



# Progress Toward the Eight Goals of Michigan's Top 10 Strategic Education Plan

State Board of Education Meeting  
November 15, 2022

Michael F. Rice, Ph.D.  
State Superintendent



# Expectations

- Michigan's Top 10 Strategic Education Plan (approved by the State Board of Education in August 2020)
  - Focused direction
  - Clear and concise goals
  - Metrics indicating progress toward goals
  - The *state's* strategic education plan

MDE is committed to providing regular updates on progress toward achieving each of the goals.



# 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



# Upstream and Downstream

- The two **resource upstream** goals (Goals 7 and 8, addressing teacher shortage and adequate and equitable school funding, respectively) help drive all other goals.





# Upstream and Downstream

- The two **developmental upstream** goals (Goals 1 and 2, addressing the expansion of early childhood education and the improvement of early literacy, respectively) and health, safety, and wellness (Goal 3) help drive all other **downstream goals** (Goals 4, 5, and 6, secondary school program expansion; graduation rates; and postsecondary credential rates, respectively).

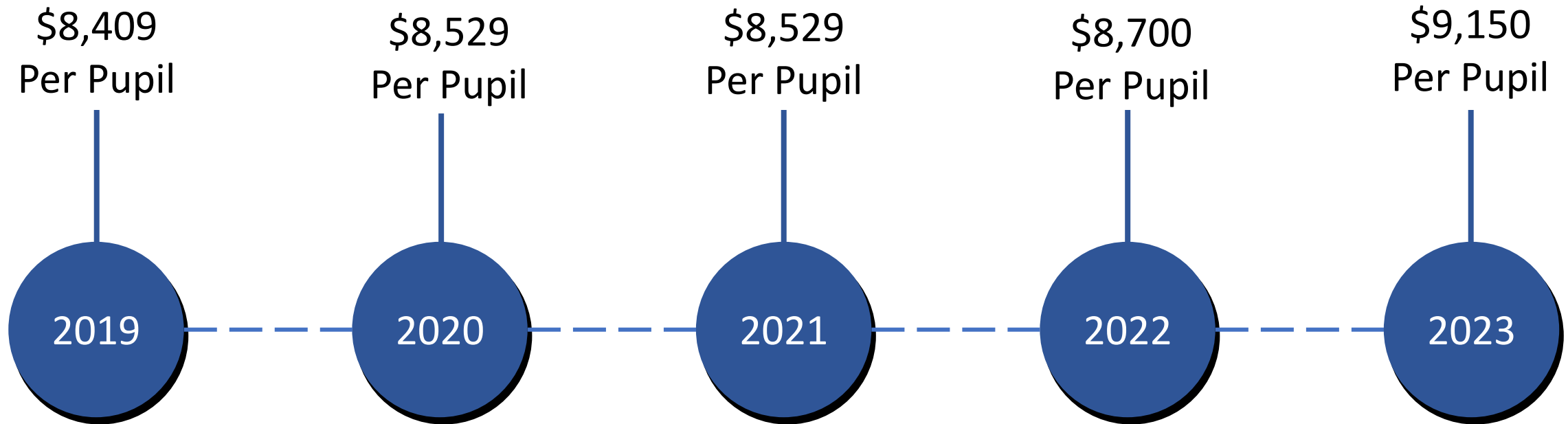


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# Historical FY Per-Pupil Target Foundation Allowance



# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

Different children have different needs; different needs have different costs. This budget includes another **\$480.7 million** to continue building a weighted funding model to address the different costs associated with educating students with different needs.



# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$246 million** increase (+15.6%) for students with disabilities. (sec. 51e)

\*Recurring



# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$235 million** increase (+45.9%) for economically disadvantaged students.  
(sec. 31a)

\*Recurring



# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$10 million** increase (+26.6%) for career and technical education programs reimbursement for districts and intermediate school districts. (sec. 61a)

\*Non-Recurring

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# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$1.3 million** increase (+5.2%) for English learners. (sec. 41)

\*Recurring





# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$438,000** increase (+5.2%) for students in rural and isolated districts. (sec. 22d)

\*Recurring



# FY23 State Budget

## Goal 8 - Provide adequate and equitable school funding

**\$475 million** in a School Consolidation and Infrastructure Fund to provide funding for the consolidation of school districts and create healthier and safer schools for students. (sec. 11x(7))\*

- No more than 50% of funds may be for infrastructure
- **\$20 million** additionally for a state-wide infrastructure study
- **\$5 million** additionally in grants available to districts and ISDs for consolidation feasibility studies (sec. 11x(6))

\*Non-Recurring

# School Finance Research

## Collaborative (SFRC) Recommendations



- In January 2018, the SFRC recommended a base funding of \$9,590 per student, with specific substantial additional weights for students with disabilities, economically disadvantaged, and English learners.
- In June 2021, the SFRC released an update to its original report that recommended a base funding of \$10,421 per student.
- SFRC has not produced an inflation-adjusted and updated base funding per student. If it were to do so, that number would exceed \$11,000 per student.



# SFRC Recommendations

SFRC recommended further exploration of three other areas of school underfunding:

- Transportation Costs
- Capital Costs
- Higher Poverty



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# Goal 7: School District and Department Efforts

## Proud Michigan Educators



Leah Porter



Carl Brownlee



Owen Bondono



Cheldora Haynes



Tan-A Hoffman





# Goal 7: School District and Department Efforts

## Proud Michigan Educators



Cara Lougheed



Janine Scott



Doug Duncan



Jessyca Mathews



Michele Pizzo



# Teacher Preparation Enrollment

Year	Enrollees	Completers	Total
2011-12	18,483	4,720	<b>23,203</b>
2012-13	14,372	4,450	18,822
2013-14	11,287	3,951	15,238
2014-15	11,099	3,650	14,749
2015-16	7,868	3,120	10,988
2016-17	6,859	2,653	<b>9,512</b>
2017-18	7,183	2,511	9,694
2018-19	7,764	2,404	10,168
2019-20	9,760	2,258	12,018
2020-21*	10,536	2,635	<b>13,171</b>

Data Source: U.S. Department of Education Title II Report

\*Federal data release of these numbers expected in spring 2023

**New data included**



# Overview of Positions Reported

Overview of Positions Reported								
Position Status	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference and percentage point (p.p.) change
Permanently Assigned & Certified to Teach the Position	84,081	83,194	83,703	85,699	88,123	87,977	92,897	8,816
	94.2%	93.9%	90.8%	91.2%	91.6%	90.1%	88.5%	-5.69 p.p.
Temporarily Assigned or Not Appropriately Credentialed	<b>5,079</b>	5,276	8,386	8,107	7,998	9,500	<b>11,602</b>	6,523
	<b>5.7%</b>	6.0%	9.1%	8.6%	8.3%	9.7%	<b>11.1%</b>	5.35 p.p.
Vacant Positions	117	107	80	127	135	<b>198</b>	<b>456</b>	339
	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.4%	0.33 p.p.
Total Positions	89,277	88,577	92,169	93,933	96,256	97,675	104,955	15,678

Data Source: Teacher: Registry of Educational Personnel  
Student: Michigan Student Data System

**New data included**

# FY23 State Budget

## Goal 7 - Increase the numbers of certified teachers in areas of shortage

- **FY21** - \$5 million for early career retention bonuses
- **FY22** - Less than \$2 million for Grow Your Own programs
- **FY23** - \$575 million for a range of efforts to address the teacher shortage, many of these initially recommended by the department.

# FY23 State Budget

## Goal 7 - Increase the numbers of certified teachers in areas of shortage

**Teacher Recruitment - \$575 million** includes, but isn't limited to:

- **\$305 million** for MI Future Educator Fellowships (sec. 27a, 27d, and 27e) \*
- **\$175 million** for Grow Your Own programs for support staff to become teachers (sec. 27b)\*\*
- **\$50 million** for MI Future Educator Student Teacher Stipends (sec. 27c)\*
- **\$10 million** to ISDs to recruit and hire career and technical education (CTE) instructors (sec. 61i)\*\*

\*Recurring

\*\*Non-recurring

# Teachers & Students by School Year & Race/Ethnicity - FTE Comparison

Teacher FTE Counts														
15-16			16-17		17-18		18-19		19-20		20-21		21-22	
Total FTEs	80,790		80,144		81,217		81,620		81,322		80,657		82,688	
White	74,178	91.8%	73,699	92.0%	74,320	91.5%	74,530	91.3%	74,005	91.0%	73,215	90.8%	74,565	90.2%
Other Ethnicities	6,612	8.2%	6,445	8.0%	6,897	8.5%	7,090	8.7%	7,317	9.0%	7,442	9.2%	8,123	9.8%
Student FTE Counts														
15-16			16-17		17-18		18-19		19-20		20-21		21-22	
Total FTEs	1,482,019		1,475,949		1,467,122		1,451,406		1,441,406		1,389,522		1,386,670	
White	999,872	67.0%	988,324	67.0%	975,909	66.5%	959,278	66.1%	946,28	65.6%	906,538	65.2%	896,012	64.6%
Other Ethnicities	482,147	33.0%	487,62	33.0%	491,213	33.5%	492,128	33.9%	495,62	34.4%	482,984	34.8%	490,657	35.4%

Data Source: Teacher: Registry of Educational Personnel  
Student: Michigan Student Data System

**New data included**

# Teachers of Other Ethnicities is on the Rise

Over the last six years, there has been an increase in the numbers of Black or African American and Hispanic or Latino teachers.



# Teachers by School Year & Race/Ethnicity - FTE Count

Teacher FTE Counts							
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total FTEs	80,790	80,144	81,217	81,620	81,322	80,657	82,688
Asian	0.75%	0.69%	0.71%	0.75%	0.76%	0.78%	0.82%
Black or African American	<b>5.72%</b>	5.6%	5.99%	6.14%	6.44%	6.55%	<b>7.00%</b>
Hispanic or Latino	<b>1.14%</b>	1.15%	1.15%	1.14%	1.17%	1.21%	<b>1.31%</b>
Native American or Alaska Native	0.22%	0.23%	0.25%	0.26%	0.25%	0.25%	0.24%
Native Hawaiian or Other Pacific Islander	0.11%	0.10%	0.11%	0.11%	0.10%	0.13%	0.14%
Two or More Races	0.25%	0.27%	0.28%	0.29%	0.28%	0.30%	0.31%
White	<b>91.82%</b>	91.96%	91.51%	91.31%	91.00%	90.77%	<b>90.18%</b>

Data Source: Registry of Educational Personnel

**New data included**

# Teachers by School Year & Race/Ethnicity - FTE Count

Teacher FTE Counts							
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total FTEs	80,790	80,144	81,217	81,620	81,322	80,657	82,688
Asian	608	556	573	612	614	629	681
Black or African American	<b>4,620</b>	4,487	4,865	5,009	5,235	5,286	<b>5,787</b>
Hispanic or Latino	<b>917</b>	924	935	931	950	976	<b>1,086</b>
Native American or Alaska Native	174	183	205	214	203	203	195
Native Hawaiian or Other Pacific Islander	88	78	91	89	84	105	114
Two or More Races	205	217	228	235	231	243	260
White	<b>74,178</b>	73,699	74,320	74,530	74,005	73,215	<b>74,565</b>

**New Data Included**

# Black or African American Teachers on the Rise

Although there was a decrease of Black or African American teachers prior to 2015, since that time there has been an increase of more than 1,160 FTEs for Black or African American teachers.

An effort to highlight: **In-Demand** provides Black men in Detroit opportunities to become educators, mentors, and volunteers in their schools and communities.





# Hispanic or Latino Teachers on the Rise

There has been an increase of Hispanic or Latino teachers. From 2015 to 2022, there was an additional 169 FTEs added to the teacher workforce.



# Goal 7: School District and Department Efforts

- Teachers and would-be teachers regularly cite compensation—and particularly entry-level compensation—as the major issue relative to entering and staying in the teaching profession. With the additional funding in recent budgets, we have the opportunity to pay our teachers more reasonably.
- We also need to improve teaching and learning conditions in our schools, including providing more opportunities for our teachers to share their voices and experience.



# Goal 7: School District and Department Efforts

Future Proud Michigan Educator Grow Your Own (current students and/or staff)

- Grow Your Own programs for support staff to become teachers, based on the needs of the potential educators and the local school community.
- Grow Your Own programs for students with an interest in exploring and possibly becoming teachers.



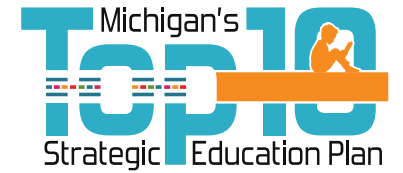
# Goal 7: School District and Department Efforts

Future Proud Michigan Educator EXPLORE Program (students)

- Provides opportunities for students in grades 6-12 to engage in hands-on teaching experiences with students, with supervision and mentoring by educators.



# Goal 7: School District and Department Efforts



## Grow Your Own Grant Programs

- FY21: MDE provided \$1.1 million from Title II funds to 39 LEAs to build Future Proud Michigan Educator programs for 6-12 grade students
- FY22: Using the \$1 million authorized by legislature, MDE awarded grants to:
  - 26 LEAs to further support Future Proud Michigan Educator programs for 6-12 grade students
  - Additional LEAs for 206 school staff members seeking teacher certification or additional endorsements
- FY23: In part due to the overwhelming interest in the grant programs (\$7 million in grant applications in FY22) and in part due to our advocacy, the legislature authorized \$175 million for grow your own programs.

# Goal 7: School District and Department Efforts

Welcome Back Proud Michigan Educator (formerly certified)

- MDE sent tens of thousands of postcards to formerly certificated individuals.

Welcome Back Proud Michigan Educator (currently certified)

- MDE sent thousands of letters to educators with valid certificates who are currently not teaching in a public school.



# Goal 7: School District and Department Efforts

## Registered Teacher Apprenticeships

- Michigan's first registered teacher apprenticeship agreements have just been signed with the U.S. Department of Labor.
- This model for educator preparation will provide **a new pathway to teacher certification** in Michigan, to allow **teacher apprentices to earn while they learn**, through an existing educator preparation program, with hands-on learning under the supervision of an experienced mentor teacher.
- Local agreements will be signed by the school district, educator preparation institution(s), and local labor union.

# Goal 7: School District and Department Efforts

## Registered Teacher Apprenticeships

- A combination of Grow Your Own programs; extensive on-the-job training, with lots of time to learn about and contribute to the education of children prior to becoming fully certified teachers; higher education coursework; and use of local, state, and federal dollars to help defray costs of teacher preparation for candidates.
- No lowering of the bar: Teacher apprentices will still need to participate in an educator preparation program, obtain a B.A., and pass the MTTC to get certified.





## Goal 7: State Efforts

### MI Future Educator Fellowship and Student Teacher Stipends

- Partnership among the Governor's office, Michigan Department of Treasury, and MDE
- Addresses teacher shortage by lowering financial hurdles
- Thousands of eligible future educators may be awarded up to \$10,000 per year for a maximum of three years.
- Students that receive the award commit to teaching in Michigan classrooms for at least three years after graduation.
- \$9,600 for stipend payments to student teachers during student teaching period.
- Both recommended last fall by MDE as part of a multi-pronged approach to addressing the teacher shortage.

# Goal 7: MDE Efforts

PA 316 2020 – Temporarily lifted the prohibition on special education endorsements earned through alternative route programs.

- MDE approved four related alternative route providers.

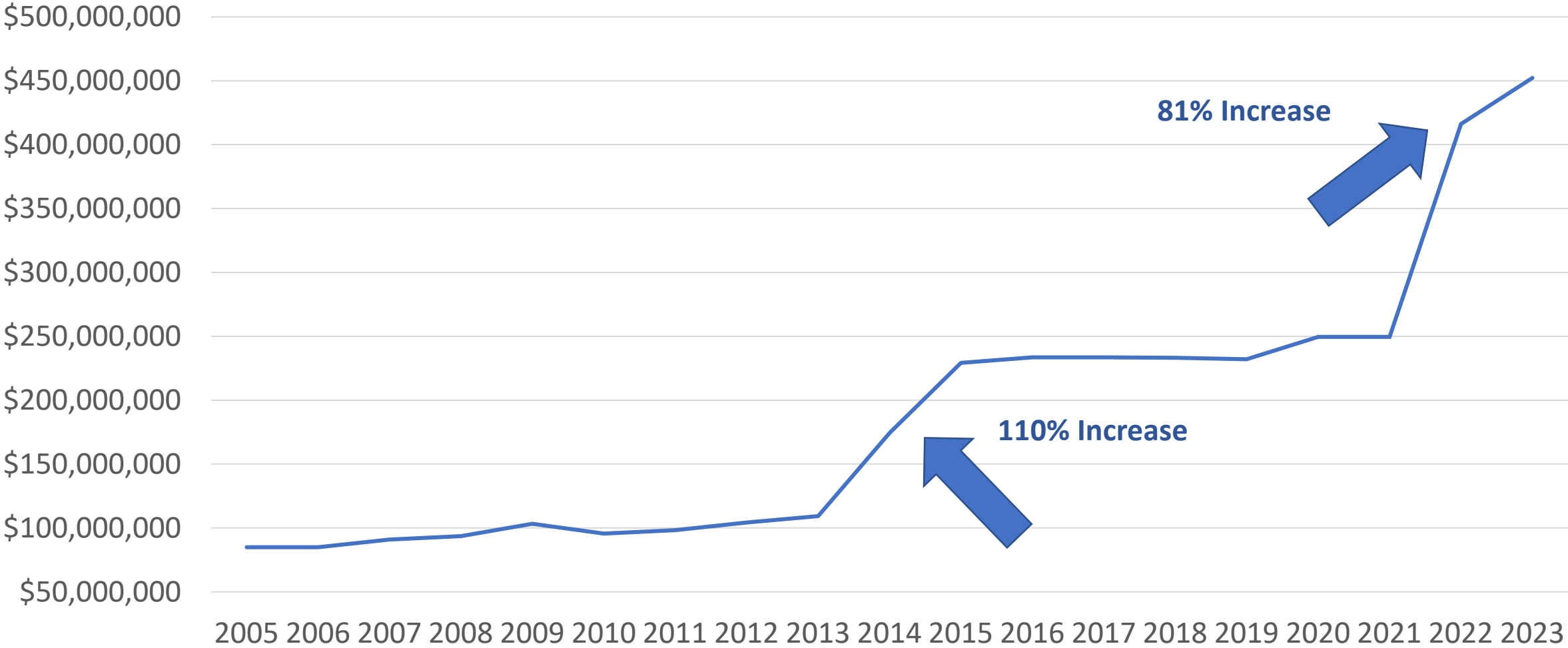


# Goals

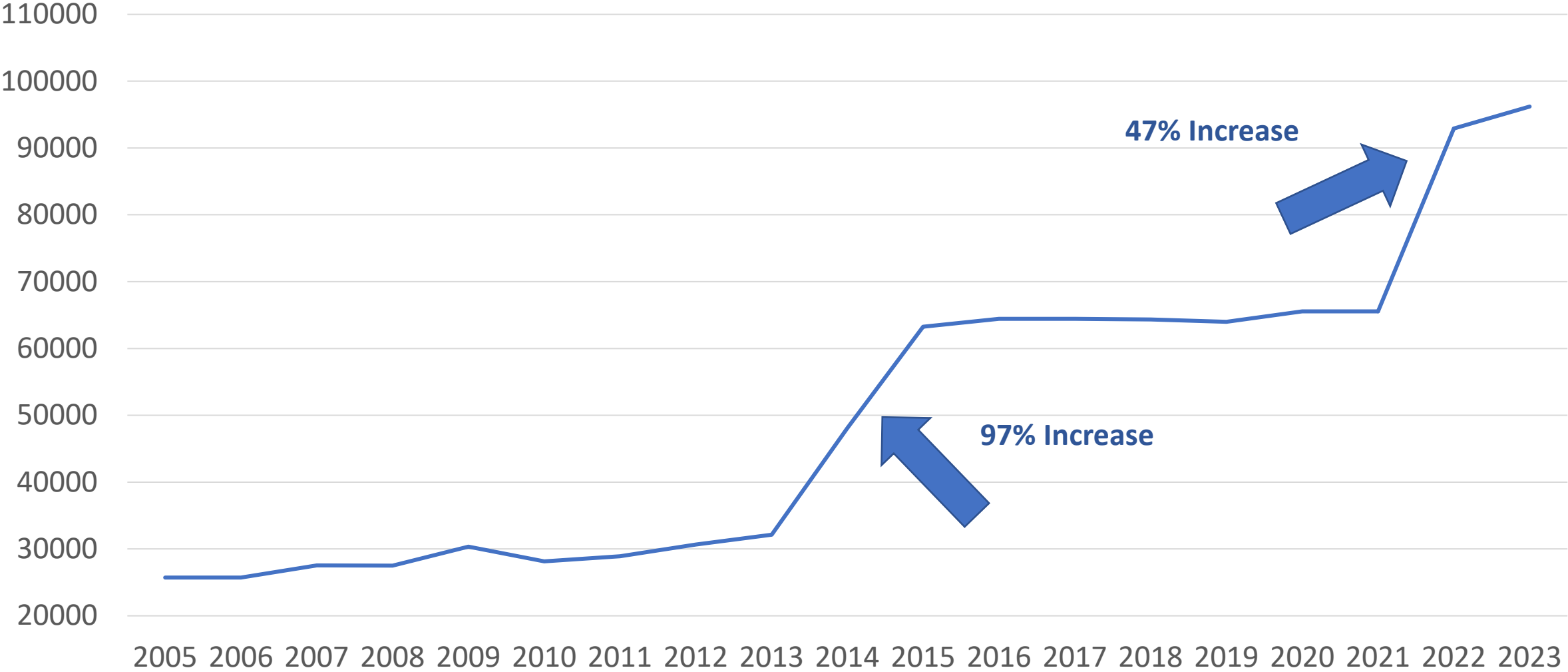
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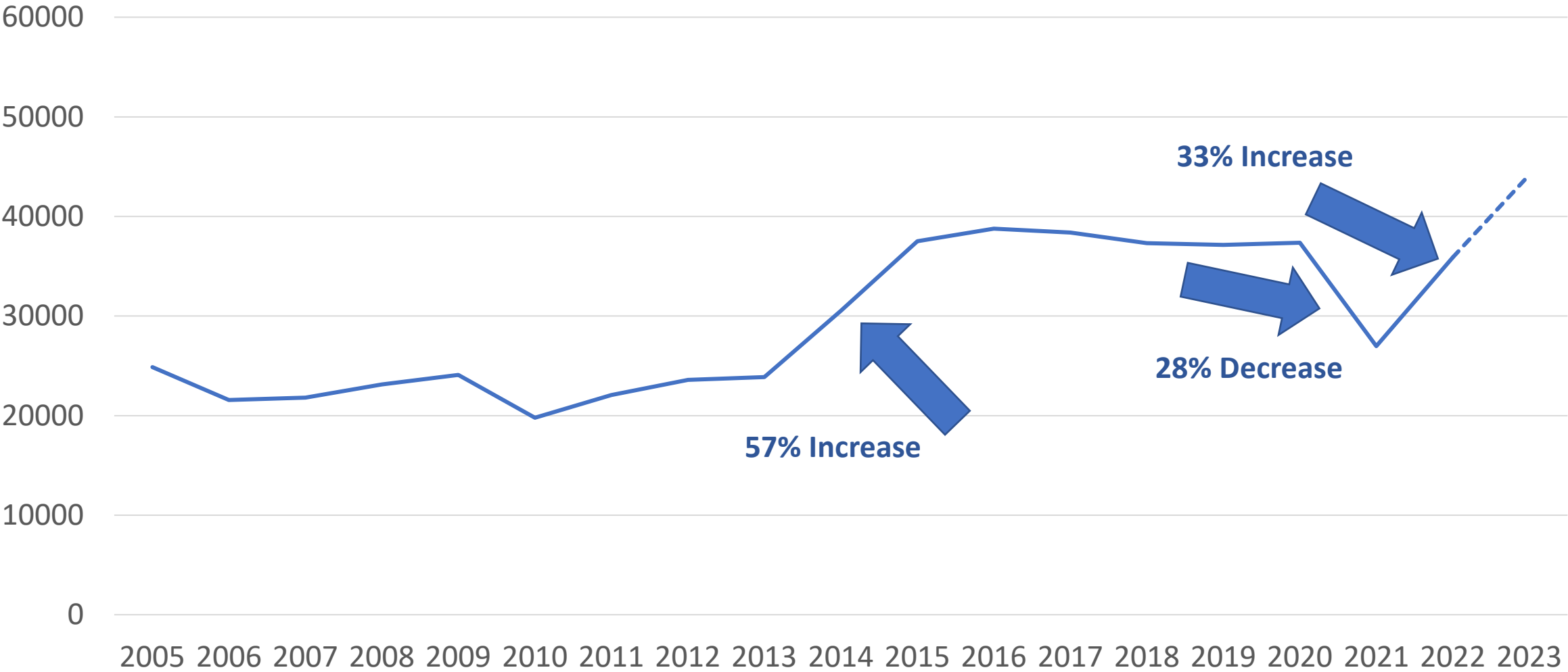
# Overall Funding



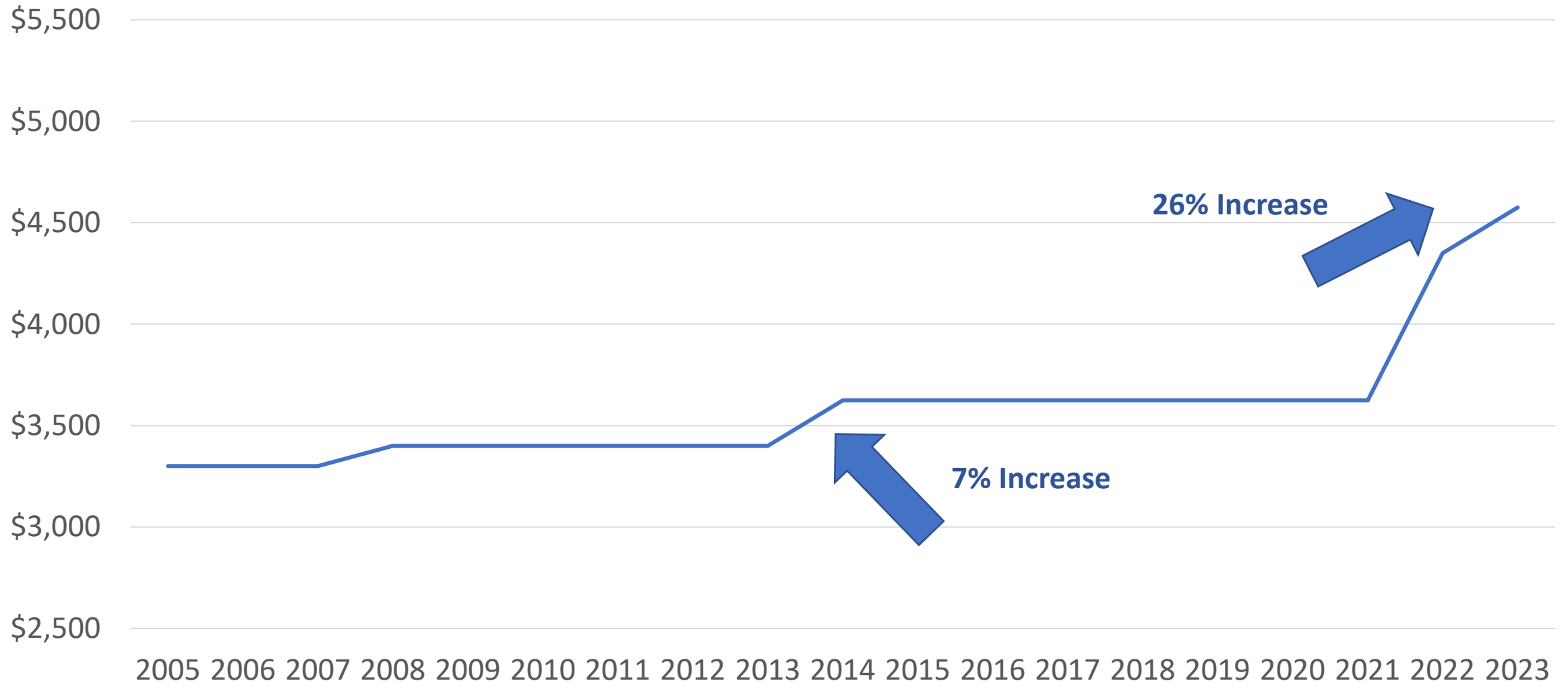
# Funded Slots



# Number of GSRP Eligible Children Served



# Half-day Per Pupil Funding



## National Institute for Early Education Research (NIEER), Rutgers Annual Yearbook Rating for State-funded Preschool Programs

NIEER Rated Metrics	2017	2018	2019	2020	2021
Number of NIEER State-funded Preschool National Quality Benchmarks Met (out of 10)	10	10	10	10	10
NIEER National Ranking for GSRP on Quality	3	1	1	1	<b>1</b>
Tied with (Number of States)	4	3	4	6	<b>4</b>
NIEER National Ranking for GSRP on Access	16	18	18	21	<b>19</b>
NIEER National Ranking for GSRP on Funding Level	12	14	14	14	<b>17</b>

Data Source: National Institute of Early Education Research: <https://nieer.org//state-preschool-yearbooks>

**2022 data available in April 2023**



# Goal 1: MDE Efforts

- Implemented a multi-level GSRP statewide recruitment campaign in partnership with DTPV/PBS stations statewide.
- GSRP staff continued providing specialized technical assistance for collaborative expansion planning to ISDs and their local partners.

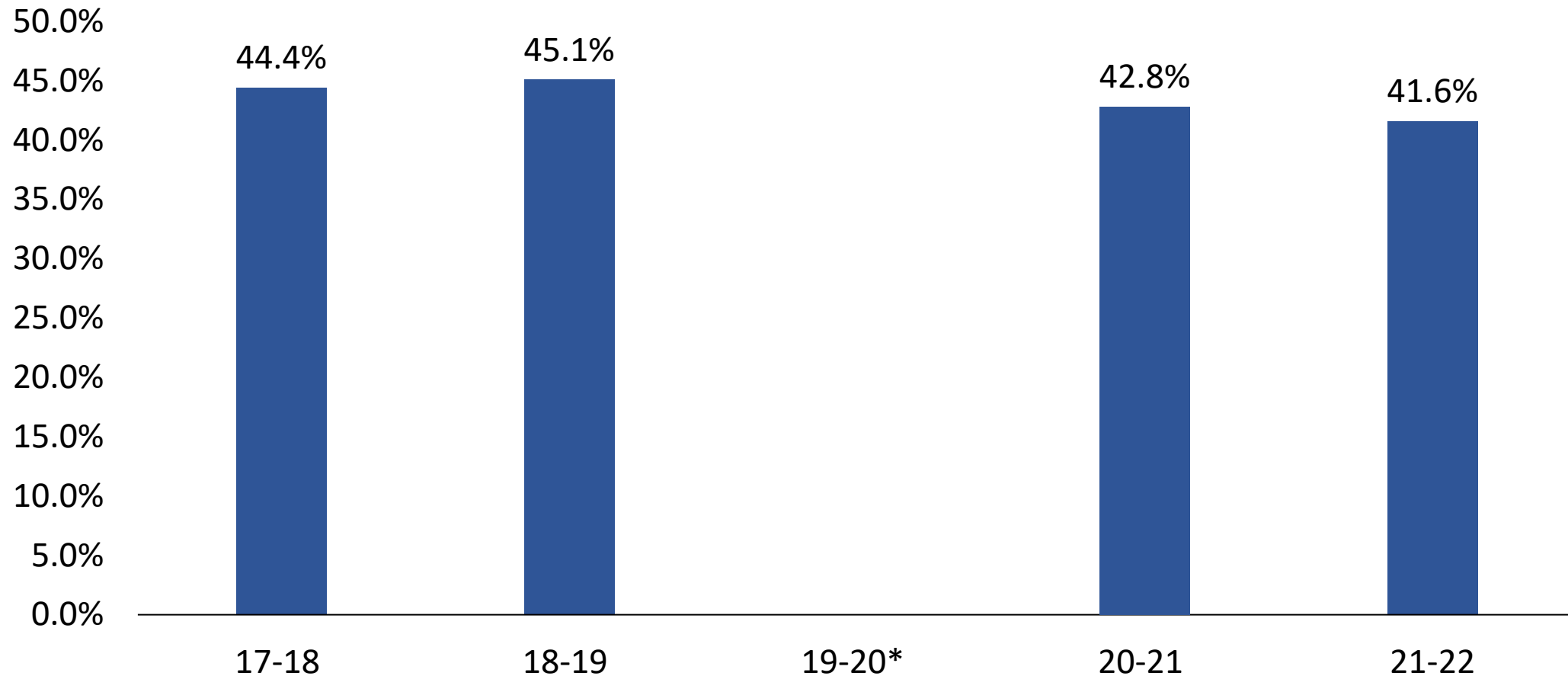


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# M-STEP percent proficient 3<sup>rd</sup> Grade ELA



\* 2019-2020 - No state summative test administration per federal waiver

Data Source: MI School Data

**New data Included**

# M-STEP percent proficient - 3<sup>rd</sup> Grade ELA

	17-18	18-19	19-20	20-21	21-22	1-year percentage point (p.p.) change
Asian	64.4%	64.6%	*	59.3%	61.3%	<b>2.0 p.p.</b>
Black or African American	19.2%	19.9%	*	15.4%	16.0%	<b>0.6 p.p.</b>
Hispanic or Latino	32.9%	34.1%	*	31.1%	29.5%	-1.6 p.p.
Native American or Alaska Native	37.8%	33.9%	*	32.6%	29.9%	-2.7 p.p.
Native Hawaiian or Other Pacific Islander	41.0%	48.5%	*	41.7%	41.6%	-0.1 p.p.
Two or More Races	42.2%	44.0%	*	37.7%	39.7%	<b>2.0 p.p.</b>
White	52.3%	53.1%	*	48.1%	49.8%	<b>1.7 p.p.</b>

\* No state summative test administration per federal waiver

Data Source: MI School Data

**New data included**

# NAEP percent proficient 4<sup>th</sup> Grade Reading

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	3-year percentage point (p.p.) change
All Students	28.6%	*	31.8%	*	31.6%	*	*	28.3%	-3.3 p.p.
National Ranking	41	*	35	*	32	*	*	43	

\* No testing conducted given 2-year cycle. NCES did not test in spring 2021 given concerns about longitudinal comparability.

Data Source: [National Center for Education Statistics](#)

**New data included**

## Goal 2: School District and Department Efforts to Boost Literacy

- FY22 -With the \$4 million allocated through Section 35a(10), MDE in partnership with Lexia Learning provided **training to more than 3,000 registered Pre-K-3 educators** on:
  - Language Essentials for Teachers of Reading and Spelling (LETRS)
  - LETRS for Early Childhood Educators (LETRS EC) (Pre-K)

## Goal 2: School District and Department Efforts to Boost Literacy

- FY23 - With the \$10 million allocated through Section 35a(10), MDE in partnership with Lexia Learning will provide **training to more than 8,000 registered Pre-K to grade 6 educators and pre-K-12 certified special education personnel with endorsements in learning disabilities, emotional impairments, or speech and language impairments** on:
  - Language Essentials for Teachers of Reading and Spelling (LETRS)
  - LETRS for Early Childhood Educators (LETRS EC) (Pre-K)

## Goal 2: Why Kids Read


1. To learn about their world
2. To see themselves in their reading
3. To see others in their reading
4. To learn about other places
5. To become lifelong learners





# Goal 2: School District and Department Efforts to Boost Literacy

MDE is facilitating professional development on diversity in literature:

- Equity in Literacy guidance document
  - Compendium of Authors of Color and their great works
  - Collaboration with:
    - The Library of Michigan
    - Confederation of Michigan Tribal Education Directors (CMTED) and Tribal Librarians
    - Michigan Association For Media In Education (MAME)
  - 2021 Diversity in Literacy Conference featured Dr. Gholdy Muhammad. The conference and subsequent webinar series enrolled over 2,000 participants.
- 

# Goal 2: School District and Department Efforts to Boost Literacy

- MDE also started a Comprehensive History Instruction professional development series, to help teachers learn more about the history of the country and world and to expand their capacity to teach students this history. Sessions last year focused on the Holocaust and indigenous nations history. Sessions this year began with Asian American history and will continue with learning about constitutional amendments that followed the Civil War and several historical movements that formed in their aftermath to strive for equal rights under law for all United States citizens.
- Like the diversity in literature effort, the comprehensive history instruction professional development seeks to engage. The more interested learners are, the more they will read....and improve upon their reading.

# Goal 2: School District and Department Efforts to Boost Literacy

- Office of Great Start initiated the Birth to Five Literacy Support Network Hubs grant in FY22, which awarded 10 regional grantees \$180,000 each for professional learning and resources focused on closing equity gaps in literacy opportunities.



# Goal 2: School District and Department Efforts to Boost Literacy

- MDE was awarded a five-year, \$16 million Comprehensive Literacy State Development Grant through the Striving Readers Program by the U.S. Education Department –MDE sub-awarded to five local education agencies (Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Muskegon Heights Public School Academy System, Pontiac School District):
  - Purchasing materials to build diverse classroom libraries
  - Adding staff focused on literacy initiatives
  - Implementing newly learned instructional practices and interventions
  - Increasing family and community engagement

# Goal 2: School District and Department Efforts to Boost Literacy

## Dyslexia Guidance:

- In partnership with the MiMTSS Technical Assistance Center, Region 8 Comprehensive Center, and members of MDE's Literacy Team, a dyslexia advisory committee created the *Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy*.



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# Percent of students in attendance

	15-16	16-17	17-18*	18-19	19-20	20-21**	21-22	1-year percentage point (p.p.) change

*\*Prior to school year 17-18, a student was counted as absent only if they missed a full day of school. Beginning with 2017-18, that rule was changed to count students as absent if they miss more than 50% of the school day.*

*\*\*Attendance reporting requirements were modified for schools with extended COVID-19 learning plans, which made SY 20-21 reported attendance rates unique in comparison to other school years.*

# Percent of students considered “Chronically Absent”

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year percentage point (p.p.) change
<b>Proportion of Students Chronically Absent*</b>	14.7%	15.6%	19.9%	19.7%	20.4%	<b>19.9%</b>	<b>38.5%</b>	<b>18.6 p.p.</b>
<b>Proportion of Students Not Chronically Absent</b>	85.3%	84.4%	80.1%	80.3%	79.6%	80.1%	61.5%	-18.6 p.p.

*\*Students who were enrolled in a district/school for at least 10 consecutive days are considered “chronically absent” if they missed 10 percent or more of the possible scheduled days.*

**A single absence can be the difference between a so-called chronically absent student and peers who are not considered chronically absent. Student A, enrolled for 180 days, attends 163 (90.5%) days and IS NOT considered chronically absent. Student B, enrolled for 180 days, attends 162 (90%) and IS considered chronically absent.**



## Percent of children ages 0-17 years who were ever told by a doctor that they had asthma

15-16	16-17	17-18	18-19	19-20	20-21	5-year percentage point (p.p.) change
12.5%	11.9%	12.5%	11.0%	<b>12.4%</b>	<b>10.3%</b>	<b>-2.2 p.p.</b>

## Percent of children ages 0-17 years who currently have asthma

15-16	16-17	17-18	18-19	19-20	20-21	5-year percentage point (p.p.) change
8.9%	8.8%	8.6%	7.8%	<b>8.4%</b>	<b>7.0%</b>	<b>-1.9 p.p.</b>

Data Source: Behavioral Risk Factor Survey (BRFS)

administered by Michigan Department of Health and Human Services (MDHHS)

## Percent of children <6 tested for lead

2016	2017	2018	2019	2020	2021	5-year percentage point (p.p.) change
22.8%	21.8%	20.7%	20.9%	14.2%	14.1%	-8.7 p.p.

## Percent of children who had high lead levels

2016	2017	2018	2019	2020	2021	5-year percentage point (p.p.) change
7.2%	6.2%	5.9%	5.7%	5.1%	3.5%	-3.7 p.p.

Data Source: Michigan Environmental Public Health Tracking  
administered by Michigan Department of Health and Human Services (MDHHS)

# Additional Metrics

## National Youth Risk Behavior Survey

- Survey administered every other year (odd-numbered years; grades 9-12 only)
- No new data since 2018-2019 – Due to the pandemic

## Metrics

- Percent of students who have been bullied on school property in the past 12 months
- Percent of students who felt sad or hopeless almost every day for two weeks or more in a row during the past 12 months
- Percent of students who seriously considered attempting suicide during the past 12 months
- Percent of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days
- Percent of students who used tobacco products and/or electronic vapor products during the past 30 days

**20-21 data anticipated in December 2022**

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# Michigan's National Rank for Overall Child Well-Being



	2016	2017	2018	2019	2020	2021
Overall Child Well-Being Rank	31	32	33	32	28	32

Data Source: Annie E. Casey Foundation: <https://datacenter.kidscount.org/publications>

**New data included  
2022 data available June 2023**

# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

An **additional \$245 million**, a mix of recurring and non-recurring funding, in 4 related categories to improve children's mental health supports. Before the 2018-19 school year, we didn't have a single dollar earmarked for children's mental health in the state school aid act.



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$150 million** to districts for discretionary mental health needs

- Per-pupil payments to districts for activities to improve mental health, including hiring staff, implementing screening tools, providing school personnel with consultations with behavioral health clinicians, and any other mental health service or product.  
(sec. 31aa)

Non-Recurring

# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$45 million** to ISDs for Transforming Research into Action to Improve the Lives of Students (TRAILS) implementation (sec. 31p)

- TRAILS equips schools with training, materials, and implementation needed to offer research-driven prevention and early intervention mental health programming to their students.
- ISDs must use the funding to implement a TRAILS program.

Non-Recurring



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$25 million** increase (+312.5%) to existing funding for school-based health centers. (sec. 31a(7))

Recurring





# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$25 million** increase (66.1%) in existing mental health grants to ISDs for mental health professionals and school mental health centers (sec. 31n(6))

Recurring



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

Student safety – an additional **\$210 million**, a mix of recurring and non-recurring funding.



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$168 million** to districts for discretionary school safety needs

- **\$150 million** is allocated for public schools and **\$18 million** for nonpublic schools on per-pupil basis (sec. 97)
- Allowable uses may include:
  - Coordination with law enforcement
  - Training on threat assessment, threat response, and crisis communication
  - Safety infrastructure improvements
  - Age-appropriate training for students and families on responsible gun ownership
  - Professional development for school resource officers

Non-Recurring



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$25 million** in new funding to districts to hire school safety officers  
(sec. 97b)

Recurring



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$15 million** for cross-system intervention supports (sec. 97f)

- The collaboration will pilot a cross-system intervention approach to identifying and supporting middle and high school students that are determined to be at risk for violence through a psychiatric or psychological assessment.

Non-Recurring



# FY23 State Budget

## Goal 3 - Improve the health, safety, and wellness of students

**\$2 million** to create a school safety and mental health commission within MDE (sec. 97e)

- The commission will collaborate to provide recommendations to reduce youth suicide and strengthen the mental health of school-age children, adolescents, and their families through a comprehensive statewide approach.

# Investments in Children's Mental Health

- Caring for Students (C4S): Since 2020, Michigan has secured an additional \$20 million in Medicaid funding due to changes in the state Medicaid plan designed to maximize reimbursement.
- MDE Education Equity Fund - \$7.65 million in competitive grant awards to provide mental health services and supports.
- \$500,000 grant from the Michigan Health Endowment Fund to help support the development of SEL in applicant districts across the state.



# Well-Trained and Specialized Instructional Support Personnel

- Michigan added 508 new school-based helping professionals in the last year.
  - School nurses, counselors, social workers, and psychologists.
- As we increase the numbers of helping professionals, we need to work on the training of the helping professional staff.





## Goal 3: MDE Efforts

- Consultants in MDE's Office of Health and Nutrition Services updated virtual training materials in a new web-based platform (Nutrition Gateway), to allow for flexible technical assistance for food service staff.
- District-wide Social and Emotional Learning (SEL) Community of Practice serving 19 rural, urban, and suburban school districts.
- The SEL/Children's Mental Health Network, made up of 25 partners, has been instrumental in the promotion of *Children Matter. You Matter. Learn SEL!* that contributed to over 9,400 educators taking the *Introduction to Social and Emotional Learning* course, as well as the initial fleshing out of a comprehensive mental health system in the state.
- Continuing to expand direct mental health services for students, bhworks is now live for 70% of ISDs as a comprehensive platform for screening and monitoring student mental health needs.

# Goals

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



# Number and percent of students enrolled in CTE programs based on overall student population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Total CTE Students	<b>107,930</b>	109,005	110,316	110,710	<b>111,073</b>	<b>102,988</b>	<b>106,077</b>	3,089	3%
Percent of all students	22%	23%	23%	23%	24%	22%	23%		
Female	45,332	45,330	45,815	46,390	46,469	43,015	44,457	1,442	3%
Male	62,598	63,675	64,501	64,320	64,064	59,973	61,620	1,647	3%

Data Source: Career and Technical Education Data System:  
<https://www.cteis.com>

**New data included**

# Number of students enrolled in CTE programs based on overall student population



Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Asian	2,795	3,096	3,166	3,436	3,383	3,343	3,608	265	8%
Black or African American	13,215	13,132	13,519	13,020	12,844	11,707	11,097	-610	-5%
Hispanic or Latino	5,430	5,964	6,334	6,737	7,136	6,902	7,313	411	6%
Native American or Alaska Native	789	790	721	752	868	735	794	59	8%
Native Hawaiian or Other Pacific Islander	82	115	98	100	104	88	85	-3	-3%
Two or More Races	2,544	2,691	2,935	3,157	3,281	3,278	3,627	349	11%
White	83,075	83,217	83,543	83,508	83,457	76,935	79,553	2,618	3%

**New data included**

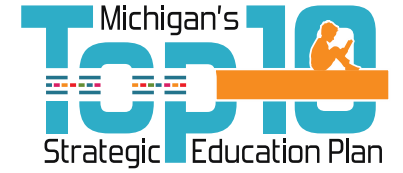
# Number of students enrolled in CTE programs based on overall student population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Students with Disabilities	11,930	11,959	12,301	12,294	12,118	11,157	11,308	151	1%
Economically Disadvantaged	39,570	40,031	45,745	45,438	47,057	41,217	41,382	165	0.4%
English Learners	2,908	3,375	3,786	4,454	4,670	4,323	4,514	191	4%

Data Source: Career and Technical Education Data System:  
<https://www.cteis.com>

**New data included**

# Number of CTE completers based on students enrolled in CTE programs



Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
CTE Completers	<b>35,557</b>	42,604	45,504	47,314	<b>50,416</b>	<b>44,226</b>	<b>44,609</b>	9,052	25%
Total CTE Students	107,930	109,005	110,316	110,710	111,073	102,988	106,077	-1,853	-2%
Female	16,452	19,229	20,664	21,280	22,532	19,965	19,746	3,294	20%
Male	19,105	23,375	24,840	26,035	27,884	24,261	24,863	5,758	30%

Data Source: Career and Technical Education Data System:  
<https://www.cteis.com>

**New data included**

# Number of CTE completers based on students enrolled in CTE programs

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
Asian	959	1,147	1,227	1,460	1,507	1,448	1,551	592	62%
Black or African American	3,653	4,090	4,780	4,774	4,674	4,008	3,799	146	4%
Hispanic or Latino	1,730	2,221	2,512	2,749	3,075	2,742	2,780	1,050	61%
Native American or Alaska Native	279	331	296	295	355	302	294	15	5%
Native Hawaiian or Other Pacific Islander	26	48	44	41	61	40	31	5	19%
Two or More Races	810	985	1,123	1,221	1,371	1,272	1,434	624	77%
White	28,100	33,782	35,522	36,775	39,373	34,414	34,720	6,620	24%

# Number of CTE completers based on students enrolled in CTE programs

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
Students with Disabilities	3,207	3,625	4,086	4,151	4,351	3,591	3,644	437	14%
Economically Disadvantaged	11,687	13,513	16,882	17,409	19,185	15,156	14,643	2,956	25%
English Learners	760	1,001	1,176	1,638	1,815	1,501	1,483	723	95%

Data Source: Career and Technical Education Data System:  
<https://www.cteis.com>

**New data included**



# Number of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
CTE Students	<b>25,307</b>	28,496	30,456	31,211	<b>38,645</b>	<b>38,429</b>	13,122	52%
Female	11,990	13,128	13,813	14,136	17,732	17,475	5,485	46%
Male	13,317	15,368	16,643	17,075	20,913	20,954	7,637	57%

Data Source: MI School Data

**21-22 data anticipated in January 2023**

# Number of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Asian	596	757	879	908	1,268	1,239	643	108%
Black or African American	2,741	3,159	3,387	3,608	4,459	4,234	1,493	54%
Hispanic or Latino	1,111	1,400	1,568	1,777	2,282	2,342	1,231	111%
Native American or Alaska Native	219	216	249	205	231	244	25	11%
Native Hawaiian or Other Pacific Islander	20	20	34	37	27	39	19	95%
Two or More Races	499	615	682	732	1,003	1,001	502	101%
White	20,121	22,329	23,657	23,944	29,375	29,330	9,209	46%

# Number of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Students with Disabilities	2,419	2,666	2,915	3,070	3,253	3,194	775	32%
Economically Disadvantaged	8,556	9,399	9,898	11,972	13,847	13,974	5,418	63%
English Learners	507	620	692	806	1,206	1,245	738	146%

Data Source: MI School Data

**21-22 data anticipated in January 2023**

# Number of students enrolled in an Early Middle College (EMC) program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
EMC Students	8,312	10,241	12,182	13,065	14,333	15,308	15,013	6,701	81%
Female	4,842	5,889	6,965	7,598	8,370	9,031	8,958	4,116	85%
Male	3,470	4,352	5,217	5,467	5,963	6,277	6,057	2,587	75%

Data Source: EMC Metric Data

New data included

# Number of students enrolled in an EMC program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
Asian	173	223	247	256	295	329	355	182	105%
Black or African American	947	1,061	1,161	1,300	1,358	1,627	1,698	751	79%
Hispanic or Latino	338	477	642	790	890	962	951	613	181%
Native American or Alaska Native	24	37	60	40	37	42	33	9	38%
Native Hawaiian or Other Pacific Islander	5	5	8	13	14	14	11	6	120%
Two or More Races	195	285	342	396	471	564	597	402	206%
White	6,630	8,153	9,722	10,270	11,273	11,770	11,372	4,742	72%

Data Source: EMC Metric Data

**New data included**

# Number of students enrolled in an EMC program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
Students with Disabilities	246	297	428	419	395	411	458	212	86%
Economically Disadvantaged	2,414	2,944	4,277	4,610	5,360	5,646	5658	3,244	134%
English Learners	91	121	184	168	214	275	286	195	214%

Data Source: EMC Metric Data

New data included

# Number and percent of students who successfully obtained their high school diploma and earned an EMC outcome

	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference
Count of EMC students who obtained their high school diploma and earned an EMC outcome	1,190	1,483	1,719	2,122	2,527	2,425	1,235
Count of high school graduates enrolled in EMC	1,469	1,868	2,296	2,604	2,972	3,052	1,583
Percent	81%	79%	75%	82%	85%	80%	N/A

Data Source: EMC Metric Data

*EMC outcomes consist of:*

- 60 transferrable credits;
- Associate Degree;
- Professional Certification;
- Michigan Early Middle College Association (MEMCA) Certification; or
- Participation in a registered apprenticeship

**21-22 data anticipated in February 2023**

# Number and percent of students who enrolled, did not complete, and exited to attend college or some other postsecondary education or training

	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference
Count of EMC students who obtained their high school diploma but did not earn an EMC outcome	279	385	577	482	445	607	328
Count of high school graduates enrolled in EMC	1,469	1,868	2,296	2,604	2,972	3,052	1,583
Percent	19%	21%	25%	19%	15%	20%	N/A

Data Source: EMC Metric Data

EMC outcomes consist of:

- 60 transferable credits;
- Associate Degree;
- Professional Certification;
- Michigan Early Middle College Association (MEMCA) Certification; or
- Participation in a registered apprenticeship

**21-22 data anticipated in February 2023**



# Number of students enrolled in Advanced Placement (AP) compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
AP Students	<b>71,625</b>	77,776	80,691	79,546	<b>78,086</b>	<b>74,699</b>	<b>69,731</b>	-4,968	-6.7%
Percent of all students	15%	16%	17%	17%	17%	16%	15%		
Female	40,229	43,581	45,423	45,136	44,507	42,410	39,640	-2,770	-6.5%
Male	31,396	34,195	35,268	34,410	33,579	32,289	30,091	-2,198	-6.8%

Data Source: AP Metric Data

**New data included**

# Number of students enrolled in AP compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Asian	5,099	5,638	6,100	6,236	6,451	6,409	6,139	-270	-4.2%
Black or African American	5,982	6,104	6,316	6,403	6,208	5,953	5,496	-457	-7.7%
Hispanic or Latino	2,912	3,488	4,098	4,298	4,454	4,499	4,396	-103	-2.3%
Native American or Alaska Native	301	244	213	272	235	240	216	-24	-10.0%
Native Hawaiian or Other Pacific Islander	76	106	102	81	75	76	67	-9	-11.8%
Two or More Races	1,578	1,910	2,101	2,286	2,440	2,459	2,494	35	1.4%
White	55,677	60,286	61,761	59,970	58,223	55,063	50,923	-4,140	-7.5%

# Number of students enrolled in AP compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Economically Disadvantaged	<b>14,314</b>	15,253	18,984	19,280	19,202	17,848	<b>16,045</b>	-1,803	-10.1%
Not Economically Disadvantaged	<b>57,311</b>	62,523	61,707	60,266	58,884	56,851	<b>53,689</b>	-3,162	-5.6%

Data Source: AP Metric Data

New data included

# Number of students enrolled in International Baccalaureate (IB)

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
IB Students	10,011	11,275	13,691	12,822	11,902	11,668	11,474	-194	-1.7%
Female	5,450	6,318	7,565	7,013	6,514	6,491	6,382	-109	-1.7%
Male	4,561	4,957	6,126	5,809	5,388	5,177	5,092	-85	-1.6%

Data Source: IB Metric Data

**New data included**

# Number of students enrolled in IB

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Asian	1,135	1,333	1,862	1,872	1,807	1,782	1,689	-93	-5.2%
Black or African American	1,427	1,689	2,071	1,778	1,248	1,309	1,497	188	14.4%
Hispanic or Latino	537	811	968	900	884	884	971	87	9.8%
Native American or Alaska Native	12	26	32	31	27	20	25	5	25.0%
Native Hawaiian or Other Pacific Islander	11	17	20	14	18	15	9	-6	-40.0%
Two or More Races	281	337	510	543	501	546	598	52	9.5%
White	6,608	7,062	8,228	7,684	7,417	7,112	6,685	-427	-6.0%

Data Source: IB Metric Data

New data included

# Number of students enrolled in IB

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	1-year difference	Percent change
Economically Disadvantaged	2,409	2,990	3,986	3,284	2,850	2,792	2,880	88	3.2%
Not Economically Disadvantaged	7,602	8,285	9,705	9,358	9,052	8,876	8,594	-282	-3.2%

Data Source: IB Metric Data

New data included

# Number of students enrolled in Dual Enrollment (DE)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	6-year difference	Percent change
DE Students	<b>28,568</b>	27,916	28,711	30,155	31,789	<b>30,134</b>	<b>29,528</b>	960	3%

Data Source: MI School Data

**New data included**

**Number and percent of youth ages 16 and above  
with an Individualized Education Program (IEP)  
who meet the necessary federal  
reporting requirements**





# Percent of youth ages 16+ with an IEP meeting requirements

	2015	2016	2017	2018	2019	2020	2021
Compliance standard	100%	100%	100%	100%	100%	100%	100%
Percent students meeting the standard	<b>78.3%</b>	81.2%	81.0%	92.3%	92.9%	90.7%	<b>93.7%</b>

Data Source: MI School Data and Catamaran

**New data included**

# Percent of youth ages 16+ with an IEP meeting requirements

Percent of youth who are no longer in secondary school, had individualized educational programs (IEPs) in effect at the time they left school, and, within one year of leaving high school, were:

- A. Enrolled in higher education, **or**
- B. Competitively employed, **or**
- C. Enrolled in postsecondary education/training program.

	2015	2016	2017	2018	2019	2020
State-determined standard	72.5%	73.0%	73.5%	74.0%	75.3%	<b>75.2%</b>
Percentage of students meeting the standard	<b>76.8%</b>	76.9%	77.4%	75.2%	<b>78.1%</b>	<b>74.8%</b>

Data Source: MI School Data

**2021 data anticipated in May 2023**

# Goal 4: MDE Efforts

- The Career Pathway Grant process has continued to increase collaboration with industry and post-secondary partners.
- MDE has been reviewing all CTE programs.
  - 55 CTE programs
  - 17 reviewed and have approved credentials
  - 9 in approval process
  - 29 to be reviewed



# Goal 4: MDE Efforts

- CTE Programs with Approved Credentials
  1. Cosmetology
  2. Education General
  3. Construction Trades
  4. Elect/Power Transmission Installer
  5. Automobile Technician (ASE Certified)
  6. Aero/AV/Aerospace Sci & Tech
  7. Airline/Commercial/Professional Pilot and Flight Crew
  8. Therapeutic Services
  9. Business Admin Mgt & Operations
  10. Hospitality Administration/Management, General
  11. Computer Programming/Programmer
  12. Computer and Information Systems Security/Information Assurance
  13. Mechatronics
  14. Public Safety/Protective Services
  15. Welding, Brazing, and Soldering
  16. Finance & Financial Management Services
  17. Specialized Merchandising, Sales, and Marketing Operations, Other

# Goal 4: MDE Efforts

- Example Program with Approved Credentials - Computer Programming/Programmer
  - C++ Certified Entry-Level Programmer (CPE)
  - C++ Certified Associate Programmer (CPA)
  - C++ Certified Professional Programmer (CPP)
  - Certified Entry-Level Python Programmer (PCEP)
  - Oracle Certified Java Foundations Associate
  - Oracle Certified Associate Java Programmer – OCAJP
  - Certiport Information Technology Specialist - Databases
  - Certiport Information Technology Specialist - HTML and CSS
  - Certiport Information Technology Specialist - HTML5 Application Development
  - Certiport Information Technology Specialist - Java
  - Certiport Information Technology Specialist - Javascript
  - Certiport Information Technology Specialist - Python
  - Certiport Information Technology Specialist - Software Development
  - TestOut IT Fundamentals Pro
  - AP Computer Science A (Java)

# Goal 4: AP Potential

This fall, MDE is using the College Board AP Potential Tool to identify students who are likely to succeed in AP coursework:

- Identification is based on student performance on the spring 2022 PSAT 8/9 and PSAT 10.
- MDE has notified local superintendents and has hosted two informational webinars. MASSP has provided technical assistance support as well.
- MDE is issuing more than 40,000 letters to parents and students this week.

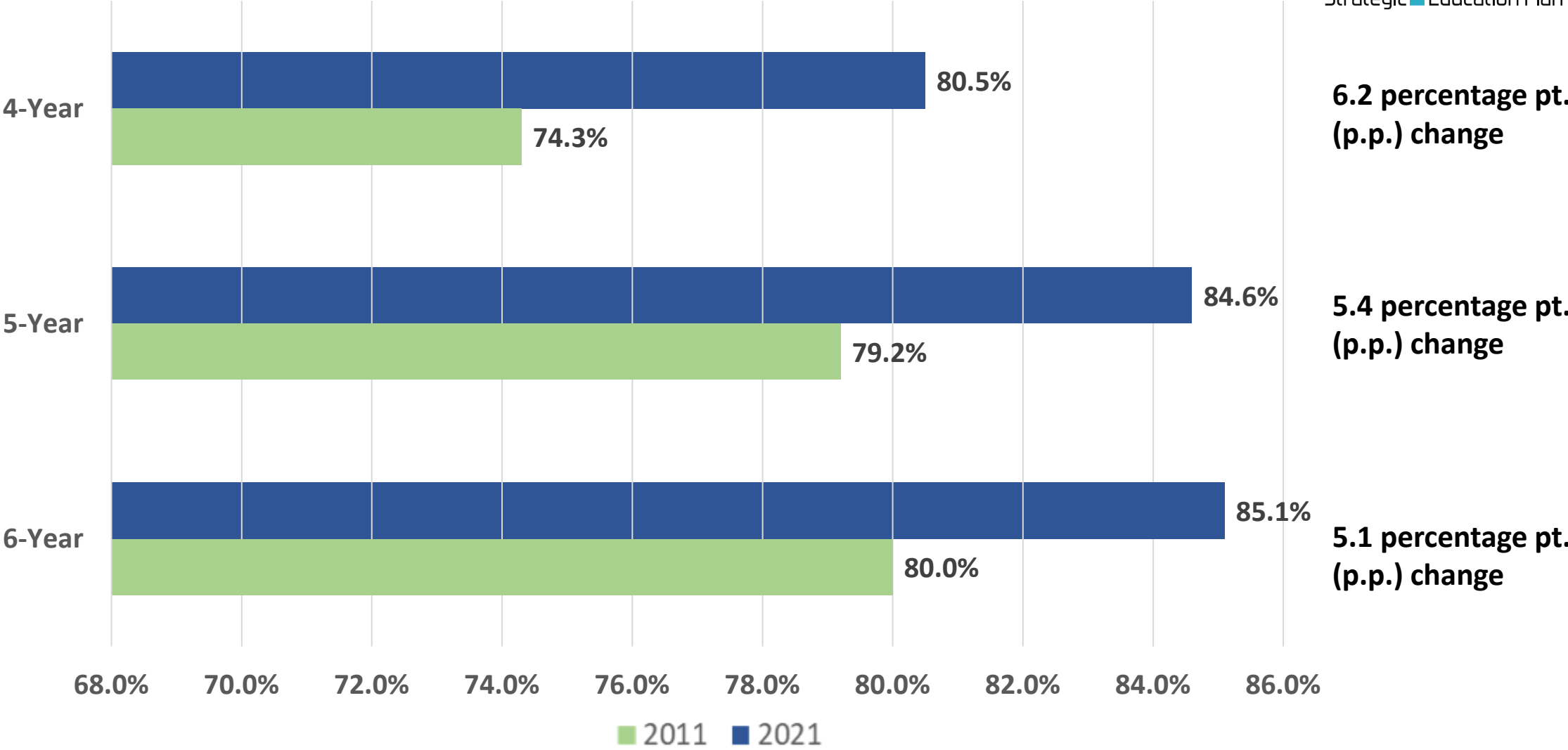


# Goals

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



# 4-,5-, and 6-Year Graduation Rates Over the Last 10 Years



**2022 data anticipated in February 2023**



# Graduation Rates Over the Last 10 Years by Ethnicity

## Asian

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	87.0%	90.2%	93.4%	92.7%	5.7 p.p.	2.5 p.p.	-0.7 p.p.
5-Year	90.5%	92.6%	93.5%	>95%	>4.5 p.p.	>2.4 p.p.	>1.5 p.p.
6-Year	89.1%	92.3%	93.7%	93.9%	4.8 p.p.	1.6 p.p.	0.2 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last 10 Years by Ethnicity

## Black/African American

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	57.0%	67.4%	70.4%	67.6%	10.6 p.p.	0.2 p.p.	-2.8 p.p.
5-Year	62.6%	71.4%	74.1%	73.6%	11.0 p.p.	2.2 p.p.	-0.5 p.p.
6-Year	63.0%	70.3%	74.4%	75.0%	12.0 p.p.	4.7 p.p.	0.6 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last 10 Years by Ethnicity

## Hispanic or Latino

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	62.6%	72.6%	75.5%	74.7%	12.1 p.p.	2.1 p.p.	-0.8 p.p.
5-Year	68.3%	75.5%	80.1%	78.4%	10.1 p.p.	2.9 p.p.	-1.7 p.p.
6-Year	67.4%	74.7%	78.8%	80.9%	13.5 p.p.	6.2 p.p.	2.1 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last 10 Years by Ethnicity

## Native American or Alaska Native

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	62.0%	66.6%	74.2%	70.1%	8.1 p.p.	3.5 p.p.	-4.1 p.p.
5-Year	68.5%	73.4%	74.8%	77.5%	9.0 p.p.	4.1 p.p.	2.7 p.p.
6-Year	72.4%	71.2%	75.2%	75.5%	3.1 p.p.	4.3 p.p.	0.3 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last 10 Years by Ethnicity

## Native Hawaiian or Other Pacific Islander

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	52.1%	77.7%	77.6%	77.1%	25.0 p.p.	-0.6 p.p.	-0.5 p.p.
5-Year	71.8%	79.7%	79.5%	79.3%	7.5 p.p.	-0.4 p.p.	-0.2 p.p.
6-Year	69.6%	81.6%	89.5%	79.0%	9.4 p.p.	-2.6 p.p.	-10.5 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last 10 Years by Ethnicity

## Two or More Races

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	68.9%	73.7%	76.8%	74.4%	5.5 p.p.	0.7 p.p.	-2.4 p.p.
5-Year	73.4%	78.3%	79.7%	80.4%	7.0 p.p.	2.1 p.p.	0.7 p.p.
6-Year	85.4%	80.0%	79.7%	80.9%	-4.5 p.p.	0.9 p.p.	1.2 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last Decade by Ethnicity

## White

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	80.1%	83.4%	85.4%	84.1%	4.0 p.p.	0.7 p.p.	-1.3 p.p.
5-Year	84.8%	86.2%	87.4%	87.7%	2.9 p.p.	1.5 p.p.	0.3 p.p.
6-Year	85.5%	86.4%	87.5%	88.0%	2.5 p.p.	1.6 p.p.	0.5 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last Decade by Economically Disadvantaged

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	63.0%	67.1%	71.7%	68.8%	<b>5.8 p.p.</b>	<b>1.7 p.p.</b>	<b>-2.9 p.p.</b>
5-Year	67.1%	72.9%	75.1%	75.5%	8.4 p.p.	2.6 p.p.	0.4 p.p.
6-Year	65.9%	73.1%	75.7%	76.3%	10.4 p.p.	3.2 p.p.	0.6 p.p.

**2022 data anticipated in February 2023**



# Graduation Rates Over the Last Decade by English Learners

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	61.5%	72.1%	73.7%	72.4%	<b>10.9 p.p.</b>	<b>0.3 p.p.</b>	<b>-1.3 p.p.</b>
5-Year	73.4%	78.6%	79.0%	77.8%	4.4 p.p.	-0.8 p.p.	-1.2 p.p.
6-Year	74.7%	79.0%	79.1%	79.8%	5.1 p.p.	0.8 p.p.	0.7 p.p.

**2022 data anticipated in February 2023**

# Graduation Rates Over the Last Decade by Students with Disabilities

Cohort	2011	2016	2020	2021	10-year percentage point (p.p.) change	5-year percentage point (p.p.) change	1-year percentage point (p.p.) change
4-Year	51.9%	55.4%	59.3%	57.0%	<b>5.1 p.p.</b>	<b>1.6 p.p.</b>	<b>-2.3 p.p.</b>
5-Year	64.8%	63.6%	63.7%	63.7%	-1.1 p.p.	0.1 p.p.	0.0 p.p.
6-Year	68.2%	64.2%	64.6%	65.0%	-3.2 p.p.	0.8 p.p.	0.4 p.p.

**2022 data anticipated in February 2023**

## Goal 5: Local, MDE, and Other State Efforts



- Special Education Instructional Leadership Network (SEILN)
- Focus on inclusion and quality tier one instruction
- Personal curriculum (available to all students)
- The Path Forward Strategic Action Plan
- MDE Graduation Rate Increase Guidance to be distributed.



# 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



# Number of Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

2015	2016	2017	2018	2019	4-year percentage point (p.p.) change
43.4%	43.7%	45.0%	48.9%*	49.1%	5.7 p.p.

\*In 2018, certifications obtained outside the work environment were added in the calculation by the Lumina Foundation to post-secondary credentials, which had previously included workforce certificates, associate degrees, bachelor's degrees, graduate or professional degrees.

**Data Source: Lumina Foundation:**

<https://luminafoundation.org/our-work/stronger-nation>

**New data anticipated in 2023**

# Number of Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

	2018		2019	
	Percentage	Number	Percentage	Number
Certificates and Industry-recognized Certifications	7.4%	382,430	7.4%	380,854
Associate Degree	10.3%	528,877	10.1%	516,354
Bachelor's Degree	19.6%	1,011,526	19.9%	1,019,031
Graduate or Professional Degree	11.6%	594,650	11.7%	601,493
<b>Total</b>	<b>48.9%</b>	<b>2,517,483</b>	<b>49.1%</b>	<b>2,517,732</b>

Data Source: Lumina Foundation:  
<https://luminafoundation.org/our-work/stronger-nation>

**New data anticipated in 2023**

# Goal 6: School District and Department Focused Efforts

- Career and Technical Education
  - Postsecondary Recognized Credentials
- Early Middle College
  - Blended High School and Postsecondary Coursework
- Advanced Placement
  - Students Complete AP Curriculum and Assessment
- Transition Services
  - Student Develop a Post-High School Success Plan



# Goal 6: State of Michigan Focused Efforts



## Michigan Reconnect

- Michigan Reconnect is a scholarship program that pays for individuals to attend an in-district community college tuition-free and provides one-time grants for enrollment in approved training programs.
- Eligible participants are at least 25 years old, have lived in Michigan for a year or more, have a high school diploma or equivalent credential, and have not yet completed a college degree.
- Since its launch in summer 2021, over 18,000 participants have been enrolled in the program.





# Goal 6: State of Michigan Focused Efforts



- Futures for Frontliners offers essential workers an opportunity to complete high school or community college tuition-free.
- A one-time program for essential workers early in the pandemic that did not already have an associate's degree or higher. Students are currently completing, and no new students can apply.



# In Summary



# Goal 8: Provide Adequate and Equitable School Funding

- Negotiated between the governor and legislature, the FY22 and FY23 state budgets are historic and hugely appreciated by local school districts and will have generational influence.
- For FY23, School Aid budget is \$19.6 billion (\$2.6 billion increase from FY22).
  - \$246 million increase for students with disabilities.
  - \$235 million increase for economically disadvantaged students.
  - \$10 million increase for career and technical education program reimbursements.
  - \$1.3 million increase for English Learners.
  - \$438,00 increase for students in rural and isolated districts.
  - \$475 million in School Consolidation and Infrastructure Fund.

# Goal 8: Provide Adequate and Equitable School Funding

- That said, with the inclusion of capital costs, higher poverty student costs, and transportation costs, in addition to previously mentioned costs associated with students with greater needs, Michigan schools continue to be underfunded by billions of dollars annually, based on the School Finance Research Collaborative's study of the requisite revenue to educate Michigan children.



# Goal 7: Increase the Numbers of Certified Teachers in Areas of Shortage



- Teacher preparation enrollment has increased each year for at least the last four years, from 9,512 in 2016-17 to 13,171 in 2020-21. We are still growing enrollment back to the 2011-12 level of 23,203.
- Increases in teachers of other ethnicities over 5-year period
  - 1,167 more Black/African American teacher full-time equivalents (FTEs)
  - 169 more Hispanic/Latino teacher FTEs
- FY23 budget includes \$575 million to address shortage.
- MDE efforts include:
  - Grow Your Own programs for students and support staff to become teachers, Welcome Back Proud Michigan Educators, and yesterday's Registered Teacher Apprenticeship announcement.

# Goal 1: Expand Early Childhood Learning Opportunities



- Michigan GSRP program is tied for first nationally in quality for 4<sup>th</sup> year in a row.
- Expectation that the next national ratings will indicate rise in both funding and access rankings for the state.
  - Michigan's GSRP received an increase of \$168 million for FY22 and regained enrollment to near pre-pandemic levels.
  - FY23 budget includes increase of \$34 million.
  - An additional 24,000 slots available due to funding increases.



# Goal 2: Improve Early Literacy Achievement

- FY22 and FY23 budget allocated substantial funds for LETRS training.
  - FY22 - \$4 million – 3,000 educators being trained
  - FY23 - \$10 million – Funding to train an additional 8,000 educators
- Comprehensive Literacy State Development Grant awarded by the U.S. Education Department to MDE. MDE sub-awarded to five local school districts: Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Muskegon Heights Public School Academy System, and Pontiac School District.



# Goal 2: Improve Early Literacy Achievement

- MDE and partners have developed new Dyslexia Guidance.
- MDE is facilitating professional development on diversity in literature, which includes an Equity in Literacy guidance document, Compendium of Authors of Color and their great works, and Diversity in Literacy conferences and webinars.
- MDE has also begun a Comprehensive History Instruction series, to expand staff and student knowledge of history and to increase engagement in social studies and literacy.





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

- FY23 includes an additional \$245 million in a mix of recurring and non-recurring funds for student mental health supports:
  - \$150 million to districts for discretionary mental health needs.
  - \$45 million to ISDs for Transforming Research into Action to Improve the Lives of Students (TRAILS) implementation.
  - \$25 million increase for school-based health centers.
  - \$25 million increase in existing health grants to ISDs
- FY23 includes additional \$210 million for student safety

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

- Beginning of the development of a comprehensive children's school mental health system.
- Implementation of multiple systems of support for student health:
  - District-wide Social and Emotional Learning (SEL) Community of Practice with 19 districts.
  - The SEL and Children's Mental Health Network promoted the *Children Matter. You Matter. Learn SEL!* that contributed to over 9,400 educators taking the *Introduction to Social and Emotional Learning* course.
  - bhworks now live for 70% of ISDs.

# Goal 4: Expand Secondary Learning Opportunities for all Students

- CTE Completers: Up 42% between 15-16 and 19-20, down 12% between 19-20 and 20-21, and up 1% between 20-21 and 21-22. Up in aggregate 25%, from 35,557 students in 15-16 to 44,609 students in 20-21.
- Early Middle College Enrollment: Up 81% between 15-16 and 21-22, with a 2% decline in 21-22.
- Advanced Placement Enrollment: Almost a 13% increase between 15-16 and 17-18 pre-pandemic, then a decline from 17-18 to 21-22 of close to 14%. Down more than 2% between 15-16 and 21-22.

# Goal 4: Expand Secondary Learning Opportunities for all Students

- 55 CTE programs currently in Michigan.
- 17 programs have been reviewed and have approved credentials; 9 more currently under review.
- College Board AP Potential tool now being used.
  - Over 40,000 letters sent to families this week.



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



- Graduation rate has increased in **8 of the last 10 years, with a 1.6 percentage point decline in 2021.**
- Notable increases over last 10 years include:
  - Black or African American student graduation rates increased by 10 percentage points.
  - Hispanic or Latino student graduation rates increased by 12 percentage points.
- In general, all groups increased their graduation rates over a 10-year period and most over a 5-year period, with declines in 2021.

# Goal 6: Increase the Percentage of Adults with a Post-Secondary Credential



- Secondary programs help with post-secondary achievement.
  - CTE credentials, EMC credentials and degrees, AP college credits
- Michigan Department of Labor and Economic Opportunity (LEO) has created Futures for Frontliners and Michigan Reconnect programs.
  - Over 18,000 participants have enrolled since the launch of the Michigan Reconnect program.



# Thank you for your leadership and partnership!

