MDE launched the new Future Proud Michigan Educators (FPME) website: [MichiganTeacher.org](https://michiganteacher.org). This website is a resource for prospective Michigan educators to find their path to become teachers in Michigan. The key features include tools to help a candidate identify preparation programs that best fit their needs, to understand certification requirements in Michigan, and to locate resources for financial support. Once an individual is ready to look for a job in education, the website provides the means to explore Michigan's regions and school districts. Learn more: [MichiganTeacher.Org](https://michiganteacher.org)

Grow Your Own Grants

For fiscal year 2022, the Michigan Legislature allocated \$1.1 million in grant funding for future teacher recruitment programs. This included funding to develop Grow Your Own (GYO) pathways for non-certified school staff who are seeking initial Michigan teacher certification and funding to develop additional endorsement programs for certified teachers. The grant program also supports the establishment and growth of FPME programs for 6th through 12th grade students. MDE accepted grant applications from LEAs and ISDs in February and March 2022. The response to the call for applications was tremendous, with MDE receiving applications for grants totaling more than \$7 million. MDE awarded grants to districts in all ten Michigan prosperity regions to support FPME Explore programs in 39 LEAs. In addition, grants were awarded to 206 FMPEs seeking teacher certification. Due to the

overwhelming interest in this grant program, MDE will facilitate a second phase of GYO grants with support from the legislature, which allocated an unprecedented \$555 million to support the future educator workforce for fiscal year 2023, including \$175 million for FPME GYO and Explore programs. Learn more: [Future Proud MI Educator](#)

Alternative Route to Certification Programs

MDE approved two new alternative route educator preparation program providers for general education in the first half of 2021; those programs began in the second half of 2021.

Detroit Public Schools Community District's (DPSCD) On the Rise Academy enrolled 52 new teacher candidates in its first cohort, exceeding its target of 40 new teachers for school year 2021-2022. Of these candidates, 69% enrolled as GYO candidates, having been previously employed in DPSCD. The majority are in elementary education placements, while the others are in secondary science and math. Additionally, 89% identify as non-White, with 87% identifying as Black or African American. For its second cohort, DPSCD was on track to enroll approximately 75 new teachers to begin training this summer.

New Paradigm for Education, the second alternative route, enrolled 13 new teacher candidates in its first cohort. New Paradigm's program begins with a full year working as a tutor or partner teacher while a candidate completes initial coursework and prepares for the Michigan Tests for Teacher Certification. The candidates are placed in each of New Paradigm's schools for elementary education, English, math, and health and physical education. Twelve of the 13 candidates identify as Black or African American.

Public Act 316 of 2020, which temporarily lifted the prohibition on special education endorsements earned through alternative route programs, offered MDE the opportunity to approve four providers to offer endorsements in Learning Disabilities, Cognitive Impairment, Emotional Impairment, and Physical or Other Health Impairment. The first cohort of candidates enrolled in these programs in the fall of 2021. New special education teachers prepared via



alternative route programs entered the field in the summer of 2022 after completion of a minimum of 30 semester hours of instruction and an 8-week student teaching experience. Learn more: [Alternative Routes to Teacher Certification or Endorsement](#)

Waivers to Place Special Education Teachers Outside Endorsements

During school year 2021-2022, MDE granted ISD and school district applications for waivers of administrative rule requirements under [section 1281 of the Revised School Code](#) in response to the ongoing critical shortage of special education teachers. Waivers were approved for one year, with the option to renew, for any ISDs or LEAs that demonstrated that the intent of a rule could be addressed in a more effective, efficient, or economical manner or that the waiver was necessary to stimulate improved pupil performance. Specifically, the waiver of the requirements of [R 390.1105\(3\) of the Teacher Certification Code](#) allowed a teacher with a special education endorsement in any area to be assigned to a special education program that did not match the endorsement area. The special education programs eligible under the 1105(3) waiver included programs for students with cognitive impairment, emotional impairment, learning disabilities, speech and language impairment, physical and other health impairment, and adapted physical education. When applying for the waiver, LEAs and ISDs were required to demonstrate unsuccessful attempts to fill an open special education position with a properly endorsed special education teacher. There were eighteen 1105(3) waiver applications submitted between August 1, 2021, and July 30, 2022. MDE granted 14 of those applications, providing stability and consistency to special education programs by allowing districts to place newly hired or existing special education teachers, endorsed to teach in other types of special education programs, in open positions.

Goal 8: Provide adequate and equitable school funding

State School Aid Budget

On July 14, 2022, Governor Whitmer signed into law a \$19.6 billion State School Aid budget for fiscal year 2023. This is the largest education budget in Michigan history. The following are some of the important investments included in the State School Aid budget that align with goals of Michigan's Top 10 Strategic Education Plan:

Goal 8 – Provide adequate and equitable school funding

- **Per pupil foundation allowance increase of \$450 (5.2%) to \$9,150 per pupil**
- **An additional \$480.7 million** to continue building a weighted funding model to address the different costs associated with educating students with different needs
 - o **\$223 million** increase for economically disadvantaged students
 - o **\$246 million** increase for students with disabilities
 - o **\$1.3 million** increase for English learners
 - o **\$438,000** increase for students in rural and isolated districts
 - o **\$10 million** increase for career and technical education programs
- **\$475 million** in a School Consolidation and Infrastructure Fund to provide funding for the consolidation of school districts and to create healthier and safer schools for students

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

- **Teacher Recruitment - \$575 million**
 - o **\$305 million** for MI Future Educator Fellowships
 - Pays tuition costs up to \$10,000 per year for eligible students
 - o **\$50 million** for MI Future Educator Student Teacher Stipends
 - Pays \$9,600 per semester for work as a student teacher



- o **\$175 million** for Grow Your Own programs for support staff to become teachers
- o **\$15 million** for Troops to Teachers
- o **\$10 million** to ISDs to recruit and hire career and technical education instructors
- o **\$20 million** to Teach for America

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

- **Student mental health supports – an additional \$245 million**
 - o **\$150 million** to districts for discretionary mental health needs
 - o **\$25 million** increase to existing funding for teen health centers
 - o **\$25 million** increase in existing mental health grants to ISDs for mental health professionals and school mental health centers
 - o **\$45 million** to ISDs for TRAILS (Transforming Research into Action to Improve the Lives of Students) implementation
- **Student safety – an additional \$210 million**
 - o **\$168 million** to districts for discretionary school safety needs
 - o **\$25 million** to districts to hire school safety officers
 - o **\$15 million** for cross-system intervention supports
 - o **\$2 million** to create a school safety commission

Goal 1 – Expand early childhood learning opportunities

- **\$34 million** increase for the Great Start Readiness Program
 - o 1,300 additional slots
 - o Full-day allocation increased to \$9,150 per child
- **\$7.1 million** increase for Early On to help educators identify early learning and developmental challenges in children

Learn more: [Governor Legislature Agree to Generational School Budget](#)

American Rescue Plan

On October 8, 2021, the United States Department of Education (USED) notified MDE of USED’s approval of Michigan’s American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) plan which released the remaining one-third of federal funds. Overall, MDE was awarded \$3,722,478,258 by USED as part of the ARP ESSER III funding, Public Law 117-2.

To assist districts in understanding the requirements of APR ESSER III, MDE was and continues to be active in providing technical assistance where needed. MDE has collaborated with multiple educational organizations to expand that assistance. MDE’s technical assistance documents, presentations, and webinars focused solely on identified federal guidance, with emphasis on pertinent links and USED produced documents. The application and review processes were developed specifically for ESSER-related funds and will be communicated to LEAs regularly throughout the life of the ESSER-related grants.

As of late summer 2022, Michigan LEAs had budgeted 52% of overall ARP ESSER III funds to address learning loss, totaling over \$1.46 billion. This expenditure is nearly three times larger than the expenditure for the next highest grant use area (continuity of services--18% or \$423 million). Expenditures in ancillary support areas addressing learning loss, including educational technology (\$98 million) and mental health services (\$67 million), and summer



and after-school programming (\$51 million) represent another approximately \$216 million of the overall ARP ESSER III funds budgeted to date. Also of note, Michigan LEAs have budgeted \$198 million for facility repairs and upgrades and projects to improve indoor air quality, which represents 7% of the total overall funds budgeted. Learn more: [CARES Act Grant Information](#)

Other Notable MDE Highlights:

Supporting Diversity, Equity, and Inclusion

MDE formed the Office of Diversity, Equity, and Inclusion (DEI) in August 2021 to support efforts internal and external to the department to increase fairness, access, welcoming, and belonging for all Michigan students.

In support of students, the MDE Student Advisory Council (SAC), convened by Dr. Rice based on recommendations for student participation from school districts across the state, continued to meet throughout school year 2021-2022. This group of secondary students, nominated by their school leaders, continued developing resources to support safe spaces for talking about race and racism in schools. The SAC conducted a listening tour to learn from students, teachers, and administrators throughout the state, worked on a call-to-action video message, and outlined a guidance document. In addition, the SAC met with Dr. Rice and other MDE leaders to share their perspectives on what they are learning in school, what they want to learn, and how practices and structures can best support a welcoming environment where all students have a sense of belonging and receive fair access to educational opportunities.

Additional key external efforts included webinar series for Michigan educators to enhance diversity in literature and comprehensive history instruction. The [Diversity in Literacy webinar series](#), highlighted on page 7 and led by the Literacy Unit of the MDE Office of Educational Supports, provided educators with strategies to develop diverse classroom libraries. This work is premised on ideas from Rudine Sims Bishop, Ph.D., who stated that children should see themselves

in the literature that they read (mirrors), should see others in their literature (windows), and should be able to enter others' worlds (sliding glass doors). The [Comprehensive History Instruction](#) webinar (see discussion below) provided educators the opportunity to learn more about historical movements, events, and peoples that are a part of the rich, diverse history of our country and our world.

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) Pilot (Cohorts)

MDE funds Michigan's Multi-Tiered System of Supports (MiMTSS) Technical Assistance (TA) Center, with funds from MDE's Office of Educational Supports and various grants from the USED. The TA Center works on behalf of MDE to improve outcomes for all learners by assisting educators in developing infrastructures, including local capacity, to support the high-quality and sustained implementation of effective, data-driven practices within an MTSS framework. MDE and the TA Center are partners with the National Center for Pyramid Model Innovations (NCPMI) to develop a demonstration project beginning with four Great Start Readiness Program (GSRP) sites in Early Childhood Positive Behavioral Interventions and Supports (EC PBIS). The current model demonstration project, focused on program-wide implementation of the Pyramid Model in



preschool settings, is reporting strong improvements to implementation classrooms in its four Cohort 1 sites: which are Soudt GSRP Center (Monroe County ISD), Shelby Early Childhood Center, Surline Elementary 4s program (West Branch-Rose City Area Schools), and Wyandotte Early Childhood Center. The EC PBIS model demonstration project will be working with the following five new implementation sites in school year 2022-2023: Kent ISD, Heritage Southwest ISD, Corunna Public Schools, West Ottawa Public Schools, and Bay City Public Schools.

The State Leadership Team Benchmarks of Quality (BOQ) measure the state's current capacity to support implementation of the Pyramid Model. Baseline data were collected in February 2021 and scores were updated and reviewed during the winter of 2021-2022. The total score improved from 13% to 38%. A full re-administration of the BOQ is planned for fall of 2022. Learn more: [State Leadership Team Benchmarks of Quality](#)

Supporting English Learners and Students Experiencing Homelessness

English Learners: This year, MDE recorded an increase of 462 certified teachers with English as a Second Language (ESL) and bilingual endorsements. This continues a five-year trend of building local capacity to support English Learners (EL) in our schools. Another area that experienced an increase was funding. The allocation related to English language learners in section 41 of the State School Aid Act was increased to \$25,200,000 for the 2021-2022 school year. As funds have increased over the years, there has also been an increase in district participation. There are 387 LEAs participating, up 21% from the number that participated in 2020-2021. These funds provided needed support and services to students and opportunities to build teacher capacity through professional learning. Allocated funds are not yet sufficient to support the full cost of EL programming, and MDE continues to support a weighted school aid formula.

Through an ongoing partnership with the Office of Global Michigan, MDE collaborated with districts, agencies, and non-profit organizations to support over



800 children and youth who arrived from Afghanistan as they settled in Michigan. This summer, the first Newcomers Summit was in Lansing, Michigan, to provide professional learning opportunities to educators and staff at agencies that support the educational outcomes of these students. Learn more: [English Learners \(ELs\)](#)

Students Experiencing Homelessness: McKinney-Vento Regional Grant Projects support LEA consortium members across the state. Each year, roughly 90% of LEAs participate in these projects to receive additional resources and technical assistance from regional grant coordinators, who are knowledgeable about local services and connected to the networks that directly serve families experiencing homelessness.

During the pandemic, the identification of students experiencing homelessness declined due to the loss of connections to schools and staff, the moratorium on evictions, and the increase of resources provided directly to families in need. During 2021-2022, the number of students identified as experiencing homelessness has steadily risen as need and housing instability have grown. Each LEA is required to identify a trained homeless liaison who has the capacity to support families and unaccompanied youth experiencing homelessness. MDE provides an on-demand training option to all homeless liaisons to ensure staff have knowledge necessary to determine students' eligibility for the program. MDE awards grants of federal Homeless Education Funds through a competitive process every three years to support





During school year 2021-2022, the group included a total of 50 LEAs across Michigan that had been recipients of Title VI – Indian Education formula grants from the Office of Indian Education in United States Education Department (USED). Three CoP meetings were held with representatives from 21 school districts from several tribes who share land with the State of Michigan. The CoP also includes email communication to all 50 LEAs to share best practice resources, announcements of learning opportunities, and program reminders. In addition to the CoP meetings, individual technical assistance was provided to several affected LEAs as they worked to develop their consultative relationships with the tribal communities affiliated with students in their districts. Learn more: [Indigenous Education](#)

Regional McKinney-Vento Grant Projects that support the homeless liaisons through professional learning opportunities, technical assistance, the dispute process, and, in some cases, reimbursements for allowable expenses to support students experiencing homelessness. Learn more: [Title IX - McKinney-Vento Homeless](#)

Local Education Agency Community of Practice in Support of Indigenous Learners

MDE's Office of Educational Supports (OES), through the Indigenous Education Initiative, continues to support LEAs in meeting the requirements for tribal consultation. In the fall of 2020, MDE hosted a virtual convening with representatives from all 12 federally recognized tribes in Michigan and representatives from each of the 23 LEAs that met the federal definition of an affected LEA during school year 2019-2020. As a direct result of that meeting, MDE established an LEA Community of Practice (CoP) group whose primary focus is to support the efforts of LEAs to engage with the tribes and collective efforts to support the education of Indigenous students within local districts. This group has expanded beyond the affected LEAs to include other schools that have Indigenous education programs but do not meet the federal definition of an affected LEA.

Social Studies Initiative

Children deserve to learn about the full breadth of United States and world history. To support educators in teaching this full breadth of history, MDE launched a webinar series on [Comprehensive History Instruction](#) during school year 2021-2022. This included a three-part series on holocaust education in April and a webinar entitled Maawndoonganan: Using the Indigenous-Developed Social Studies Resource Guide to Teach "To and About First Peoples" in June. These webinars help educators learn more about historical movements, events, and peoples that are part of the rich, diverse history of the United States and world. The series will continue in school year 2022-2023 with additional topics.

Science, Technology, Engineering and Math (STEM) Support

MDE continues its commitment to support science and math opportunities for students through ongoing work with Science, Technology, Engineering and Math (STEM) initiatives. MDE serves on the Governor's [MiSTEM Advisory Council](#), which is guided by the belief that, if Michigan wants to be home to the strongest STEM workforce in the nation, the state must: change how it thinks about STEM; support K-12 STEM educators; build collaborations across



business, education, and communities; and, ensure quality experiences for all students. Staff from MDE's divisions of P-20 System and Student Transitions (P-20) and Educator, Student, & School Supports (DESS) collaborate with the [MiSTEM Network Regions](#) and early childhood education representatives from across the state to advocate for STEM education in Pre-K through grade 3.

MDE provides consulting and technical support to the MiSTEM Advisory Council in the distribution of its grant dollars. Since its creation in 2017, the MiSTEM Advisory Council has provided \$3.05 million annually in state grants to support K-12 STEM programs to increase student engagement and achievement and innovative programs to expand access to work-related experiences and professional training. OES staff help ensure that the grant funds are distributed equitably across the state and across the spectrum of the STEM disciplines. MDE consultants function as liaisons to various STEM professional organizations, including the Michigan Council of Teachers of Mathematics and Michigan Science Teachers Association.



During school year 2021-2022, MDE staff members participated in a virtual [Early STEM Policy Academy](#) facilitated by the Education Commission of the States to develop policy guidance on equitable access to high-quality early STEM education. Staff also took part in professional learning activities around the [STEM Teaching Tools](#), along with representatives from the MiSTEM Advisory Council and Network Regions and the Michigan Elementary and Middle School Principals Association (MEMPSA). Learn more: [STEM Supplemental and Remote Materials](#)

Computer Science

During school year 2021-2022, there was an increased interest in computer science implementation among districts in Michigan. Through MDE's federal Title IV - Implementing Effective Use of Technology Competitive Grant, which uses Title IV state administrative funds, MDE distributed \$150,000 among eight districts to expand computer science education pathways. Each of these districts used the Strategic CSforAll Resource and Implementation Planning Tool (SCRIPT) to create a district computer science vision and actionable goals toward implementation. Sixteen districts made computer science district implementation plans through the SCRIPT process with the support of MDE's computer science consultant, an increase from six the previous year.

MDE worked with the MiSTEM Network and the Michigan Computer Science Teachers Association to launch a computer science professional learning network that supports various stakeholders in computer science education implementation. Through collaboration between MDE and the Michigan Association for Computer Users in Learning (MACUL), the Computer Science for Michigan Conference offered a professional development opportunity for computer science educators in November of 2021. Currently, the Regional Educational Media Center Association of Michigan (REMC) is working with MDE to develop more K-8 professional development and integration resources that support computer science implementation through computational thinking. Computational thinking is a problem-solving approach that integrates across academic disciplines, such as English language arts and mathematics, and supports



concepts and skills in computer science and digital literacy. By integrating computational thinking into K-8 content, there is the opportunity for more diversity in the computer science field due to early exposure. In addition, MDE has supported State of Michigan work in advancing computer science sub-concepts, such as cybersecurity, in K-12 classrooms, which is another intersection of computer science and digital literacy competencies. Learn more: [Computer Science Courses](#)

Open Education Resources

MDE continues to raise awareness to support and educate districts about the use of Open Educational Resources (OER) to address gaps in curriculum and to offer a path to creating resources that address diversity, equity, and inclusion. This topic continued to grow, as evidenced by over 850 educators completing the Michigan Virtual course [#GoOpen: Open Educational Resources in Michigan](#) this past year. This also helped increase the registered user base of [#GoOpen Michigan](#) by over 600 new users. Two MDE-specific collections were added to the site: Future Proud Michigan Educators resources and Early Warning Intervention and Monitoring System (EWIMS) resources.

MDE offered and awarded a competitive grant to four districts in the amount of \$14,500 each to create plans for implementing OER in their chosen curricular areas and to visit an OER-champion district. This work will lead to a multi-layer implementation playbook for other Michigan districts to use if they choose to learn how OER can support their curriculum and enhance diversity, equity, and inclusion in classroom resources. Learn more: [Why Are OER Important?](#)

Connectivity

MDE continues to support schools and libraries in procurement of financial support for broadband connections that support students both on and off campus. Michigan applicants were awarded almost \$60 million in E-rate discounts for fiscal year 2022 and have requested an additional \$65 million in E-rate

discounts for the coming funding year, all in support of on-campus broadband. Applicants worked to provide devices and broadband service to students, patrons, and staff members with a noted unmet need through the Emergency Connectivity Fund (ECF). Michigan applicants have requested over \$129 million in ECF funding, 80% of which supports device and Wi-Fi “hotspot” purchases and 20% of which covers monthly broadband service.

To simplify and codify a data collection on devices and connectivity for districts, MDE adopted questions around digital equity and inclusion provided by the Council of Chief State School Officers (CCSSO) and, with the help of the MIDataHub team, made the questions available to districts in the various student information systems. Districts that choose to include the questions in their student data updates can track the availability of a device and broadband access yearly, and eventually, longitudinally. This data will inform curriculum and instruction development, technology planning, and overall budget development in forward-thinking schools. Learn more: [Affordable Connectivity Program](#)



Michigan Integrated Continuous Improvement Process

On January 4, 2021, MDE held a statewide launch of the Michigan Integrated Continuous Improvement Process (MICIP), which provides a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funds. MICIP was designed by MDE in partnership with the Center for Educational Performance and Information (CEPI) and the Michigan Association of Intermediate School Administrators (MAISA). It provides districts with a flexible, integrated, and streamlined continuous improvement planning process and platform, a one-of-a-kind custom-made process and platform that only exists in Michigan. Although other states integrate various parts of this process, MICIP is the only application that integrates whole child and system data, tools and resources, and evidence-based implementation science methods to create plans. Districts voluntarily used MICIP for school year 2021-2022, resulting in a 100% sign-on rate. Districts indicated that they found that using MICIP helped them save time in creating plans. In previous planning applications, plans were created for state and federal funding compliance requirements, but it is now seen, with MICIP, as a process for focusing on the vital outcome – student achievement. Learn more: [Michigan Integrated Continuous Improvement Process \(MICIP\)](#)

Required Benchmark Assessments

Under Michigan's 2020 Return to Learn legislation, districts were required to administer benchmark assessments to students in grades kindergarten through 8, once in the fall and again in the spring of school year 2020-2021, to determine if the students were making meaningful progress towards proficiency in state standards in reading and mathematics. Although the results of the benchmark assessments could not be used for accountability purposes, the law required them to be reported to MDE and the Center for Educational Performance and Information



(CEPI). Additionally, the results were to be used in a report produced by the Education Policy Innovation Collaborative (EPIC) to determine what, if any, loss of learning resulted from the COVID-19 pandemic to identify the number and percentage of students who were significantly behind grade level. MDE collaborated with CEPI, the Michigan Data Hub, EPIC, and the Michigan Education Data Center (MEDC) to develop and communicate to districts the reporting requirements, processes, and timelines.

In school year 2021-2022, districts were required to report mode of instruction to allow for aggregation of benchmark results according to whether instruction was fully in-person, fully online, or hybrid. MDE worked closely with the Michigan Data Hub to develop district reporting requirements. The Michigan Data Hub collaborated with the most frequently used Student Information Systems (SIS) providers to collect this data and is providing an alternative method of collection for districts using other SIS providers. Learn more: [Michigan DataHub](#)



2021-2022 MICHIGAN TEACHER OF THE YEAR AND MICHIGAN TEACHER LEADERSHIP ADVISORY COUNCIL MEMBERS



LEAH PORTER

Wilcox Elementary
Holt Public Schools

Michigan Teacher of the Year

Leah Porter has been a kindergarten, Reading Recovery, and Intervention Teacher in Holt Public Schools for 15 years. Rooted in a passion for literacy and learning, she serves as a leader and advocate for the youngest learners, presenting at conferences at the local, state, and national level and publishing articles in *The Reading Teacher*, *The Journal of Reading Recovery*, and *Michigan Reading Journal*. With a drive for community outreach and support, Leah has developed and led an annual summer outreach program for historically underserved youth, providing enrichment and literacy experiences in the community.



As leader of the Wilcox Elementary Student Council, Leah provides leadership and volunteer opportunities for second to fourth grade students in projects and fundraisers that support local students and families. In her role as a Kindergarten Teacher leader, Leah plans and organizes curriculum, assessment, and professional development with her grade-level colleagues, striving to support her district teachers in new initiatives.

Leah is co-chair on the Student Committee of Holt Public Schools' Equity and Access Team, leading and supporting projects in mentorship, supporting K-12 student clubs, and developing character and leadership curriculum that strives to provide equitable experiences for all students.

Leah also serves as a member of the Governor's Educator Advisory Council.

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 2021-2022

The Michigan Teacher Leadership Advisory Council (MTLAC), first launched in 2017, is comprised of the ten Regional Teachers of the Year, who include the Michigan Teacher of the Year. The MTLAC's mission is to facilitate two-way communication on important regional topics between MDE and both educators and students.



2021-2022 MTLAC Members



REGION 1

**HEATHER
FRENCH**

Lake Linden-Hubbell
Middle/High School
(Lake Linden)



REGION 2

**KACIE
HOOK**

Roscommon
Middle School
(Roscommon)



REGION 3

**THERESA
ZIEGELER**

Macatawa Bay
Middle School
(Holland)



REGION 4

**CHELDORA
HAYNES**

Martin G. Atkins Elementary
(Bridgeport)



REGION 5

**JANET
SWARTHOUT**

Caro High School
(Caro)



REGION 6

**LEAH
PORTER**

Wilcox Elementary
(Holt)



REGION 7

**JAMES
JOHNSON**

Loy Norrix
High School
(Kalamazoo)



REGION 8

**BETHANY
VONCK**

Washtenaw International
Middle Academy
(Ypsilanti)



REGION 9

**BRIAN
PAUL**

Highview Elementary School
(Dearborn Heights)



REGION 10

**JANINE
SCOTT**

Davis Aerospace Tech
High School
(Detroit)



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(R) Dexter, MI
Term Expires 1/1/25



Jason Strayhorn
(D) Novi, MI
Resigned 7/29/22



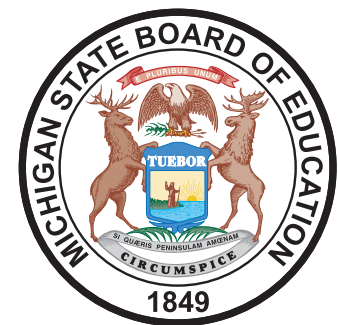
The Honorable
Gretchen Whitmer
Governor
ex officio



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

MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2021-2022

Resolutions, statements, and policies adopted by the [State Board of Education](https://www.michigan.gov/sbe) can be accessed online at [michigan.gov/sbe](https://www.michigan.gov/sbe)



MDE LEADERSHIP

STATE SUPERINTENDENT

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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

DIVISION OF EDUCATOR, STUDENT, AND SCHOOL SUPPORTS

Dr. Delsa Chapman,
Deputy Superintendent

**Educational Assessment and
Accountability**
Andrew Middlestead, Director

Educational Supports
Dr. Corinne Edwards, Director

Educator Excellence
Dr. Sarah-Kate LaVan,
Interim Director

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

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Kyle Guerrant,
Deputy Superintendent

Administrative Law
Precious Boone, Director

Financial Management
Spencer Simmons, Director

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Dr. Diane Golzynski, Director

Library of Michigan
Randy Riley, State Librarian

DIVISION OF P-20 SYSTEM AND STUDENT TRANSITIONS

Dr. Scott Koenigsknecht,
Deputy Superintendent

Career and Technical Education
Dr. Brian L. Pyles, Director

Child Development and Care
Lisa Brewer Walraven, Director

**Early Childhood Development
and Family Education**
Jonnie Taton, Director

Head Start State Collaboration
Cynthia Derby, Director

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

Special Education
Teri Rink, Director





MICHIGAN
Department
of **Education**

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