

MID-YEAR BOARD REPORT

February 2020

Superintendent
Scott A. Menzel, PhD

EQUITY



INCLUSION



SOCIAL JUSTICE

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Students First.



2019-20 Washtenaw ISD Mid-Year Board Report

Because we put students first, and consistent with the Education 20/20 plan, the WISD Board has established these goals, adopting a lens of equity, inclusion, and social justice.

Board Commitment

Resource allocation, policy, and practice is designed to close the opportunity gap to ensure equitable educational access for all students, with a specific focus on achieving an equitable system for students in poverty, students with disabilities, and students of color.

Board of Education

Dr. Mary Jo Callan
Diane Hockett
R. Stephen Olsen
Dr. Theresa Saunders
Mary Jane Tramontin

Superintendent

Dr. Scott A. Menzel

Goal #1:

Provide leadership for equity and opportunity to ensure coordinated and aligned efforts from birth through college and career with specific attention to underserved students in Washtenaw County.

Goal #2:

Cultivate an organizational culture of equity, inclusion, and social justice through education, engagement, and action.

Goal #3:

Advocate for policies that support equity and inclusion on the local, state, and national levels.

GOAL 1:

Provide leadership for equity and opportunity to ensure coordinated and aligned efforts from birth through college and career with specific attention to underserved and underperforming students in Washtenaw County.

GOAL 1: EMERGING WORK

Trusted Parent Advisors

The Trusted Parent Advisors are expanding their work to collaborate with additional WISD departments and local districts. An additional short-term MDE Trusted Advisor Grant made it possible for the Trusted Advisor program to partner with the Early Childhood Department's Early On program to reach out to parents whose child has been referred for a developmental evaluation, but who has not responded to follow-up from the Early On staff. The Trusted Parent Advisors have been successful in engaging with parents who are reluctant to engage with other systems, and our hope is that they can support the Early On program with their skills.

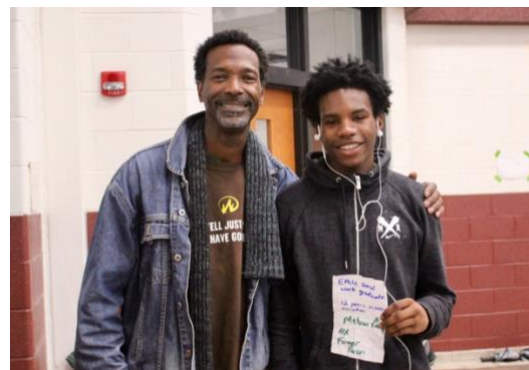


In addition, Ypsilanti Community Schools will be contracting with WISD to have the Trusted Parent Advisors contribute to their parent engagement work. The Trusted Parent Advisors will be offering Parent Cafes, which are parent support groups that build social support networks, resilience and knowledge of child development. They will also organize a parent engagement workshop, develop an after-school mentoring group for middle school girls, and continue their work to engage with parents who have students experiencing chronic absenteeism.

Washtenaw My Brother's Keeper (WMBK)

There are two emerging bodies of work through the WMBK initiative. One is the media project and the other is the Middle School Project.

The media project, [Formula 734](#), is a documentary project funded through a grant from the Ann Arbor Area Community Foundation. Jamall Bufford, WMBK Project Specialist, and Rod Wallace from the WMBK Steering Committee, are bringing a group of young men of color together to document their reflections on their experiences with their families, in their schools, with their goals and what it takes to accomplish their goals. They are doing this through the process of developing a hip-hop album. This process is creating space for the young men to build intergenerational community, to develop their talents and skills as artists, and to create and publish their own stories and narrative through their music and documentary video. The documentary and music are planned to be released in May 2020.



The Middle School Project is a new initiative where adult men of color from our community visit middle schools each month to share their talents and perspective with boys of color from the middle schools. The WMBK Steering Committee is coordinating the visits and working on developing this into a regular monthly activity in several of our county middle schools.

Social Emotional Learning (SEL) Workgroup

A social emotional learning workgroup has formed to address districts' needs to have an approach to supporting the social emotional development of youth in our county. This group, consisting of members from all local districts and WISD and led by Sarah Giddings, has identified a particular approach called "Transformative Social Emotional Learning" as the direction for our efforts. This approach, as described by its designers Jagers, Rivas-Drake and Borowski in 2018, is "a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems." The county SEL group has held several meetings this year and are working toward a plan for deepening our understanding and practices around transformative social emotional learning.

Washtenaw County Public Safety and Mental Health Millage Partnerships

With the advent of the 31N funding, WISD and Washtenaw County Community Mental Health (CMH) saw an opportunity to collaborate to maximize resources and build additional capacity to support young people across the county. For example, CMH agreed to provide the required 20% cash match (\$58,900) required by the 31N(6) funding using county millage funds. CMH also asked WISD to support the creation and administration of a multi-year mini-grant process to support anti-stigma campaigns in secondary schools. Millage funds were allocated to the WISD to support the implementation of a one-week campaign at Washtenaw County high schools in Year 1 and middle schools in Year 2, and aligns initiatives like the U Matter suicide prevention campaign and the Washtenaw County Health Department's #WishYouKnew youth mental health campaign. This week of activity will be a student-led initiative that empowers students to support their peers and smash the stigma surrounding mental health conditions and suicide. CMH approved a plan to contract with WISD to run the grant process for schools on its behalf. The total two-year contract was \$107,030.

Student Mental Health Initiatives

Student Mental Health Initiatives have become a rapidly growing body of work for the Community and School Partnerships Department. While several initiatives were already coordinated, many new opportunities have changed the team's scope of work in FY20. Among the most impactful has been the addition of 31N and a burgeoning relationship with Washtenaw County Community Mental Health (CMH).

At the end of FY19, WISD applied for and was awarded \$294,500 in funding through new 31N legislation approved to address increasing mental health needs among the state's K-12 student population. There were three initial funding streams benefiting schools directly: 31N(6), 31N(10), and 31N(12). Awards were made to ISDs/ESAs that submitted plans for FY20-22 to serve LEAs directly or create a process (i.e., request for proposal) to redistribute funds to districts and public school academies with a plan to expand capacity to address mental health needs of general education students. The WISD's 31N plan of action included the following:

- Hiring two full-time social workers to support LEAs where the CMH CARES team is not currently planned for deployment.

- Developing a process and structures for capturing General Education student Medicaid matching funds under the newly approved C4S (Caring 4 Students) Medicaid reimbursement program.
- A Washtenaw County Mental Health Steering Committee convened around youth mental health needs to ensure all training and supports are aligned and serving to fulfill community gaps. Given the extent of work currently being coordinated in Washtenaw County, the following were chosen to meet existing needs: Youth Mental Health First Aid, Transforming Research Into Action to Improve the Lives of Students (TRAILS), and Handle With Care.

In addition, the legislature approved a second round of funding through 31N to support Section 6 during FY21. This second funding disbursement, \$410,700, also requires a 20% match and that the C4S Medicaid program is used to leverage additional capacity for mental health services to students. These funds have a different timeline for expenditure and WISD is exploring ways in which to use them to maximize services to students across the county.

Resilient Schools and Restorative Justice

WISD has actively engaged in additional models supporting the mental health of our students. For example, WISD has partnered with Starr Commonwealth to provide Resilient Schools training in Ypsilanti Community Schools and Progress Park, and has developed a Trainer-of-Trainers model for program continuity. Resilient Schools incorporates trauma-informed practices, resiliency, and mindfulness to support young people in schools. Trainings are in progress with Ypsilanti Community Schools. This training is funded through the Regional Assistance Grant (coordinated by WISD) and Special Education Act 18 to support Progress Park's participation. The Starr Commonwealth team has been working with WISD staff to identify a team of trainers to create program sustainability and opportunities to expand training in Washtenaw County. In addition, both teams have agreed to collaborate on any funding opportunities that may arise to support the expansion of this work.

Led by Nancy Schertzing of Schertzing Communications, a core team of individuals across the county have been training district staff and students to conduct restorative circles. To date, 42 staff from Ann Arbor, Dexter, Lincoln, Manchester, Saline, Whitmore Lake, WISD, and YCS have completed Introduction to Restorative Justice sessions. In addition, 32 school staff from these same districts have completed Restorative Circles training. Finally, 40 students from Scarlett Middle School and A2 STEAM, as well as 40 students from YCHS and ACCE have completed Peers Making Peace training, a student-led restorative justice program.

School Safety and Threat Assessment

Providing a safe school environment remains a top priority for the Community & School Partnerships Department. Staff have written or supported the writing of grant proposals to Michigan State Police for building safety equipment, facilitated the writing of a WISD district Emergency Operations Plan (EOP), and supported locals in their process of drafting an EOP.

This work continues to evolve, bringing new opportunities, including pursuing a Department of Justice STOP the Violence Grant, which supports and assists county, local, territorial, and tribal jurisdictions in improving efforts to reduce violent crime in and around schools. Staff will be working to submit a proposal to support the development of evidence-based interventions to be deployed in Ypsilanti Community Schools to address growing gang-related violence as well as to develop countywide threat assessment protocols. Staff will also continue to support the physical safety of buildings through supporting the submission of grants to the Michigan State Police and through the refinement of and training on safety protocols outlined in the WISD EOP.

High Point Renovation

In August 2019, Washtenaw County voters approved a \$53.295 million bond to renovate and rebuild High Point School. This center-based school for students with cognitive and behavioral challenges was first built in 1975. The building had served its purpose but was no longer functional for current student needs. Over the winter break in December 2019, High Point School moved into their temporary space at the former Willow Run Middle School located in Ypsilanti. Students, families and staff have been involved in the architectural planning for the new building and are excited about the vision to better provide an educational facility that will support the safety and learning of our students. Demolition is scheduled to begin in March or April 2020, with construction to begin by Summer 2020. The newly renovated building is set to open in Fall 2021.



Alt+ Shift

In the fall of 2019, High Point and Local-Based classroom staff, along with staff from the Achievement Initiatives team, began working with Alt+ Shift, a collaborative within the Michigan Department of Education. The emphasis is on advancing:

- The belief that every student is capable of learning and thriving within his/her/their educational environment.
- Educator skills, knowledge and drive to improve learning.
- Partnerships to co-construct systems at all levels to benefit students.

In support of these goals, WISD staff are concentrating on the “Foundations of Math: Teaching Students with Significant Disabilities” course. This course focuses on the components of math and includes research and classroom video specific to learners with significant disabilities and complex communication needs. Educators in our self-contained and center-based environments are learning approaches to assessment and instruction that will help learners develop meaningful mathematical understanding. The staff has met four times with the Alt+ Shift trainers and have begun implementing math strategies unique to their students in their classrooms.

Fiber Consortium

Fiber consortium efforts continue to provide options to all districts to ensure data security and server support. WISD has worked with districts to provide backup storage for servers, and we are actively working with the Fiber Consortium to ensure all districts are proportionately sharing the cost to have servers hosted through the consortium including PowerSchool and New World.

Technology Access at the Youth Center

WISD’s Technology Department is now supporting the technical needs of the Washtenaw County Youth Center. This includes providing Chromebooks for students, ensuring secure network access and printing for students and staff for instructional needs, and offering instructional technology support.

Technology Transition for High Point

WISD technical staff spent many hours working to ensure the students and staff from High Point would have the same technical capabilities in the new Willow Run Middle School location. This included establishing network and wireless access, phone system migration, moving and relocating all projectors, computers, printers, copiers and assistive technology.

GOAL 1 SUSTAINING WORK:

Education Project for Homeless Youth (EPHY)

Services for homeless youth across Washtenaw County continue to benefit from the rich relationships developed through the Education Project for Homeless Youth (EPHY). Working in partnership with Ozone House, EPHY has continued to support needs of young people living in unstable housing situations through the provision of resources and materials that remove barriers affecting students' ability to meaningfully participate in their education, community referrals, and other needed supports. This work would not be possible without continued and new community partnerships.

During the 2019-2020 school year, EPHY has seen two critical partnerships emerge. The Ray and Mary Knight Scholarship Fund presented EPHY with a generous gift of \$60,000 to support the needs of homeless young people. While not a funding relationship, staff have also been actively meeting with a County Homeless Youth Subcommittee to address ongoing housing concerns for unaccompanied youth up to age 25 in Washtenaw County. This work is critical as we increasingly see more families with children and unaccompanied Transitional Age Youth (TAY) enter the community with no housing options.



WMBK #50Strong Connecting Breakfasts

The WMBK #50Strong Connecting Breakfasts are continuing to occur. One Saturday each month, an intergenerational group of men of color gather to break bread, share stories, and build community. The group has traditionally met in Ypsilanti, but this year has started to alternate between the Peace Neighborhood Center in Ann Arbor and the former Willow Run Middle School to expand its reach into different communities.

Justice Leaders

The Justice Leaders learning series and network have continued to expand. So far this year, we offered:

- Core Course – Cohorts 11, 12, 13, 14 & 15
- Advanced Course – Cohorts 5 & 6
- "True Inclusion is Revolutionary: Practicing Disability Justice" – A one-day seminar
- Justice Leaders Youth/Adult Coalition
- Facilitators Course
- Justice Leaders Systems Course
- Justice Leaders All-Cohorts Community Meeting

This year alone, over 250 people will be a part of the Justice Leaders courses and activities. Interest in the courses has also expanded to outside of Washtenaw County, where our facilitators have led two Core Course experiences and are planning more in the future.

Jail Education Services

The Jail Education team works to offer and maintain the same high standards and opportunities of adult education and special education for students housed in the Washtenaw County Jail that exist outside of imprisonment. With the help of the Washtenaw County Sheriff's Office, the WISD is offering robust programming to fight recidivism for our disadvantaged students. This school year, the ease and ability to offer Special Education Services in the Intake, Transfer, Release (ITR) process and for those in solitary confinement has greatly improved. We are able to offer instruction that is rigorous, individualized, and sustainable.

We have continued to focus on re-entry and person-centered release planning by increasing the opportunities for our incarcerated students post release. Using a team approach with local community service providers, we are better able to understand and overcome many of the barriers to student success. In monthly planned meetings, we approach how race, gender, ability, economic status, housing status, identity, literacy, and experience impact continued success after incarceration. The continued work with local adult education providers, the Young Adult Project, Michigan Rehabilitation Services, LEAs and the students themselves challenges the notion that the student is excluded from success in education based on their previous history of confinement, thus lessening the collateral consequences of incarceration.

For FY20, we have served 61 individuals in general educational programming and 16 individuals in special education programming. Transition services continue to be available for young adults returning to the community.

Youth Center Educational Program: Redesign and Cross-Departmental Partnerships

In continuing the School Improvement Process and WISD's investment in program design rooted in equity, inclusion and social justice, our team has worked to strengthen partnerships. These partnerships include local districts and key agencies such as the Youth Center, Juvenile Court, and Community Mental Health. These partnerships have been key to delivering more services to students, both in the Youth Center and as they return to the community. We have been able to partner with the Youth Center to deliver more educational options and flexibility by co-authoring policies and procedures, and implementing new technology. This allows us to better serve students experiencing behavior challenges that would have previously kept them out of the classroom. We expanded the role of our social worker to provide intensive transition services to students who come to the Youth Center out of school for 10 or more days, receive no other services (such as CMH wraparound), and are assessed as high-risk.

Recently, a preliminary proposal was approved to redesign programming in the Youth Center. In an effort to recognize the complex academic and social emotional needs of students, we are redesigning the program to increase staffing, increase curriculum and content options, provide year-round programming, and increase flexibility in how we deliver those supports to students. A crucial aspect of this work will be equivalent investment outside of the Youth Center that creates an appropriate range of education and treatment options to serve all students. The Youth Center has traditionally been a place where students are held for a short amount of time with transition work primarily occurring with the local districts; however, in the last two years, 38 students stayed longer than 90 days, either in a single or multiple stays. Approximately 35% of students were not enrolled in school and have not been enrolled in some time at entry, and many have a host of barriers to enrollment (housing, guardianship, trauma and unidentified root

cause issues in addition to other factors). In 2019-20, we admitted and served 186 students, and in 2020-21, we are on track for similar numbers.

Success by 6 Great Start Collaborative (SB6GSC)

The Success by 6 Great Start Collaborative is continuing their investigation of equity, inclusion and social justice. At the August 2019 annual planning session, Collaborative members identified equity and anti-racism work as a priority for the coming year. They have shared equity and social justice trainings or work their organization has engaged in with other member organizations. In December, the Collaborative participated in a presentation about the United Way of Washtenaw County's 21 Day Equity Challenge and pledged to have their organizations participate.

Adequate Prenatal Care Action Team

Staff members from the Washtenaw Health Department, Washtenaw Area Council for Children, March of Dimes, Corner Health Center, Destiny and Purpose Community Outreach (DAPCO), the Department of Health and Human Service's Maternal Infant Health Program, and two of our Trusted Parent Advisors continue to work on the Adequate Prenatal Care Action Team for the Success by 6 Great Start Collaborative. The goal is to understand the barriers that prevent 28% of women who deliver babies in Washtenaw County from receiving adequate prenatal care. Adequate prenatal care reduces the likelihood of preterm birth, low-birthweight babies and infant mortality. The action team has reviewed and analyzed data on the demographics of women not receiving adequate care and the areas of the county where they live. To get a more complete picture of the barriers to care, the action team developed a short survey for women who have given birth in the last two years. To date, the Trusted Parent Advisors have interviewed 45 women using the survey and their goal is to complete 100 surveys. Once the data is analyzed, they will conduct a root cause analysis to develop a powerful and feasible strategy.

Trusted Parent Advisors

The group of 10 Trusted Parent Advisors continue canvassing high-density low-resourced neighborhoods to inform families with young children about the importance of early learning programs, support them in contacting or enrolling in programs and connecting them to community resources. In the first half of this year, the Trusted Parent Advisors have reached 125 families, helped directly connect 65 families to early learning programs, and helped 40 families receive basic need services.



In addition, they have held 16 Parent Cafes, providing social support, building resilience and parenting knowledge with parents at Ford ELC and Arabic-speaking mothers with young children. SB6GSC is working with partner organizations like Washtenaw County's Office of Community and Economic Development, the Health Department and Legal Services to work with families at Sycamore Meadows to improve living conditions and prevent eviction and homelessness. In the fall of 2019, the Trusted Parent Advisors contacted 37 families who were facing eviction to assist with filling out paperwork and connect families with Legal Services, and they helped more than 20 families come to court on the appointed day. Those cases are still being considered in court, but no family has been evicted to date.

The Trusted Parent Advisors have engaged in their own equity, inclusion and social justice work. WISD Justice Leader Facilitator Greg Myers has attended monthly Trusted Parent Advisor team meetings to introduce Justice Leaders and Courageous Conversation concepts. The goal is to empower the Trusted Parent Advisors to share the racist experiences that families of color, particularly low-income families, have reported in hopes of urging programs to examine their systems. Due in part to the EISJ work the Trusted Parent Advisors have done, they will be participating in the upcoming 21 Day Equity Challenge Convening and the Michigan Maternal, Infant Health Summit to share those experiences.

Mom Power

WISD was awarded \$123,683 grant for three years to implement Mom Power, an evidence-based program that supports families who are facing adversity and stress through the challenges of caring for young children, offering a strengths-based, nurturing approach to promoting resilience in parents and children. The Zero To Thrive program of Michigan Medicine’s Department of Psychiatry invited WISD to partner with them in a Michigan Medicine Community Health Services grant to bring Mom Power to low-income families with young children in Washtenaw County. Over 20 Washtenaw County early childhood providers have now been trained to facilitate Mom Power groups. The first group took place May-July 2019 at Brown Chapel AME Church in Ypsilanti and included nine mothers and approximately 18 children.

Truancy

In addressing chronic absenteeism across the county, it is our goal to ensure that all students receive the support they need to be present throughout their K-12 experience. WISD staff, in partnership with the Washtenaw County Juvenile Court, work to identify root causes behind absence patterns and help families navigate these issues ranging from lack of transportation, poverty, mental health, homelessness, health concerns, parenting skills, and bullying.

This school year, we have been working with Ypsilanti Community Schools on truancy prevention where we schedule 15-minute meetings with families at-risk of chronic absenteeism during student drop off or pick up times. In the schools that we have implemented this prevention tool, we have seen a decline in YCS truancy cases being referred to the WISD. Between July 1, 2019, and January 27, 2020, we have received 105 truancy referrals. In partnership with the Washtenaw County Juvenile Court, we are building an emergency truancy task force to address the immediate needs of families in crisis.

General Supervision Grant – Graduation

The Special Education Department has continued efforts during the 2019-2020 school year with the General Supervision Grant. Our priority area for the grant is “graduation for students with disabilities.” While we have been making progress in this area, our WISD data for 2017-2018 continued to indicate four local districts and one public school academy did not meet the state target of 80% or greater graduation rates for students with disabilities. Our small workgroup, with representatives from the WISD, local school districts, and parents, has met monthly and examined data entry,



drop-out rates, personal curriculums and discipline data in regard to graduation. We have shared the data with county building administrators and will continue to examine the data and look for strategies we can implement to increase our graduation rates for students with disabilities.

Early Head Start Home Visiting

2019-2020 is the first year that WISD is able to include state grant funds as a match within the Head Start grant to officially expand the number of families enrolled in the Early Head Start (EHS) home visiting program. The Section 32p Block Grant was approved as non-federal match, meaning that 15 additional spaces are reported as Early Head Start participants. This has allowed us to improve our EHS to Head Start transition by guaranteeing placement in a Head Start three-year-old classroom, which leaves fewer home visiting participants at risk of leaving Early Head Start without placement in a quality preschool program.

Renting space at Chappelle School within YCS has allowed Early Head Start to provide a consistent place and time for family socializations in a neighborhood that is accessible to many of the families we serve. Early Head Start families have the option of attending four different socialization opportunities each week where they build relationships with other families, learn about child development, and are supported in engaging in parent/child interaction using developmentally appropriate activities.

All full-time Early Head Start home visitors have also completed the Beyond Diversity training. In addition, several home visitors have participated in the Justice Leaders series provided by WISD. The EHS team is dedicated to building racial equity and social justice for the children and families that they serve. Currently, a project spearheaded by one of our home visitors aims to challenge the way that we ask our Hispanic and Latino families to identify and report racial identity. This project was born out of many difficult conversations with families who felt mis-identified.

Our commitment to hiring bilingual home visitors has had very positive results. We have two full-time bilingual home visitors directly serving families who speak Spanish and Arabic. During the 2018-19 program year, 13 participants received home visiting services in Spanish and four families received services in Arabic. To date, since providing a financial incentive for bilingual Early Childhood staff, we have served 9 Arabic-speaking families and 21 Spanish-speaking families. We continue to contract with translators for families in need of ASL and French translation services. This is a significant draw for our program and the community is becoming more and more aware of our ability to serve non-English-speaking families. Our bilingual home visitors' connections to the immigrant communities they serve have resulted in increased applications for those in need of our programs.

The Early Childhood Department has been moving toward a blended delivery system between Early Intervention and Early Head Start. All home visiting team members are receiving training on the coaching model for home visiting and moving toward a primary service provider model for all children. This model has been used by the Early Intervention team for the last two years and we are beginning to expand the model to include our highly qualified Early Head Start home visiting team. This will eliminate barriers and confusion for families who qualify for both programs. We anticipate that full implementation will be complete in the spring of 2021.

Birth to Three Michigan Mandatory Special Education (MMSE) Services Transition

This is WISD's third year providing all special education services for children ages birth to three within eight local school districts and coordinated services county-wide. For the 2019-20 year, WISD's Early Intervention team consisting of 20 individual staff members representing 19 FTE, are focusing on professional development growth through the implementation of the Primary Service Delivery Model and coaching caregivers with fidelity.

During 2018-19, WISD saw an overall increase of 8% in the total number of birth to three children served from the previous year and an increase of 3% of children served under Michigan Mandatory Special

Education Services. This builds upon the 26.2% increase in the number of birth to three children served and a 29% increase of children served under Michigan Mandatory in 2017-18.

For 2019-2020, our Early Intervention Team has continued to focus on professional development around the Primary Service Delivery Model and Coaching. We are receiving ongoing support from national experts, Dathan Rush and M’Lisa Shelden, through monthly coaching conversations with team members. Additionally, Early Intervention team members have participated in professional development focused on WISD’s equity, inclusion and social justice mission, such as Justice Leaders. We began the launch of the first Early Intervention marketing campaign across Washtenaw County where we are marketing through social media, bus wraps, brochures, banners and postcards. Members of the Early Intervention team have also presented on behalf of Voices of Early Intervention, a state initiative to share early intervention with early childhood, and therapy classes at the university level. Over the past year, our early intervention team has developed socialization groups in our local school districts and we are continuing to expand.



Compared to 2018-2019, we have seen an increase in Early On Part C referrals by 9%. Our total number of birth to three children served under Part C and Michigan Mandatory Special Education Services is comparable to last year's data. Of the children we are serving, birth-3, 46% are served under Michigan Mandatory Special Education Services.

Kindergarten Readiness Assessment (KRA)

Progress towards statewide implementation of the KRA continued in 2019 with the assessment administered in 2/3 of the kindergarten classrooms within the state. The second year of administration was very successful with a significant decline in help desk requests from the second cohort of administering teachers. Overall state data for this year’s administration showed the following:



- 34% of kindergartners are entering kindergarten Demonstrating Readiness, which means that the child consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- 41% of kindergartners are entering kindergarten Approaching Readiness, which means that the child exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.
- 25% of kindergartners are entering kindergarten with Emerging Readiness, which means that the child displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations.

With the scope of the KRA project growing, WISD is increasing our internal capacity to provide in-state support for ISDs and LEAs. This has included hiring a KRA Specialist to provide localized “help desk” support and to coordinate training activities across the state. In addition, we are in the process of hiring three KRA Consultants/Data Coaches to provide professional development and data analysis support to local districts and ISDs across the state. Melissa Brooks-Yip of the Achievement Initiatives team

continues to supervise this growing team and coordinate the project and the administration of training for the KRA across the state.

Additionally, Alan Oman and Scott Menzel worked diligently with the Governor’s office, the Michigan Department of Education, and legislative leaders to expand funding and secure \$2.5 million for the 2019-2020 administration. The Governor’s FY21 budget maintains this funding level for next year.

Michigan State Educational Network (MISEN) and the Michigan DataHub

WISD continues to support and maintain connections to the Michigan State Educational Network (MISEN) and the MI DataHub. This allows Fiber consortium members to take advantage of internet connectivity at no additional cost. All districts and programs can be supported as they connect applications for data exchange through the DataHub.

WISD Technical staff also continue to ensure that all staff and student devices are replaced within the 5-year replacement cycle. This ensures all users have access to district supported systems for administrative and instructional needs. For example, WISD replaced all copiers in the agency and converted to a new print contract with Applied Imaging. This new system allows staff to utilize their badges to login and copy as well.

GOAL 2:

Cultivate an organizational culture of equity, inclusion, and social justice through education, engagement and action.

GOAL 2: EMERGING WORK

Powerschool Plug-In Pilot

The Technology Department is currently piloting a 504 plug-in to PowerSchool that will flow the 504 accommodation information from PowerSchool Special Programs into PowerSchool. This will allow teachers to know the needs and appropriate accommodations for each individual student in their class in a timely manner.

Courageous Conversation About Race

Our organization is partnering with Pacific Educational Group to engage in a multi-year effort focusing on the Courageous Conversation About Race (CCAR) protocol in order to transform our organization into a place that truly supports all students reaching their highest potential. This effort will occur over the course of the two-year partnership and culminates with the development of an organizational equity transformation plan. To date, our efforts have included:

- **Beyond Diversity 1:** This two-day seminar introduces the CCAR protocol focuses on helping participants understand the impact of race on student learning and investigate the role that racism plays in institutionalizing achievement disparities. We offered the seminar three times--in June, August and October – and had 204 people participate. Nearly all were WISD staff or board members. 37 participants were from local districts, community partners, contractors or program partners working with our youth.

- **District Executive Equity Leadership Team (DELT):** DELT is focused on building executive capacity and accountability for leading and implementing a district’s systemic equity transformation plan. 16 cabinet-level leaders are participating in the eight-day DELT training. Day 1 and Day 2 occurred in November and February. Two more days are scheduled this year, and four for next year.
- **Leadership for Racial Equity Development (LEADS):** LEADS provides training, coaching, and support is focused on deepening the will, skill, knowledge and capacity of administrators to lead, oversee, and manage the dynamic process of system-wide racial equity transformation. 58 ISD staff members representing all programs and departments are participating in the 6-day LEADS. Day 1 occurred in January. Two more days are scheduled for this year and the remaining 3 days will occur next school year.

2030 Planning

The first phases of the 2030 planning process are underway. We’ve been meeting with various existing groups deeply connected to the work of the ISD (superintendents, our own cabinet group, special education administrators, and others) to identify the successes of the last ten years and lift up some of the core values that have been instrumental to our successes and important to carry forward in the planning process. The next phase will focus on the vision for youth in our community and will occur over the next 3-4 months.

GOAL 2 SUSTAINING WORK:

Justice Leaders

WISD staff continue to attend the Justice Leaders courses. One staff member has become and is serving as a Justice Leader Core Course Facilitator. To date, 68 WISD staff and board members have completed the Justice Leaders Core Course (Cohorts 1-12), and nine have completed the Justice Leaders Advanced Course.

GOAL 3:

Advocate for policies that support equity and inclusion on the local, state, and national levels.

GOAL 3: EMERGING WORK

General Supervision System - Cohort 0

In the fall of 2019, the Special Education Department was approached by the Michigan Department of Education’s Office of Special Education to be one of eight Michigan ISDs to complete a General Supervision Self-Assessment. This tool is intended to assist ISD teams to assess the development and implementation of a system of General Supervision that supports the improvement of educational results and functional outcomes for students with IEPs, as well as meeting the requirements of IDEA, Part B. WISD convened a diverse team with members representing various aspects of the special education department, the business office, and local districts in Washtenaw County. Eight meetings were held focusing on each of the eight components and team members collected documentation as evidence of their general supervision work. The self-assessment was submitted to MDE – OSE on January 15, 2020

and an MDE review team will be scheduling an in-person review of the document and evidence between April and June. The work of the eight ISDs in Cohort 0 will guide the work and the self-assessment for the rest of the ISDs in the state.

Fiber Consortium

The Fiber Consortium Subcommittee is reviewing replacement hardware that will ensure all internet traffic coming into the Consortium network passes a security check. We will be recommending the purchase of a new Firewall with Intrusion inspection and Advanced Malware Protection to ensure all students in the county are able to utilize reliable “clean” internet services.

Statewide CyberSecurity Training

Members of the WISD technical staff have worked on publications and presentations around CyberSecurity for State Organizations to share the knowledge and importance of both maintaining secure practices, but also to provide trainings and tips for instructional staff to share with students.

Superintendents Institute on Belonging, Diversity and Equity

The first Superintendents’ Institute on Belonging, Diversity and Equity was held in January in Ann Arbor. This institute was planned and coordinated by Washtenaw ISD and had nearly 60 participants, mostly superintendents, plus some central office administrators, from Michigan and Ohio attend. It expanded on the Midwest Forum by inviting local district leaders to learn more about leading with an equity-focused lens. Dr. Darnisa Amante-Jackson from DEEP led the two-day session. This work is an attempt to expand the understanding and need for equity-based leadership so we can collectively shift educational decision-making on both the local and regional scale to be more equity-focused.

Bond and Sale of Bond

In August, voters generously passed a \$53.295 million bond issue to significantly renovate High Point School. The passing of this bond issue will allow WISD to provide improved facilities for our students with IEPs with the greatest need. The building will be designed to meet the needs of our students, providing them equitable access to the education they deserve. We also took intentional steps to make the bonds available for purchase by our local residents. Working with our senior bond underwriting team, we engaged a secondary underwriter with wider access to the local retail investing market. We also conducted an open house with our underwriters and municipal advisor for our local public interested in investing in our bonds.



GOAL 3: SUSTAINING WORK

Early Childhood Advocacy:

Early On (0-3), Head Start, and the Great Start Readiness Program

Executive Director of Early Childhood Programs, Alan Oman, continues to serve as a Michigan Association of Administrators of Special Education (MAASE) representative on a joint MAASE/Michigan Interagency Coordinating Council (MICC) workgroup. The workgroup has developed a white paper to improve Michigan's practices related to providing special education services and supports for children ages birth to three. The white paper has been adopted and endorsed by MICC, MAASE, and MAISA.

The state's FY20 School Aid budget also included an additional \$2.15 million (for a total of \$7.15 million) as a state match to federal Part C of IDEA funding for children ages birth to three. This success was, in part, a direct result of advocacy efforts by both MAASE and the Early Childhood Administrators' Network (ECAN).

Alan Oman also serves as the Treasure and Government Affairs Committee chair for the Michigan Head Start Association (MHSA) and the Legislation and Advocacy chair for ECAN. At the federal level, the Head Start community secured an additional \$550 million for the program. Some of those funds will be coming directly to WISD to support quality improvement for our local Head Start programs. In addition, WISD intends to apply for competitive funding to expand the Early Head Start program within the county.

At the state level, ECAN and MHSA have worked together to secure \$5 million in additional funding for the Great Start Readiness Program (GSRP) in FY20. The Governor's FY21 budget proposes an additional \$35.5 million to increase per child GSRP funding by 15%.

This additional funding will support WISD's 18 local prekindergarten partners (9 LEAs, 3 public school academies, and 6 community-based early education and care providers) to provide high quality, prekindergarten Head Start and Great Start Readiness Program (GSRP) classrooms for over 1,100 low-income three- and four-year-old children.

Cybersecurity in Washtenaw County

Cybersecurity within the Washtenaw Fiber Consortium and the WISD Networks continues to be a priority. The agency continues to utilize technologies and education to ensure our staff and student data is secured. This includes:

- Technology tips and videos around cyber security
- Annual Password resets
- Implementation of AMP endpoint protection on all Agency devices and servers
- External penetration tests and cyber assessment of our Firewall and Systems

Midwest Forum on Equity, Diversity and Inclusive Practices

The third annual Midwest Forum on Equity, Diversity and Inclusive Practices was held this summer at the Marriott Eagle Crest in Ypsilanti. Over 50 people representing leadership teams from ISDs and ESAs in Michigan and Ohio attended, including the WISD executive team. Dr. Darnisa Amante-Jackson from DEEP facilitated the two-day forum. The focus was on using adaptive leadership approaches to build an ethos and culture of diversity, belonging, inclusion and, ultimately, equity.

Michigan Kindergarten Entry Observation (MKEO)

The Michigan legislature continued to expand the pilot of the Michigan Kindergarten Entry Observation (MKEO) with WISD maintaining responsibility of administering and reporting on the assessment. In Fall 2019, the second year of the pilot occurred, which expanded to several more regions of Michigan. The legislature also included the third year of the pilot in their budget, so WISD will continue to provide leadership into Fall 2020 when the MKEO is given in all districts statewide.



Literacy Commission

Assistant Superintendent Naomi Norman was appointed by Governor Gretchen Whitmer to Chair the Governor's PreK-12 Literacy Commission. The Literacy Commission is a group of 12 individuals representing a diverse set of perspectives from schools to businesses to philanthropic and community-based organizations from across Michigan. The Commission is charged with reporting the current state of literacy development in Michigan's youth and recommending state policy and direction for literacy efforts. The group is responsible for keeping the Governor, the legislature and the Michigan Department of Education updated with its recommendations for literacy-related funding and supports.