



Annual Report

2022-2023

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MICHIGAN
Department
of Education



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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

Welcome to the 2022-2023 Michigan Department of Education Annual Report!

It has been a remarkable year of investment for public education in Michigan—in resources, knowledge, and public policy.

With guidance from the State Board of Education and in partnership with Governor Gretchen Whitmer and the state legislature, Michigan schools, educators, and students have been the focus of strategic support and attention this past year. Changes in state law will better protect our schools and families with more commonsense gun safety laws; address the teacher shortage across the state; reduce burdens on teachers and allow them to focus more on things that matter most in the classroom, and begin to help school districts better manage their infrastructure and facility needs.

This year's annual report highlights much of the continued progress that educators across the state and in the department and legislators in Lansing 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, supporting students with universal free school meals, the many strategies to improve literacy and develop diverse and inclusive school libraries to benefit all children in their reading development, and an unprecedented state school aid budget that helps drive all eight of the Top 10 Strategic Education Plan goals.

The State Board of Education approved Michigan's 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 address every goal in 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 and intermediate school districts for Michigan's schoolchildren. I also want to thank our parents, grandparents, guardians, and community members for their partnership. I value the many partnerships and collaborative efforts that have been developed and nurtured over many years. More work needs to be done to improve the education of our children. Together, we can make Michigan a Top 10 education state.

Sincerely,

Michael F. Rice, Ph.D.
State Superintendent

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MICHIGAN'S TOP 10 STRATEGIC EDUCATION PLAN

The state's strategic education plan, approved in August 2020 by the State Board of Education, was developed to



concentrate energy and resources, strengthen operations, and set success measures to ensure all stakeholders work together toward common educational goals. The plan has eight goals and a variety of metrics to help monitor Michigan's progress. This year's annual report highlights vital work the Michigan Department of Education (MDE) completed over the past year in relation to each goal and describes other outstanding recent work of MDE.

Goal 1: Expand Early Childhood Learning Opportunities

Spotlight: Celebrating Twelve Years of Outstanding Work of the Office of Great Start

In June 2011, the Governor created the Office of Great Start by Executive Order, combining offices from the Michigan Department of Human Services (now the Michigan Department of Health and Human Services (MDHHS)) and MDE. Currently, MDE's Office of Great Start has four unique and vital early childhood education and care components:

- Child Development and Care
- Early Childhood Development and Family Education
- Head Start State Collaboration
- Preschool and Out-of-School Time Learning

Much has been accomplished through the tireless efforts of the Office of Great Start.

The Child Development and Care Office supports low-income working families by providing access to affordable, high-quality early care and after-school programs. To achieve this, the office supports numerous efforts designed to assess and improve quality across the spectrum of Michigan's early learning and care settings. Some highlights of the

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

office's outstanding work to support Michigan families during and after the COVID-19 pandemic were:

- Administered the state's \$100 million effort to open 1,000 new licensed child care providers by the end of 2024 to ensure all families have access to quality and affordable child care across the state. In May 2023, 657 child care entrepreneurs opened new licensed child care programs and an additional 1,517 center-based and home-based programs expanded to serve more children.
- Supported the child care subsidy eligibility expansion to 200% of the federal poverty level, increasing the number of children and families eligible for child care assistance. In August 2022, 31,336 children (17,821 families) received child care assistance; in May 2023, 34,710 children (20,870 families) received child care assistance.
- Worked to keep child care providers open during the pandemic by administering three rounds of child care stabilization grants totaling over \$700



million; sending bonus checks to providers of up to \$1,000 through two rounds of grants; conducting six rounds of grants for over 7,000 providers through Coronavirus Aid, Relief, and Economic Security and Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) funding; supporting a temporary 30% increase in subsidy rates for providers (maintained in the fiscal year 2024 budget); and assisting providers with reimbursement based on enrollment instead of attendance (maintained in the fiscal year 2024 budget).

- Assisted in recruiting and retaining skilled child care professionals through T.E.A.C.H. college scholarships and apprenticeships with the Family Child Care Networks.
- Supported continued infant early childhood mental health consultation in coordination with MDHHS.
- Launched a reimagined Quality Recognition and Improvement System in February 2023, encouraging and supporting licensed child care programs and out-of-school time programs to continue to reflect on their practices and set goals for improvement to ensure the best quality care for the children and families they serve.

The Early Childhood Development and Family Education Office (ECDFE) provides information, consultation, and resources to families, educators, and communities concerned with the progress and development of the youngest learners and their families. ECDFE manages federal and state grant programs and consults with parenting and family support programs, family literacy programs, infant and toddler services, early intervention programs, and system-focused development projects. Major programs managed by ECDFE include Part C of the Individuals with Disabilities Education Act (IDEA) (also known as Early On[®]), the 32p Early Childhood Grant, Home Visiting, Early Literacy-Family Engagement, and Preschool Development Grant – Birth to Five (PDG B-5). Recently, the ECDFE team:

- Partnered with Clinton County Regional Education Services Agency Office of Innovative Projects and PDG B-5 to develop four training modules to address inclusive practices for children birth to 5 in the child care setting. The four modules are: 1) An Overview of Early On[®] and Build Up; 2) Inclusive Care for Infants and Toddlers; 3) Inclusive Practices for Preschoolers; and 4) Strategies for Collaboration to Support Early Childhood Inclusion. The modules are available at no cost on [MiRegistry](#).
- Worked in partnership with many organizations on numerous initiatives. One example is the Inclusion Builder's project, which focused on increasing the number of children with individualized education programs served in general education classrooms and strengthening support for children with developmental delays or disabilities within inclusive child care settings.
- Supported families through Great Start Collaboratives, Family Coalitions, and Literacy Support Network Hubs and enhanced the quality of home visiting programs in collaboration with MDHHS.
- Built systemic family engagement capacity by extending the Caregiving Conversations parent and provider cafés, which provide environments in which families and providers receive the support and information they need to be more confident and supportive caregivers.
- Worked on the First 10 Schools and Communities collaborative with families and caregivers, community partners, and local education agencies (LEAs), striving to center equity while improving the quality, coordination, and continuity of education and care for children throughout the first decade of life.
- Used [MiFamily: Michigan's Family Engagement Framework](#) to support programs and schools by providing training and



resources to build capacity and support best practices in developing and strengthening family engagement locally and creating more family-centric systems.

- Worked with various stakeholders to create [Michigan's Collective Early Childhood Action Plan](#) and build systems activities to ensure the plan's successful implementation. The plan comprehensively addresses four priorities: 1) The early childhood system is aligned, adequately funded, and data driven. 2) Families can access the services they need to help their young children thrive. 3) Early childhood services meet high standards of quality. 4) The workforce is diverse, prepared, and well-compensated.

The Head Start-State Collaboration Office is designed to support and strengthen partnerships and connections between Head Start agencies and other state and local programs and services for young children and their families. The office assists in developing early childhood systems, promotes equitable access to child and family services, and represents Head Start in policy and planning efforts. The important accomplishments of this one-person office have included:

- Teamed with MDHSS to include food assistance program recipient data in a Head Start data share agreement, which provides grant recipients with child enrollment data for the food assistance program in Michigan, automatically qualifying them for Head Start and Early Head Start services.
- Implemented the Transition to Kindergarten Peer Learning Community (PLC) as part of Michigan's plan to improve kindergarten transitions and increase alignment between early care and K-12 education. Participants in the PLC included 14 early care and education (ECE) administrators and five public school administrators, along with their planning partners (three preschool teachers, one kindergarten teacher, and four coaches or classroom managers). Seven Head Start programs were represented in the PLC along



with ECE and elementary school partners. A total of 21 programs participated in the PLC - nine urban and seven rural ECE programs and three urban and two rural K-12 programs.

The Preschool and Out-of-School Time Learning Office (P&OSTL) provides information, consultation, and resources to families, educators, and communities concerned with the progress and development of children and youth so that, with the help of their families, they will be prepared to succeed in school and life. P&OSTL manages federal and state grant programs and consults with preschool programs and elementary leaders in transitioning into the K-3 primary grades. This includes out-of-school time programs (i.e., before- and after-school programs and summer learning programs) to enhance experiences for K-12 students. Programs include the Great Start Readiness Program (GSRP), 21st Century Community Learning Centers, Strong Beginnings, and the State School Aid Act, Section 32n out-of-school time grants. Some recent highlights of GSRP, which is Michigan's state-funded preschool program for four-year-old children at risk of educational failure, include the following:

- GSRP remains ranked 1st nationally in early childhood education quality, remains 19th in access, and made a significant jump from 17th to 6th in funding.
- Thirty GSRP providers were added, including the return of seven LEAs as providers and 23 new private providers across the state.



- GSRP is now serving over 38,000 children annually.
- The fiscal year 2023 supplemental budget included flexibilities in local and intermediate school district (ISD) GSRP programs to extend from four to five instructional days per week and from 30 to 36 instructional weeks per year, which were recommendations put forward by MDE to help address child and parent needs. It also added \$35 million for funding new and expanded GSRP classrooms.
- Equitable access to GSRP was added as a GSRP index tool. Examination of equitable access was part of work with Michigan State University (current GSRP statewide evaluator) in partnership with Brandeis University. Michigan is the first in the nation to apply this index tool to its state-funded preschool program.
- Established [Future Proud MI Educator LAUNCH](#) in partnership with other MDE offices as a Grow Your Own approach to address workforce needs for GSRP expansion.

Goal 2: Improve Early Literacy Achievement

Early Literacy Essentials

The Preschool Development Grant Birth through 5 (PDG B-5) has been collaborating with the [Michigan Association of Intermediate School Administrators \(MAISA\)](#) to develop training for literacy coaches centered on the [Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3](#) and the [Essential Instructional Practices in Early Literacy: Prekindergarten](#). In fiscal year 2023, 211 practitioners were trained in the Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3. In addition, 156 directors, literacy coaches, and early childhood specialists were trained in the Essential Instructional Practices in Early Literacy: Prekindergarten. These attendees now have the tools to train other providers in their regions.

Literacy Hubs

During fiscal year 2022, MDE launched the Birth to Five Literacy Support Network Hub Grants. These

grants provide communities across Michigan with structure and resources so children, families, and educators can have equitable access to materials, training, and other supports for literacy development in children birth to five. MDE awarded grant funding to ten local organizations and agencies to develop equitable, effective, and sustainable birth to five initiatives and to establish regional Birth to Five Literacy Support Network Hubs. Each hub is unique and has tailored its support based on the dynamics of the individual communities it serves. During fiscal year 2023, supports have included creating programs to promote generational literacy practices; adopting literacy texting services that provide tips for families; holding events such as community baby showers and parent literacy workshops; working with local hospitals, schools, libraries, and other organizations to distribute thousands of diverse books to children and families; and sharing materials related to the statewide [Talking is Teaching](#) literacy campaign. PDG B-5 resources support this initiative. More information is available in [Michigan's Literacy Scan Research Report](#).

Embracing the Science of Reading

MDE continues to partner with [Lexia Learning](#)[®] to administer and provide training in Language Essentials for Teachers of Reading and Spelling (LETRS) and LETRS for Early Childhood Education (LETRS EC) professional learning. This training is funded by a [\\$10 million allotment in Section 35a\(10\)](#) of the fiscal year 2023 State School Aid Act. Training is open to all educators and literacy coaches working with students in grades PK – 5 and all special education educators working with students in grades PK – 12. LETRS teaches classroom practices backed by





the science of reading and strengthens instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Over 6,000 Michigan educators have registered for LETRS or LETRS EC training since it was offered in December 2021. Four cohorts are ongoing; a fifth cohort was scheduled to begin in August 2023. LETRS EC cohorts one and two finished their training in December 2022 and February 2023, respectively. The remaining cohorts are expected to complete their training one year (LETRS EC) or two years (LETRS) from their start date. The goal is to have over 30,000 educators and coaches trained in LETRS and LETRS EC by 2026.

LETRS for Administrators also began; the first cohort started in July 2023, and a second cohort started in September 2023. To date, 340 administrators and coaches have registered for this training. LETRS for Administrators allows participants to create systems and structures in their schools and districts to achieve high levels of academic performance and growth in literacy. Designed to target the needs of instructional leaders, LETRS for Administrators teaches how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have a systemic impact on student literacy achievement. The course enables leaders to build a data-driven literacy action plan guided by classroom observations and

centered on instruction and differentiation to meet the needs of all students.

Comprehensive Literacy State Development Grant

The competitive federal Comprehensive Literacy State Development Grant was awarded to MDE through the Striving Readers Program. It provides \$16 million over five years to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, including students who are economically disadvantaged, English learners, and children with disabilities. MDE selected five school districts to receive the funding: Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Muskegon Heights Public School Academy System, and Pontiac School District. Each LEA received just over \$3 million allocated over the five-year grant term. The grant is currently in year four of the five-year grant cycle. LEAs are using these funds to build an education and professional development literacy system serving children from birth through grade 12 through partnerships with the following existing literacy initiatives:

- MAISA/GELN/Early Literacy Task Force (ELTF): Essential Instructional Practices found at literacyessentials.org
- Too Small to Fail: Talking is Teaching - Birth to Age 5 [Talking is Teaching Michigan Overview](#)
- [Michigan Education Corps](#) - PreK Reading Corps and K–3 Reading Corps
- [MiMTSS TA Center](#) - Grades 4-12 and MTSS system building - [Online Catalog](#)
- [Lexia Learning](#)[®] - training in LETRS and LETRS EC professional learning



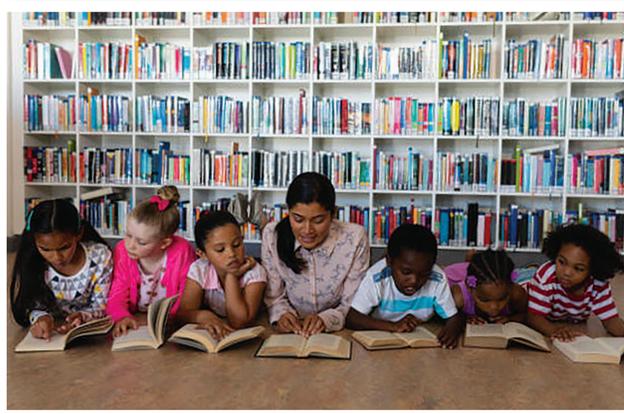
Each LEA is continuing to work on its comprehensive literacy plan to include instructional strategies that will advance literacy skills to increase the percentage of students who graduate from high school. Plans include a variety of activities, including but not limited to building diverse classroom libraries, implementing evidence-based instructional practices and interventions, increasing family and community engagement, increasing early childhood programming, and finding resources through grant partners. MDE staff meet monthly with all districts in a Community of Practice and with each district individually and engage in annual site visits.

Dyslexia Guidance

Learning to read is a significant milestone in a young child's life and fundamental for long-term success. However, for some children, learning to read is extremely difficult and becomes a barrier to their academic and social-emotional development. MDE is committed to improving literacy outcomes for every student, including those identified as exhibiting the characteristics of dyslexia. Released by MDE in August of 2022, "[Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy](#)" is designed to help educators and district and school leaders develop a shared understanding of best practices to prevent reading difficulties associated with the primary consequences of dyslexia (word-level reading disability) and to implement assessment practices needed to inform the provision of instruction and intervention methods for learners with dyslexia characteristics. Presentations have taken place at several locations throughout Michigan, including Ottawa ISD, Saginaw ISD, Monroe ISD, Michigan Association for School Psychologists, and various conferences.

Diverse Classroom Libraries

The stories that learners read can validate their existence and provide hope, which motivates them to engage in literacy activities and find purpose and significance in reading throughout their lives. As described by Rudine Sims Bishop, Ph.D., literacy engagement increases when students see themselves (mirrors) and others (windows) and have access to



choices, opportunities, and desired outcomes (sliding glass doors) portrayed positively and accurately in their reading. With these priorities in mind, MDE created a [Diverse Classroom Libraries guidance document](#), which can be found on the [MDE Equity in Literacy page](#). Presented in three parts, this guidance provides tools and resources to support educators by answering: Why are diverse classroom libraries important? What should be included in diverse classroom libraries? How can educators engage students in lifelong literacy learning through diverse classroom libraries?

2023 Diversity in Literacy Symposium

MDE, in collaboration with Michigan's Multi-Tiered System of Supports Technical Assistance (MiMTSS TA) Center, hosted the first annual literacy conference—[The 2023 MDE Diversity in Literature Symposium: The How and Why of Literacy](#), on March 16, 2023. The meeting opened with a keynote from Gholdy Muhammad, Ph.D., author of "Cultivating Genius and Unearthing Joy." Dr. Muhammad distilled important concepts into the five tenets of the Historically Responsive Literacy framework: identity, skills, intellectualism, criticality, and joy. Following the keynote, nearly 600 conference attendees selected from nine breakout sessions in the morning and nine in the afternoon. The General Education Leadership Network (GELN) and the Michigan Association of Intermediate School Administrators (MAISA) partnered to exhibit a diverse classroom library on-site. The symposium closed with reporter Emily Hanford sharing highlights and lessons learned from her Sold a Story podcast.



School Libraries in the 21st Century (SL 21)/Model School Library

The Library of Michigan's [School Libraries in the 21st Century \(SL 21\)](#) program provides a benchmarking program to assist schools in developing and maintaining high-quality school library programs. As of late 2021, 83 school libraries were certified as SL 21 libraries, with 65 certified as exemplary. During fiscal year 2023, 19 school libraries submitted applications and were certified. The Troy High School Media Center in Troy School District was chosen as the 2022-23 Model 21st Century School Library, with library media specialist Toni Isaac. The Troy High School Media Center staff are available to consult with school district leaders, school librarians, and educators who want to develop or expand a new vision for their school library programs. Interested persons may contact Troy High School directly.

Goal 3: Improve the Health, Safety, and Wellness of all Learners

MI State Summer Learning Network and Out-of-School Time (OST) Learning Opportunities

In 2021, the [Council of Chief State School Officers \(CCSSO\)](#) and the [National Summer Learning Association](#) (NSLA) launched a network that included nine states, including Michigan, to promote system-based strategies to transform and improve summer learning. MDE's goal in the network was to improve student achievement by strengthening the quality and quantity of OST and summer learning programs and supporting local school districts and their



partners. In fiscal year 2023, public funding for OST and summer learning opportunities for community-based organizational partners jumped to \$25 million, funding 36 unique entities across 334 sites, compared to previous funding of \$5 million.

Additionally, MDE established a Michigan State Summer Learning Network (MI SSLN), which included internal and external partners representing varied voices and perspectives (i.e., special education experts, school districts, ISDs, MDE staff, technical assistance partners, and nonprofit stakeholders). During fiscal years 2022 and 2023, the MI SSLN team supported MDE by way of a webpage dedicated to [OST and summer learning](#), offered recommendations to MDE on how to improve support for competitive grant applicants for state and federal funding opportunities, presented three sessions at the MDE 2022 Continuous Improvement Conference on OST and summer learning topics, and, in partnership with NSLA and the Michigan Afterschool Partnership, created a [Summer Learning Toolkit](#). This toolkit highlights MDE's efforts to develop equity-driven, high-quality OST and summer learning programs in Michigan by focusing on key elements of high-quality summer learning programs, standards of quality, outreach, recruitment, and funding streams.

Comprehensive Mental Health System

MDE continues working to expand and improve direct mental health services for students not already receiving those services through an IEP or individualized family service plan. In the past five years, Michigan progressed from having no dedicated state funding for student mental health services to having over \$360 million dedicated to those services in fiscal year 2023. The Michigan Legislature and Governor Whitmer approved sections 31n, 31o, 31p, and 31aa of the State School Aid Act for ISDs and LEAs to hire or contract for support staff for student mental health needs, improve youth access to evidence-based mental health services by training school mental health professionals in effective practices, and purchase mental health services or products necessary to improve or maintain the mental health of students and staff.



To assist ISDs and LEAs in coordinating care and connecting students to services and resources efficiently to expand mental health and support services in schools, MDE has made [bhworks](#), a behavioral health software program from Medical Decision Logic, Inc. (mdlogix), available to school-based providers funded under section 31n(6) to expand school-based behavioral health providers across the state, regardless of how they are funded. The bhworks platform enables Michigan providers to save time, work more effectively, follow evidence-based standards, and leverage best practices. Over 40 of the 56 ISDs are expected to be using the program during the 2023-2024 school year.

School Breakfast Grant

The United States Department of Agriculture (USDA) awarded MDE a School Breakfast Program Expansion Grant to increase student participation in the program. MDE's Office of Health and Nutrition Services released and awarded the first round of two mini-grants to 98 school food authorities. Eligible school food authorities applied for up to \$10,000 each to increase school breakfast participation by expanding and promoting the school breakfast program or to increase the nutritional content and quality of food served in the school breakfast program. The most frequent requests for funds involved purchasing breakfast mobile carts, insulated cooler bags, meat or meat alternatives, supplies to cook from scratch, and staffing. The 98 grantees participated in a virtual Kick-off Rally in February 2023 and attended bimonthly virtual check-ins. Grantees reported that students ate breakfast more consistently and skipped breakfast less often, which led to an increase in student breakfast participation of between 5% and 200%. Grantees had the ability to serve more meals to students by using alternative breakfast models such as breakfast in the classroom, grab-and-go stations, second chance breakfast, and extended breakfast serving times. Improving meal quality by increasing the variety of breakfast options— including hot foods, foods made from scratch, local food, and homemade smoothies— led to an increase in student satisfaction with breakfast meal quality. Important MDE partners in this effort



included Michigan No Kid Hungry and the United Dairy Industry of Michigan.

Local Food Purchasing Agreements

Local food partnerships are growing throughout Michigan to help bridge the gap between local, socially disadvantaged farmers and underserved communities and families. MDE has signed a \$10.1 million cooperative agreement with the USDA under the Local Food Purchase Assistance Cooperative Agreement Program (LFPA) and received an additional \$11.5 million under the new LFPA Plus Program. LFPA allows state and tribal governments to procure and distribute local and regional foods and beverages unique to their geographic areas, increasing local food availability to support the needs of families across the entire life span. In Michigan, the LFPA program selected eight grant sub-agency partners to receive funding to purchase healthy foods from local, socially disadvantaged farmers and producers to be distributed locally through a variety of methods and partnerships, including school meal programs that increase access to fresh and nutritious local foods to children both in school and at home. Our grant sub-agencies reach underserved communities through their local independent efforts, including but not limited to processing and supplying food for school meal programs, supplying produce boxes on public transportation, distributing food as part of nutrition education classes, and increasing the amount of local produce in Meals on Wheels programming. In these efforts, MDE is pleased to partner with the following agencies: Eastern Market, Flint Fresh Food Hub, Food Bank Council of Michigan, Kalamazoo



Valley Community College Valley HUB, Michigan State University Center for Regional Food Systems, Mid-Michigan Community Action, Thumb Food Policy Council, and West Michigan Food Processing Association.

Goal 4: Expand Secondary Learning Opportunities for All Students

Career and Technical Education (CTE) and Career Pathways Grant (CPG)

MDE's Office of CTE works closely with regional CTE administrators to provide support and technical assistance to implement and improve [CTE programs](#). CTE expands secondary learning opportunities for all students by giving firsthand training that can be applied to high-wage, high-skill, in-demand education, training, and career pathways. In the 2022-2023 school year, 108,874 students were enrolled in secondary CTE programs throughout Michigan. The CPG has increased collaboration between CTE programs and industry and post-secondary partners to identify and implement seamless programs of study aligned to local labor market needs and student interests, culminating in post-secondary recognized credentials for all state approved CTE programs. Nine more CTE programs have been approved (e.g., Agriculture, Agricultural Operations, and Related Sciences; Machine Tool; and Cooking and Related Culinary Arts), and technical assistance will begin in fall 2023, followed by program implementation in fall 2024. In total, 26 CTE programs have completed the state approval process, resulting in Perkins course competencies developed, updated programs of study, and 371 identified post-secondary recognized credentials.

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 the 2022-2023 school year, there



were 176 EMCs in Michigan, and 15,076 students were enrolled in EMCs. Ten new EMCs are opening in fall 2023. MDE developed and shared new resources regarding EMCs with districts, including [Earning College Credit in High School](#) and [Dual Enrollment and Early Middle College-What's the Difference?](#).

Advanced Placement Expansion

Over the past year, efforts to increase the number of students in postsecondary courses were exemplified by MDE's dual enrollment and Advanced Placement (AP) expansion efforts. In the first year of the [AP Potential Campaign](#), MDE sent over 40,000 letters from the state superintendent to parents and guardians of students who demonstrated potential for success in rigorous coursework based on their PSAT 8/9 and PSAT 10 performance. The state superintendent encouraged students who may not have considered college as an option to consider AP courses or other advanced course offerings because they had demonstrated the potential to be successful in college level courses. MDE partnered with the Michigan Association of Secondary School Principals in providing webinars and training about the use of the AP potential tool and the impact of advanced courses on accelerating student learning. The campaign aimed to expand opportunities for secondary students through intentional engagement and to motivate them to reach aspirations that may not otherwise be presented to them, especially for students in urban and rural settings.



Goal 5: Increase the Percentage of All Students who Graduate from High School

Early Warning Intervention and Monitoring System

The [Early Warning Intervention and Monitoring System](#) (EWIMS) is an [evidence-based, data-driven decision-making process](#) that can be leveraged as part of a district's secondary Multi-tiered System of Supports (MTSS) framework. EWIMS is an ongoing cycle of examining data and making decisions about supports and interventions to help students get back on track for graduation. The MDE EWIMS Core Team developed an Implementation Support Network (ISN) that is made up of the following contractors hired by MDE:

- Four EWIMS lead trainers who develop curriculum and resources for professional learning.
- Twelve state-certified EWIMS trainers who are available to provide training on the seven-step EWIMS process and to support the exploration, installation, and implementation of EWIMS in secondary schools around the state.

Over the past year, the ISN:

- Developed materials for EWIMS training.
- Trained a second cohort of state-certified EWIMS trainers.
- Planned and facilitated an in-person full-day EWIMS professional learning workshop to increase the capacity of the trainers to support schools and districts.
- Conducted virtual training for participants representing 26 ISDs to increase their knowledge of the EWIMS process and how to leverage it within the MTSS framework.
- Offered three virtual meetings to provide ongoing opportunities for professional learning at no cost to approximately 137 individuals who had previously attended EWIMS training.

Personal Curriculum

Personal curriculum (PC) is a tool available to all students for modifying the credit requirements of the Michigan Merit Curriculum (MMC) to individualize the rigor and relevance of the state graduation requirements. It can remove required content standards and the credit aligned to those standards, allowing an individualized approach to obtaining a high school diploma. The use of PCs has steadily increased since the inception of the MMC. In the 2022-2023 school year, 11,869 students' MMC credit requirements were modified to meet their needs. Fifty-four percent of PC modifications included the addition of enrichment opportunities in math, English Language Arts, science, or CTE. Twenty-five percent of PC modifications aligned MMC coursework with the transition plan goals of students with disabilities, who were also allowed modifications to support individualizing the MMC to meet their strengths and needs. MDE supports PC use by providing [guidance documents](#) and other tools and resources for educators and parents and by providing technical assistance and professional development to ISDs and LEAs about PC.

Graduation Guidance

Michigan has seen rising graduation rates for nine of the last 11 years. Despite overall continued growth, the education community must be continuously attentive to the sizable differences that exist among the graduation rates of different groups of students. To support ISDs and LEAs in increasing their graduation rates, MDE developed and distributed



a [Graduation Rate Increase Guidance Document](#).

The document highlights four categories of research-based strategies (absenteeism intervention, academic enrichment and tutorial support, extracurricular engagement, and mentoring). When coupled with innovation and strategic partnerships, these research-based strategies can make positive impacts on graduation rates.

Goal 6: Increase the Percentage of Adults with a Post-Secondary Credential and Goal 7: Increase the Numbers of Certified Teachers in Areas of Shortage

Future Proud Michigan Educator (FPME) LAUNCH

MDE expanded educational opportunities through the [Future Proud Michigan Educator \(FPME\) LAUNCH](#) program. FPME LAUNCH is a program for high school students that aims to expand and diversify the pipeline of educators and other individuals who are interested in careers related to children. The program is a joint effort between MDE's CTE and Great Start offices. FPME LAUNCH supports Michigan's Perkins V plan, which selected credentialing as the core performance indicator for CTE program quality. Students in the program can earn a Child Development Associate credential or a Michigan School-Age Youth Development Associate credential. Students take at least 120 hours of specialized coursework, develop portfolios, and participate in 480 hours of practical field experiences. MDE provided grants to new CTE programs for classroom materials and to the Michigan Association for the Education of Young Children ([MIAEYC](#)) to support CTE teacher professional development and TEACH scholarship



funding by which students can earn the credentials at no cost to them or to school districts. Over 1,650 CTE students have chosen a FPME LAUNCH pathway and are enrolled in MiRegistry, with access to hundreds of courses cataloged by competencies and available to them at no cost.

MDE received national attention for FPME LAUNCH in fiscal year 2023. This work was highlighted in national presentations at the Association for Career and Technical Education Vision Conference, the National Association for the Education of Young Children Professional Learning Institute, and CCSSO's Spring Collaborative. Michigan joined Georgia and Illinois in a [podcast](#) through Early Childhood Policy Matters. FPME LAUNCH was featured in an article published in [Young Children](#) titled Designing for Demand and Diversity: How One State is Growing the Early Childhood Workforce in High School.

Registered Teacher Apprenticeship

On [November 14, 2022](#), MDE joined the Michigan Department of Labor and Economic Opportunity, a number of school districts in Saginaw County, Saginaw Valley State University, and the U.S. Department of Labor (USDOL) to establish a [registered teacher apprenticeship program](#) (RTAP). Registered apprenticeships are an industry-driven, high-quality career pathway by which employers can develop and prepare their future workforce and individuals can obtain paid work experience and progressive wage increases, complete college coursework, and, eventually, obtain a Michigan teaching certificate. Michigan was the 14th state to enter into such an agreement with USDOL. Approximately 50 teacher apprentices from across five school districts in Saginaw County (St. Charles Community Schools, Bridgeport-Spaulding Community School District, Hemlock Public School District, Frankenmuth School District, and Saginaw Public Schools) will be a part of the pilot RTAP that is slated to begin in the 2023-2024 school year. In order to obtain a Michigan teaching certificate, apprentices must still earn a bachelor's or master's degree, graduate from an educator preparation program, and pass a teacher certification test; however, apprentices are paid as they progress from entry-level positions in education (such as



paraprofessional or substitute teacher) to obtaining a teaching certificate. Apprentices are supported through mentorship, on-the-job training, clinical experiences, and related training and instruction.

Grow Your Own (GYO) Grants

FPME [Grow Your Own](#) (GYO) grants provide opportunities for LEAs to increase the number of teachers in areas of shortage by supporting school employees seeking initial certification or additional endorsements. With unprecedented funding due to the advocacy of MDE leadership and appropriation by the Governor and the Michigan Legislature, these grants invested in a significant expansion of GYO programs across the state. In the first round of grant awards, 80 Michigan LEAs received funds that will benefit over 1,300 future educators. The range of grant awards, spanning from \$3,200 to \$19 million, and their distribution across all prosperity regions of the state exemplify the transformative power of partnerships between schools and Michigan educator preparation providers. These grants will fuel locally designed and responsive GYO programs of all sizes, allowing for diverse initiatives catering to LEAs' unique needs, assets, and aspirations. Awards for the second round of grant funding for districts seeking to credential their school staff will be announced after December 18. The second round of funding builds on the momentum generated by the first round and expands the statewide reach of these funds. The second round, which was again open to all districts statewide, will increase both the number of districts receiving funds for their GYO programs and the number of school staff participating in these innovative programs.

Grow Your Own (GYO) Grants: FPME EXPLORE [FPME EXPLORE grants](#) are designed to expand access to educator programming for students in grades 6-12. This year's awardees included 15 school districts and three ISDs that implemented EXPLORE programs to interest students in careers in education by providing a broad introduction to educational systems, strategies, and professions. MDE has awarded 86 EXPLORE grants to support districts in creating unique local programs.



EXPLORE grantees across the state have designed courses and out-of-school time opportunities for students, many of which are intended to meet future staffing needs by “growing their own” future educators. In addition to the in-person EXPLORE courses hosted by several districts, 28 students completed the EXPLORE course through Michigan Virtual during the 2022-2023 school year. MDE celebrated established EXPLORE programs through a [Future Proud Michigan Educator video](#) featuring Lansing Eastern High School and a presentation to the State Board of Education featuring Holland High School. In both cases, EXPLORE students had the opportunity to showcase their new learning and their growing appreciation for the education profession.

The Office of Educator Excellence also collaborated with Michigan Virtual, #GoOpenMichigan, and the Office of K-12 Outreach at Michigan State University to expand professional learning opportunities for instructors of EXPLORE courses. For the second year, educators had access to a formal, self-paced course hosted online by Michigan Virtual and several open-access learning modules in #GoOpen. In the 2022-2023 academic year, over 120 educators completed the foundations course. Moving forward, instructors will have access to an ongoing virtual collaboration space and an in-person state conference.

Alternate Route to Certification Programs

Some teachers entered the special education workforce through [alternative route programs](#) in the 2022-2023 school year. An alternative route to teacher certification is a non-traditional preparation program designed for individuals with a minimum



of a bachelor's degree who are seeking to complete an expedited teacher preparation program while employed under an interim teaching certificate.

Public Act 316 of 2020 authorized alternative route providers to offer programming in four special education endorsement areas. This first cohort of teachers includes:

- Learning disabilities endorsement
– twelve teachers.
- Cognitive impairment endorsement
– five teachers.
- Emotional impairment endorsement
– three teachers.
- Physical or other health impairment, cognitive impairment, and emotional impairment endorsements
– one teacher.

MI Future Educator Fellowship

The **MI Future Educator Fellowship** offers a \$10,000 scholarship to up to 2,500 future educators annually. Six hundred forty-three future educators received \$5.2 million in scholarships to attend Michigan educator preparation providers. Recipients began full-time enrollment in teacher preparation coursework in the 2022-2023 academic year and pledged to work in Michigan schools for at least three years after they earned certification. Nearly 1,000 future educators have applied for scholarships through this program for the fall semester of the 2023-2024 academic year.

MI Future Educator Stipend

Two thousand three hundred two future educators, who completed unpaid, full-time student teaching assignments in Michigan public schools, received \$24.6 million in student teaching stipends during the 2022-2023 academic year. Nearly 700 future educators have applied for stipends through this program for the fall semester of the 2023-2024 academic year.

Limited-Time Administrative Rule Waiver

During the 2022-2023 school year, in response to the ongoing critical shortage of special education teachers, MDE once again offered flexibility for ISDs and LEAs to apply for a limited-time administrative



rule waiver under **Section 1281 of the Revised School Code, MCL 380.1281**. Waivers were approved for one year, with the option to renew. A waiver of **R 390.1105(3) of the Teacher Certification Code** allowed a teacher with a special education endorsement 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 impairments, and adapted physical education. When applying for the waiver, ISDs and school districts were required to demonstrate unsuccessful attempts to fill an open special education position with a properly endorsed special education teacher. Between August 1, 2022, and July 31, 2023, nine 1105(3) waiver applications were submitted and six (submitted by two school districts and three ISDs) were granted as follows:

- Three waivers were granted for programs for students with mild cognitive impairment:
 - o Two waivers were granted for teachers who had endorsements in learning disabilities.
 - o One waiver was granted for a teacher who had an endorsement in emotional impairments.
- Two waivers were granted for programs for students with emotional impairments:
 - o One waiver was granted for a teacher who had an endorsement in emotional impairments.



- o One waiver was granted for a teacher who had an endorsement in cognitive impairments.
- One waiver was granted for a program for students with severe multiple impairments:
 - o This waiver was granted for a teacher who had an endorsement in emotional impairments.

Michigan's Progress Recognized

In November 2023, USED reported that for the period of May 2019 to September 2023, Michigan ranked second highest in the nation in education job recovery -- among only seven states to have increases in education staffing. This shows that Michigan is on the right path to addressing staffing shortages in public education. Earlier in 2023, USED reported that Michigan was one of only two states that had increased education staffing since the pandemic. (Source: U.S. Department of Education. (2023). Raise the Bar Policy Brief).

Goal 8: Provide Adequate and Equitable School Funding

Michigan's State School Aid Budget

On July 20, 2023, Governor Whitmer signed into law a \$21.45 billion State School Aid budget for fiscal year 2024. This is the largest education budget in Michigan history. The following are some of the essential investments included in the State School Aid budget that align with the goals of Michigan's Top 10 Strategic Education Plan:

Goal 1 – Expand early childhood learning opportunities

- \$90.8 million increase for GSRP
- Full-day allocation increased to \$9,608 per child
- \$18 million for the GSRP transportation fund
- \$30 million to implement an early childhood workforce project to assess workforce needs, update career pathways, align professional development and credentials with pathways, and create a pilot that tests strategies to increase wages and benefits sustainably
- \$6 million increase in Early Childhood Block Grants

- \$18 million for three-year-old GSRP pilot
- Added flexibility to GSRP by providing funding for GSRP extended programs, which generally operate on a district's first grade schedule

Goal 2 – Improve early literacy achievement

- \$94.4 million for Detroit Public Schools Community District for compliance with the settlement agreement in *Gary B. v Whitmer*, 957 F3d 616 (CA 6, 2020)
- \$140 million over two years in per pupil (preK-5) grants to improve literacy instructional practices
- \$150 million to implement MI Kids Back-on-Track, per-pupil payments for those not proficient in math or reading
- \$3 million for Detroit Parent Network for parental training, support groups, early literacy, and other parental supports
- \$10 million for LETRS professional learning
- \$14 million to administer ten MiFamily Engagement Centers
- \$2 million for a statewide campaign to share how parents can support early literacy for children

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

- \$160 million for universal school meals and \$2.5 million for student meal debt forgiveness
- \$328 million in per-pupil payments to school districts for mental health and safety needs
- \$33 million in funding for school-based health centers
- \$45 million for school-based health center facility upgrades
- \$50 million for the MI Healthy Schools Grant Program
- \$28.9 million increase for school mental health and support grants
- \$6 million for school districts and ISDs to purchase and implement tools to identify early behaviors that could require



intervention to prevent abuse, self-harm, or violence in schools

- \$15 million for the student mental health apprenticeship retention and training internship grant program.
- \$1 million for a pilot program for school districts to distribute feminine hygiene products

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

- \$225 million for Student Loan Repayment
- \$25 million for the MI Future Educator Fellowship program
- \$50 million for MI Future Educator Student Teacher stipends
- \$63.8 million for educator compensation
- \$50 million over five years to support and retain new teachers, counselors, and administrators through mentoring
- \$10 million to support the infrastructure of Talent Together
- \$66.3 million for Talent Together – Grow Your Own to use in paying for tuition, fees, and associated costs to ensure a no-cost pathway to certification
- \$5 million to Teach for America’s TeachMichigan initiative
- \$15 million to pilot a rural educator credentialing hub
- \$5 million for awards to teachers who hold National Board Certification



Goal 8 – Provide adequate and equitable school funding

- Per pupil foundation allowance increase of \$458 (5%) to \$9,608 per pupil
- \$204.5 million increase for economically disadvantaged students
- \$154.9 million increase for students with disabilities
- \$13.2 million increase for English language learners
- \$2.7 million increase for students in rural and isolated school districts
- \$36 million increase over three years for partnership districts
- \$125 million to reimburse school districts for the cost of school transportation
- \$125 million for clean school bus grants
- \$245 million from the School Consolidation and Infrastructure Fund allocated to provide funding for the consolidation of school districts

American Rescue Plan Update

In October 2021, Michigan’s American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) plan was approved by United States Department of Education (USED), which released the remaining one-third of federal funds to help safely reopen schools and address the effect of the coronavirus pandemic on students. Overall, MDE was awarded \$3,722,478,258 by USED as part of the ARP ESSER III funding to address the impact of the pandemic on elementary and secondary schools.

To assist LEAs in understanding the requirements of ARP ESSER III, MDE provided technical assistance and collaborated with multiple educational organizations to expand that assistance. MDE’s technical assistance documents, presentations, and webinars focused solely on federal guidance, emphasizing pertinent links and USED-produced documents. The application and review processes were developed for ESSER-related funds and will be communicated to LEAs regularly throughout the ESSER-related grants.

MDE has witnessed a shifting of budgeted funds over the past twelve months. As of August 2023, Michigan LEAs had budgeted 32% of overall ARP ESSER III funds



to address learning loss, totaling over \$940 million. This was down from 52% and over \$1.46 billion reported in 2022. Budgeted expenditures for activities necessary to maintain the operation of a local school district are 21%, totaling over \$620 million. This is up from 2022, increasing 3% and nearly \$200 million. The next highest budgeted expenditure area was facilities and capital outlay, representing 7% of overall ARP ESSER III funds or \$200 million. Mental health services represent 2% of overall budgeted ARP funds or approximately \$60 million. In addition, Michigan released the MDE Educational Entities [COVID-19 Reimbursement dashboard](#) on March 1, 2023. The dashboard reflects allocations, reimbursement claims processed by MDE, and percent remaining for all entities that were approved to receive funds. Schools must expend funds locally prior to requesting reimbursement from MDE. This page serves as a resource to all CARES Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and ARP grants administered by MDE.

Emergency Assistance to Non-Public Schools (EANS)

MDE supported EANS under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act to provide services or assistance to eligible non-public schools to address educational disruptions caused by the COVID-19 emergency. USED released two grant cycles: ARP EANS I ran from March 2020 to September 2023, and the ARP EANS II grant extends services through September 2024. MDE's Office of Financial Management coordinates ongoing technical assistance and support to non-public schools in partnership with the Michigan Association of Non-Public Schools.

Additional Outstanding Work: Accelerated Learning

This past year, MDE cross-office teams worked to identify and communicate opportunities to expand opportunities for accelerated learning, a systems approach to ensuring all students have access to grade-level learning by providing targeted support when students need it. MDE leaders presented two topics to statewide leaders and educators:



“Accelerated Learning: An Inclusive Systems Approach” at the Michigan Association of Superintendents and Administrators Conference in January 2023 and “Leveraging Educational Technology to Accelerate Learning” at the Michigan Association for Computer Users in Learning Conference in March 2023.

Computer Science

During the 2022-2023 school year, 19 school districts successfully created computer science vision and implementation plans using the Strategic CSforALL Resource and Implementation Planning Tool (SCRIPT). This tool has been instrumental in guiding districts toward effective strategies for creating computer science pathways for students. Additionally, MDE awarded \$323,372 in competitive grants to 22 school districts. These funds were used to support professional development and provide necessary resources for computer science implementation.

MDE partnered with Project Tomorrow to launch the Computational Thinking Integration Pilot, collaborating with five regional partners. This initiative aims to foster computational thinking skills among K-8 teachers, enhance students' abilities, improve academic outcomes, and validate a sustainable professional learning model. The project uses an instructional coach training model to equip teachers with innovative strategies and resources for integrating computational thinking into their core curriculum. Furthermore, Michigan Virtual has been crucial in providing the Introduction to Computer Science courses. These courses offer comprehensive information on computer science standards, effective implementation strategies, and valuable resources



for educators to incorporate computer science successfully into their classrooms.

Library Grant Programs

Using ARP funding for Michigan libraries distributed through the Institute of Museum and Library Services (IMLS), the Library of Michigan awarded 24 grants totaling almost \$4 million. Through these grants, public libraries received digital equipment kits to conduct virtual or distance programming; public, academic, and community college libraries and a tribal library serving low-income students received eContent for remote use; and 21 public libraries in underserved areas received funds for equipment purchases to increase access to safe and inclusive services. In addition, through almost \$400,000 in [Library Services & Technology Act](#) (LSTA) grants, the Library of Michigan supported public and academic libraries to improve literacy, provide broader access to unique or historic collections, and improve digital access and inclusion in their communities.

Michigan eLibrary and MeLCat

The [Michigan eLibrary](#) (MeL) provides vital educational resources and support through its collection of electronic resources at mel.org and its MeLCat interlibrary lending program. The Michigan eLibrary ensures that learners of all ages have access to the tools they need to succeed. Over 80 databases are offered through mel.org at no cost to those living and learning in Michigan. By investing just over \$2.2 million of federal LSTA funds provided by IMLS and state funds allocated for MeL, the Library of Michigan is saving K-12, academic, and public libraries over



\$60 million. In addition, over 1,000 K-12 educators received training at no cost this year through 12 on-demand Edupath courses and 52 in-person or virtual synchronous trainings.

Michigan Integrated Continuous Improvement Process (MICIP)

The MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. This past year, the MICIP mindset has been enhanced through the addition of a series of equity-related questions to an updated process guide and to several components of the platform itself, and a new Equity Toolkit has been released. The MICIP process has been enhanced through professional learning opportunities (e.g., recorded webinars, a user group, a collaboration series, and office hours) and new and updated resources. In the 2022-2023 school year, the MICIP platform was completed. Maintenance and enhancements will occur as needed. Recent platform enhancements included adding the monitor - adjust - evaluate processes and allowing LEAs to continue funding goals from the previous platform for a limited time. In addition, integration with other data sources was expanded with the inclusion of MiMTSS Data System, School Index Report from MiSchoolData, OurSchoolData, Munetrix, and Eidex. MICIP is gaining national recognition; as a result of interstate discussion and collaboration, South Carolina has adopted the MICIP platform template.

Michigan Notable Books

The [Michigan Notable Books](#) program annually selects 20 of the most outstanding books published in the previous calendar year that reflect Michigan's diverse ethnic, historical, literary, and cultural experiences. The authors of this year's books were honored at the Night for Notables event in April 2023, with two-time Michigan Notable Books author Karen Dionne (*The Marsh King's Daughter* and *The Wicked Sister*) as the keynote speaker. Over 200 people attended. Authors of this year's Michigan Notable Books selections toured local libraries across Michigan.



Open Education Resources (OER)

MDE saw excellent growth in use of the [#GoOpen Michigan](#) platform for OER in fiscal year 2023. LEAs continue to use the platform to find resources to supplement their curriculum and to locate complete OER curriculum in specific subject areas. Complete science and math curricula are the most frequently used resources. Through a partnership with Michigan Virtual, a free professional development opportunity for educators titled '[#GoOpen: Open Educational Resources in Michigan](#)' continues to be offered. In this course, educators can explore OER, including how and why to use them, where to find them, and how to incorporate them into their instructional design. Just under 1,800 educators completed the course in fiscal year 2023, with almost 8,000 educators completing it since its debut in November 2018.

MDE offered two cohorts of Implementing Effective Use of Technology (IET) competitive grants to continue supporting school districts in implementing OER. A total of \$86,000 went to eight school districts and ISDs. These grants have supported school districts in the professional development of teachers and in curriculum, diversity, equity, and inclusion work by introducing teachers to high-quality resources that can be adapted and revised to include examples of their local communities and ethnicities of students in their classrooms.

Post-Pandemic LEA Support

After the pandemic, MDE's Office of Educational Assessment and Accountability (OEAA) worked hard to support LEAs to prepare them for state assessments. During fiscal year 2023, OEAA redesigned components of the weekly Spotlight newsletter and hosted a monthly "Ask OEAA" online event during which timely topics were discussed and questions from the field were encouraged. OEAA also restarted in-person school visits during test administration windows to offer technical and other support to LEAs.

Required Benchmark Assessments

Under the State School Aid Act, LEAs were required to administer benchmark assessments to students



in kindergarten through grade 8 in the fall and spring of the 2022-2023 school year 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 are not used for accountability purposes, the law requires 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 progress, if any, students are making in recovering learning that was lost due to the pandemic. MDE collaborated with CEPI, the Michigan Data Hub, EPIC, and the Michigan Education Data Center to develop and communicate the reporting requirements, processes, and timelines to LEAs.

Science, Technology, Engineering, and Math (STEM)

MDE continues its commitment to supporting science and math opportunities for students through ongoing work with STEM. In fiscal year 2023, MDE hired a science education consultant who supports local districts and regions with implementation of the [Michigan K-12 Science Standards](#). In addition, the consultant liaisons with the [MiSTEM Network](#), supports state and national STEM education leaders and initiatives, and has revived the [MDE Science List](#), which provides regular science updates, opportunities, and resources to educators and leaders.



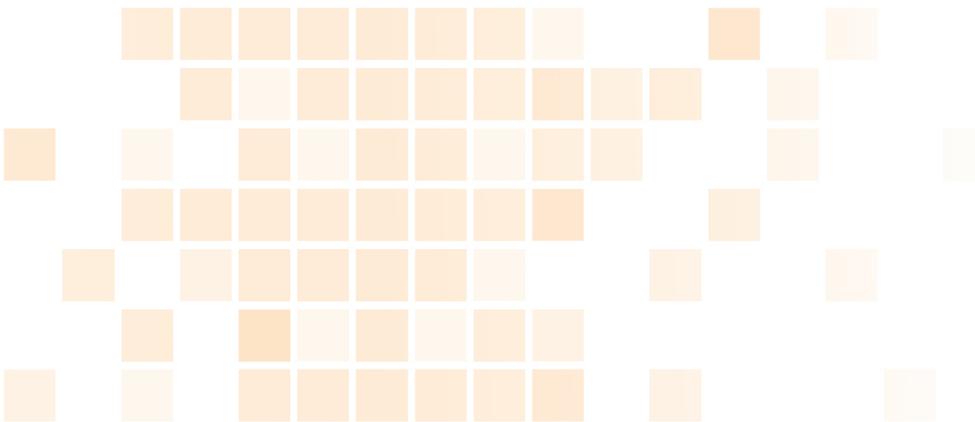


MDE provides consulting and technical support to the [MiSTEM Advisory Council](#) in distributing its grant dollars. Since its creation in 2017, the MiSTEM Advisory Council has provided \$3.05 million annually in state grants to increase student engagement and achievement in K-12 STEM programs, create innovative STEM programs, expand access to work-related experiences, and provide professional training and ongoing support to educators. During the 2022-2023 school year, MDE consultants supported the development of statewide strategic plans in mathematics, computer science, and science and engineering. These plans establish a clear vision, connect multiple stakeholder groups under common outcomes, and set a trajectory in the action areas

for the next four years. MDE consultants also participated in professional learning activities related to the [STEM Teaching Tools](#), provided feedback on the [NAEP Science Framework Update](#), and led work in the [ACESSE regional projects](#).

Teaching Comprehensive History

MDE continued its [webinar series](#) in collaboration with institutions of higher education, cultural centers, and the 12 federally recognized tribes of Michigan that form the Confederation of Michigan Tribal Education Departments to assist educators with teaching and learning about comprehensive history through thematic instruction. The 2022-2023 webinar series helped educators learn more about historical movements, events, and people that are part of the rich, diverse history of our country and world. The webinars were well attended, with over 970 registrants, and there was the opportunity to earn state continuing education clock hours (SCECHS) for participation. To find past webinars, some topics of which include the Civil Rights Movement, Labor Rights Movement, and Equal Rights Movement, visit the [Teaching Comprehensive History Website](#) or email the webinar team at MDE-TeachingComprehensiveHistory@michigan.gov.



Michigan's Poet Laureate

NANDI COMER

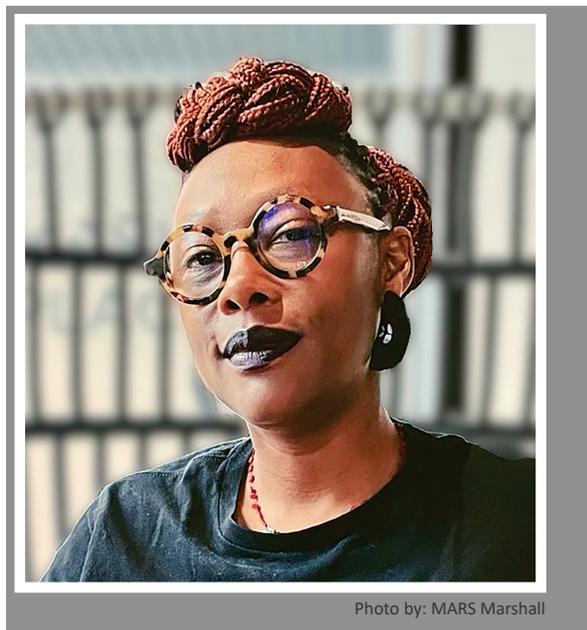


Photo by: MARS Marshall

In April 2023, the Library of Michigan announced award-winning poet Nandi Comer as [Michigan's Poet Laureate](#). Ms. Comer will meet with students, teachers, and residents across the state in schools and libraries to promote poetry, spoken word, and literary arts. Choosing a poet laureate with experience working with younger people in a classroom or library setting to use poetry to expand children's vision of expressing words was the driving criterion for the selection committee comprised of literary professionals, academics, teachers, and librarians assembled by the Library of Michigan.

A Detroit native who graduated from Communications and Media Arts High School, Ms. Comer received

bachelor's degrees in English and Spanish with an emphasis on Latin American Culture from the University of Michigan. In 2016, she earned a master's degree in African American Literature from the Department of African American and African Diaspora Studies and a Master of Fine Arts in Poetry from the English Department at Indiana University.

Ms. Comer has received fellowships from Cave Canem, Virginia Center for the Creative Arts, Vermont Studio Center, Callaloo, and U.S. Poets in Mexico. She received the Vera Myer Strube Award in poetry, and she won Crab Orchard Review's 2014 Richard Peterson Poetry Prize. She is a 2019 Kresge Literary Arts Fellow.

Over the years, Ms. Comer has been dedicated to youth development as a writer-in-residence in Detroit Public Schools Community District and community centers. She has collaborated with various community organizations, including YArts and InsideOut. She served as a curriculum developer and youth curriculum consultant for various arts organizations and, in 2018, received the William Wiggins Award for Outstanding Teaching at Indiana University. She is the director of the Allied Media Projects Seeds Program and the co-director of Detroit Lit, a program dedicated to providing reading and professional development opportunities to narrative makers of color in Detroit



Michigan Teacher of the Year (MTOY)

NANETTE HANSON

Lemmer Elementary
Escanaba Area Public Schools



Nanette Hanson, Lemmer Elementary, Escanaba Area Public Schools, was selected as the 2022-2023 [Michigan Teacher of the Year \(MTOY\)](#). Ms. Hanson is a proud teacher with over 20 years of teaching experiences in positions ranging from first grade through high school. Her many roles have included music teacher, Title I reading teacher, computer teacher, and alternative high school teacher. For the last 16 years, she has been a first-grade teacher in Escanaba Area Public Schools. She reports that she has had the great privilege of working with many outstanding students and staff members during her teaching career.

Ms. Hanson believes that teaching is not only a lifestyle but a state of being. She does not regard

teaching as a “job” but as an opportunity to make a positive impact in the lives of her students on a daily basis. In her view, her most significant responsibility as an educator is to establish a strong relationship with each one of her students and to ensure that they know their school and her classroom are safe spaces to learn and explore. Her goal is to create a strong sense of community, respect, and belonging in her classroom, where she and her students work together to uncover learning authentically and meaningfully.

Ms. Hanson strives to cultivate an atmosphere of excellence in the classroom and in her relationships with her colleagues. She is a team lead of the Leader In Me Lighthouse Team, which coordinates a school-wide leadership model to promote the Leader In Me principles and connect them to the school’s vision. She aspires to leave a positive learning legacy that includes being a fun-loving, caring, and passionate educator.



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



Michigan Teacher Leadership Advisory Council Members (MTLAC) 2022-23

The Regional Teachers of the Year, including the MTOY, form MTLAC. During their year of service, the teacher leaders representing [ten regions across Michigan](#) regularly meet with MDE to share issues of importance to teachers and students and provide input on proposed state and department initiatives.

MTLAC began in 2017, with 24 educators from across Michigan applying directly to MDE for selection to the advisory council. The council shifted to its current format in 2018-2019, with membership determined through the [MTOY program](#) application process.



The members of MTLAC for the 2022-23 school year were:



REGION 1
NANETTE HANSON

A first-grade teacher at Lemmer Elementary School in Escanaba Area Public Schools



REGION 2
KATHRYN LAMBERIES

An English, social studies, and reading teacher at Roscommon Middle School in Roscommon Area Public Schools



REGION 3
BILL BOERMAN

A STEM teacher at Holland Middle School in Holland Public Schools



REGION 4
DAWN PEREZ

A business and technology teacher at Swan Valley High School in Swan Valley School District



REGION 5
KAREN SLENO

A mathematics teacher at Flushing Senior High School in Flushing Community Schools



REGION 6
ASHLEIGH LORE

An elementary teacher at Delta Center Elementary School in Grand Ledge Public Schools



REGION 7
DUSTIN SAYERS

A social studies teacher at Schoolcraft Junior-Senior High School in Schoolcraft Community Schools



REGION 8
STACY TROSIN

A science teacher at Pinckney Community High School in Pinckney Community Schools



REGION 9
JENNIFER SEPETYS

A social studies teacher at West Bloomfield High School in West Bloomfield School District



REGION 10
CARL BROWNLEE

A social studies teacher at Fisher Magnet Upper Academy in Detroit Public Schools Community District



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(R) Oakland Township, MI
Term Expires 1/1/25



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



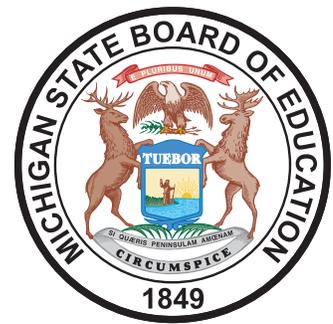
The Honorable
Gretchen Whitmer
Governor
ex officio



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

MICHIGAN STATE BOARD OF EDUCATION ACTIONS IN 2022-2023

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

(*prior to the transition of these MDE offices and staff to MiLEAP on December 1, 2023)

STATE SUPERINTENDENT

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

Diversity, Equity, and Inclusion

Dr. Rané Garcia, Director

Human Resources

Joetta Parker, Director

Partnership Districts

Gloria Chapman, Director

Public and Governmental Affairs

Martin Ackley, Director

State Board of Education

Liz Evans, 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,
Director

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

DIVISION OF FINANCE AND OPERATIONS

Dr. Diane Golzynski,
Deputy Superintendent

Administrative Law
Precious Boone, Director

Financial Management
Spencer Simmons, Director

Health and Nutrition Services
Aimee Alaniz, Interim Director

Library of Michigan
Randy Riley, State Librarian

DIVISION OF P-20 SYSTEM AND STUDENT TRANSITIONS

Dr. Michele Harmala,
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

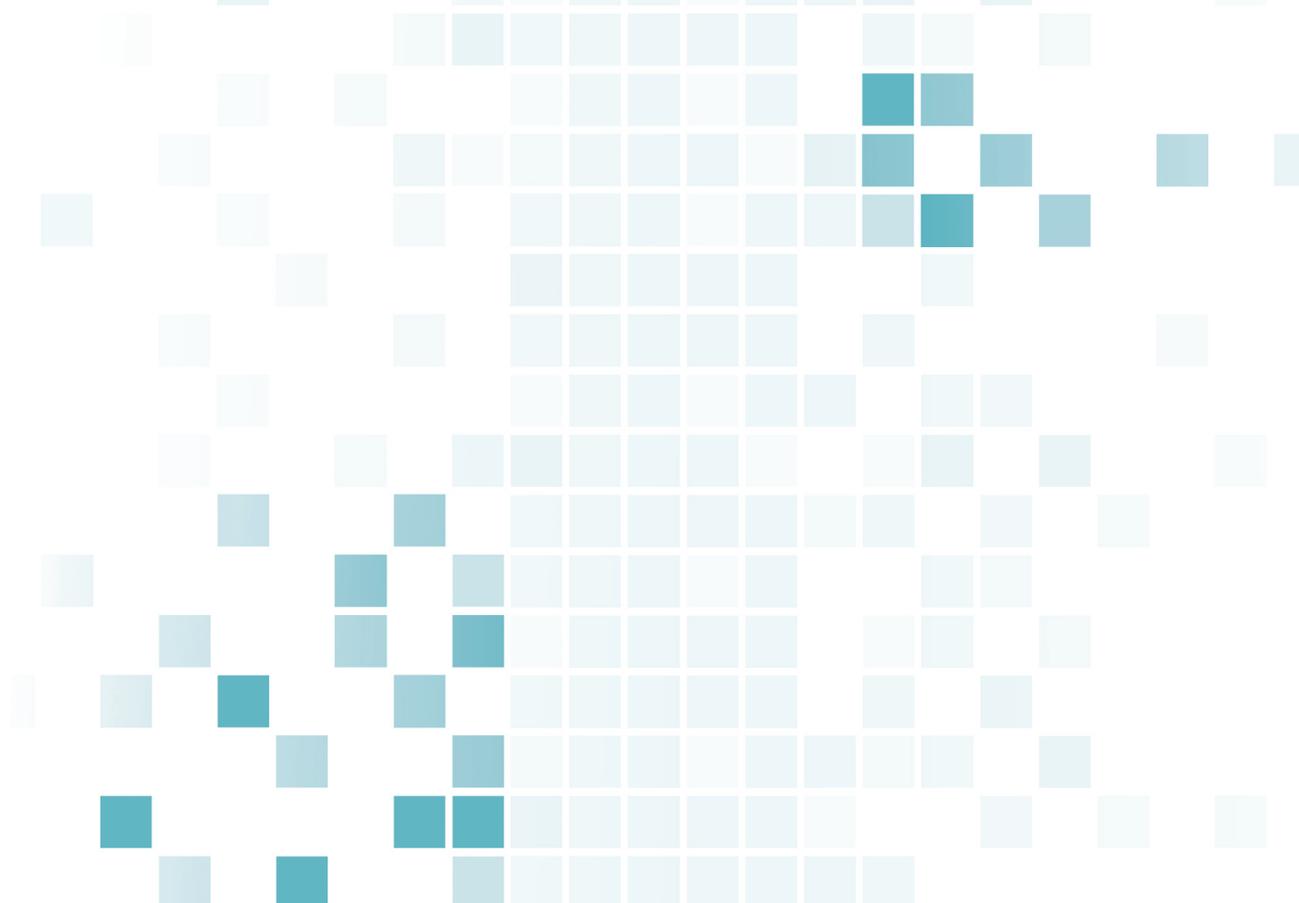
**Preschool and Out-of-School
Time Learning***

Richard Lower, Director

Special Education

Teri Rink, Director





MICHIGAN
Department
of **Education**

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Lansing, Michigan 48915
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