

# Instructional Program Evaluation

**MSBO Certification Class**  
**April 2024**



# Why Student Success is Priority #1



## Financial Services: Understanding Student Success and the Impact on the Budget

Thomas Wall, ED of Business Services & Operations, Dearborn Public Schools

Gary Wood, Ed.S., Michigan ASCD Executive Director

# Agenda

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- Overview
- Who's in the Room?
- Leadership
- District and school-based budgeting info/examples
- Current landscape of student success
- Factors that influence student success and your work
- Small group application
- Debrief Session

# Outcomes

- To receive an overview of district and school-based budgeting
- To introduce educational mandates and the landscape that drive teaching and learning
- To become familiar with accountability that influences teaching and learning
- To better understand the changing demographics that impact teaching and learning
- To make application of your learning

# Your Learning Advocates

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## **Mr. Thomas Wall**

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# Connector

- At your table/Neighbor
  - Introduce yourself
    - Name, district, position, former roles
  - Pick **one** prompt to respond to:
    - The most memorable concert you attended.
    - A short story about your first car.
    - Your favorite summer activity.

WHY? Group dynamics require a focus on task, relationships and process ([Garmston, R.J. & Wellman, B.M., 2016](#))

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# Leadership

Podcasts:

[The Wallace Foundation Podcast, Principal Pipeline](#)

(1:20 - 6:40) (Add thoughts to Page 1 of Jamboard)

[Freakonomics, "What does a CEO really do?"](#)

<http://freakonomics.com/podcast/c-e-o-actually/>

(1:00 - 4:28) (Add thoughts to Page 2 of Jamboard)

SHARE YOUR THOUGHTS: [Jamboard](#)



ing Knowledgeable Honest positive  
Character Inspiring helpful Optimistic Self-Confident Confident Confidence  
NICE Open-Minded Dependable Volunteering  
Teamwork  
Grateful  
helpful motivator Inspirational Confident Confidence  
Problem-Solver Imaginative knowledge Confident  
Leadership  
Trustworthy  
Determined Rustworthy  
Positive Focused Confidence  
Inspiration  
honest honesty teamwork Optimism Positive Confidence  
Followers 212° Trustworthy Motivational Inspire helpful Confidence  
Inspiring  
Courage  
Carine Fair  
Inspiring  
Confidence  
Trust  
Helpful Helpful  
Dependable Confidence  
Integrity Confidence  
Teamwork Helpful Positive Attitude  
Dependable helpful

<https://bit.ly/1uab3Gu>



# Leadership: Give One - Get One

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- Why did you choose to lead?
- How do you have “skin in the game?”
- How will you lead/make people feel safe?

# Premise

- We budget to the instructional plan  
**NOT**  
Plan the instruction to the budget
- Cuts, cuts, cuts – you too? Economy turning around? ESSER Cliff? - what does that mean?
- New money - who decides on how to spend it? Transparency is important!
- Grants supplemental to general fund
- Executive Admin needs to understand the impact of budgeting and decision making!

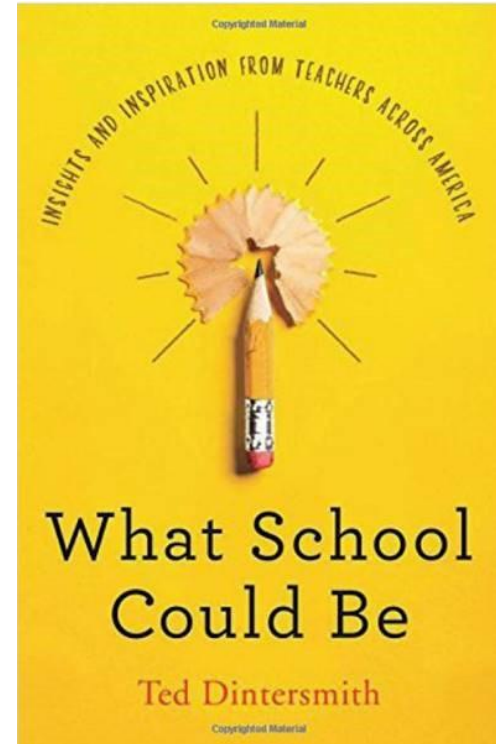


## ***What Schools Should Be: Insights and Inspiration from Teachers Across America*** by Ted Dintersmith

The executive producer of the documentary *Most Likely to Succeed*. He spent the 2015-16 school year traveling to all 50 states, visited over 200 schools, and met thousands of people in US education (Grand Rapids, Lansing, Ann Arbor and Adrian).

### [What Schools Should Be](#)

### [FAN Talk: Ted Dintersmith \(3:34-6:25\)](#)



# Partnerships Built on Trust & Relationships

- School leaders need to meet with you on a regular basis
- Teams need to work together to develop a plan to support district curriculum and instructional needs
- School leaders need you to be engaged during these changing & challenging times
- School leaders need you to visit their schools & classrooms



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# District & School-based Budgeting

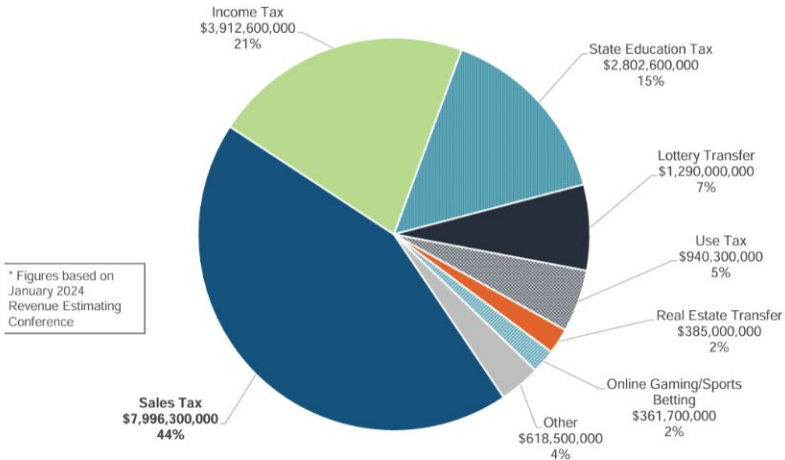
# Limited Sources...

- State Aid
  - Student Enrollment
- Categorical (growing)
  - State At-Risk Funds
  - Special Education
    - State
    - Federal
- Federal Consolidated Grant (Title I, II & III)
- Bond Issues
- Sinking Fund
- Competitive Grants
- Foundations
- Incentive/Performance Based Funds... What does the Future Hold?
- Enhancement Millage
- CARES/GEER/ESSER

# Share where are money comes from and share back to schools

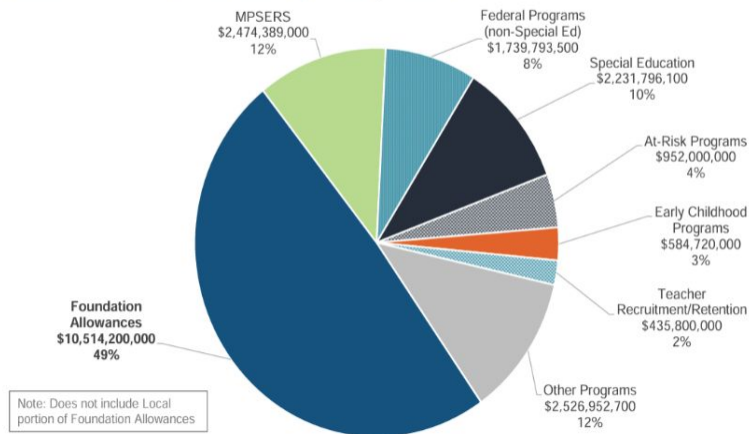
## SAF Budget FY2023-24

Sales tax is the largest revenue source, contributing nearly half of the **\$18.3 billion** in total estimated SAF revenue for FY 2024-25.



## SAF Budget FY2023-24

About **49%** of the **\$21.5 billion** School Aid budget supports per-pupil foundation allowances used for school district general operations.



# School Finance...a Numbers Game

- We always have been and always will be...  
*beholden to the state to show us the money*
- There is...  
*little opportunity to increase our revenue or know in advance what we are going to get!*
- It is...  
*more difficult than ever to control costs of: health care, wages, utilities, infrastructure needs...*





# Let's Face the Facts...

- 80% to 85% of all school district budgets are spent on...
- Which leaves 15% to 20% for everything else!



# School Finance...a Numbers Game

- Staffing impact - greatest area of expense and we typically have little impact!



*How does your district handle staffing?*

- *Elementary vs Secondary*
- *6 period day, 7 period day, block scheduling?*
- *Class size limits, contractual limitations?*
- *Co Teaching, Support staff, Special populations?*
- *Semesters - core teachers, Trimester - electives?*
- *Grade grouping in a building, A/B day, master schedule*
- *Union contract language impacting staffing?*

# School Finance...a Numbers Game

## What is a master schedule?

When it comes to [secondary school scheduling](#), there are many options. Which schedule is best? It depends on what you're trying to accomplish.

### **Traditional 6-Period Day**

*A traditional 6 period day consists of 45-55 minute subject course periods with lunch, possibly homeroom, and electives built in.*

As mentioned above, historically the “default” schedule for most schools has consisted of a series of six periods each day that may rotate on a semester or trimester basis. This is the simplest schedule in terms of staffing assignments, master schedule development, bussing, lunch scheduling and anything else that’s traditionally been part of the secondary school experience.

### **Block Scheduling**

*Larger chunks of time for each subject or for interdisciplinary learning. Block schedules often require rotating subjects in order to accommodate enough time for each. The range of time for blocks varies and can be anywhere from 75 minutes to as long as 180 minutes.*

### **7 & 8 Period Day**

*An iteration of the six-period day, a 7 or 8 period day allows for students to enroll in additional electives (this is particularly helpful for providing options for students interested in the visual and performing arts, work-based learning and/or world languages).*

# School Finance...a Numbers Game

- Elementary schedules - [Elementary Schedule](#) (K-2 , 21-23)  
(3-5, 24-25)
- Special schedules - Elementary Special Schedule
- Secondary schedules - Middle School Schedule (6-8, 27-28)  
- [High School Schedule](#) (9-12, 29-31)

## Other issues:

Teacher certifications, union contracts, English language learners, professional development, substitutes, etc....

# Union Contracts Impacting Costs

Class Size limitations by subject	Salary schedules, Lane changes
Overage stipends	Layoffs, transfers, reassignment
Ties to financial data, benefits	Curriculum adoptions
Special Schedules	Calendar Impact (other unions)
Athletics, Academic Clubs	School closure days

**Understanding finances in contract management is a must due to limited financial resources**

# Federal Legislation & Federal Funding

1965 – Elementary & Secondary Education Act ([ESEA](#))

1983 – A Nation at Risk ([youtube](#))

1994 – Improving America's Schools Act ([Title Funds](#))

2002 – No Child Left Behind Act of 2001 ([youtube](#))

2015 - CCSS-2010 Common Core/State Standards  
Career and College Ready



# Elementary & Secondary Education Act, 1965

- Originally Provided for
  - Title I: Financial Assistance For Local Educational Agencies In Areas Affected By Federal Activity
  - Title II: Financial Assistance To Local Educational Agencies For The Education Of Children Of Low-Income Families
  - Title III: Supplementary Educational Centers and Service
  - Title IV: Educational Research And Training
  - Title V: Grants To Strengthen State Departments Of Education
  - Title VI: General Provisions

# State and Federal Grants Compliance

## School Accounting Manual

- Account numbers that meet Financial Information Database (FID) requirements
  - Fund determination
  - Grant Codes
  - Michigan Public School Accounting Manual
  - Grant Year planning
  - July 1st through June 30?
  - Oct 1st through Sept 30? - Across two fiscal years
  - Early cut-off by granting agency?
  - Spending before grant approved?
- Cash request procedures
- Reporting expenditures on final report

## State & Federal Requirements

- Eligibility
- Allocation
- Cash Management
- Budgeting Requirements
- Guarantee Spending Minimums
- Subrecipient Monitoring
- Procurement
- Indirect Cost Rate variables
- Time & Effort Certifications
- Matching
- level of Effort/MofEquity
- Earmarking
- Supplement vs. Supplant
- Individual grant requirements



# State and Federal Grants Compliance

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## **MICHIGAN SCHOOL AUDITING MANUAL**

EFFECTIVE FOR AUDITS OF SCHOOL YEAR

2020-21

## [Michigan School Auditing Website](#)

### **Financial Audit Resources**

#### **Michigan School Auditing Manual**

- [2022-23 Audit Alert](#)
- [2022-23 Michigan School Auditing Manual](#)

#### **Authoritative Guidance**

- [2023 OMB Compliance Supplement](#)
- **Reach out to auditors to get information**
- **Uniform Budgeting and Accounting Act (UBAA)**
- **Uniform Grant Guidance**

#### **Other Resources**

- [Guidance on Electronic Filing of Financial Statement Audits](#)
- [Join our Listserv of Public School Auditors](#)

# Thinking About Your Community Profile

## Community Factors

- Size
- Population
- Demographics
- Median Income Level
- Location
- Education

## School Factors

- Size
- Population
- Demographics
- Location
- Graduation Rate
- F/R Lunch %
- Academic Performance
- HQ Staff

MI School Data <https://www.mischooldata.org/>

[“What School Funding Debates Ignore”](#) *The Atlantic*

# Thinking About Your Financial Profile

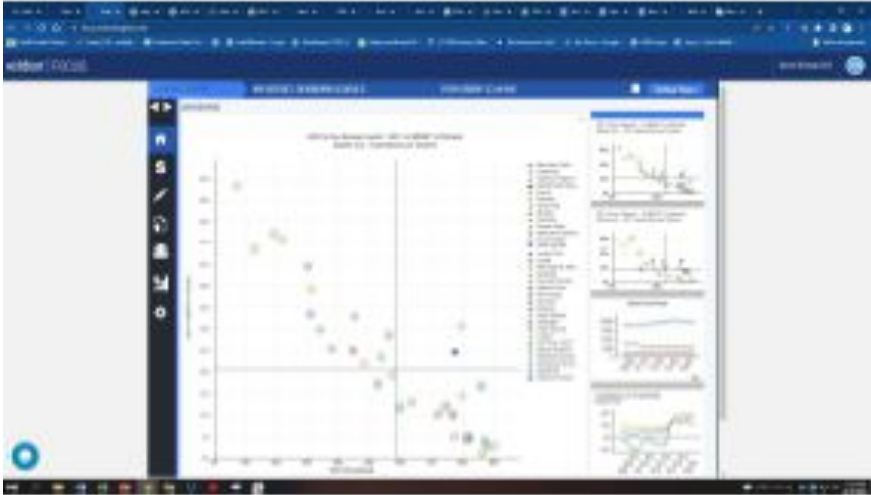
- Operation vs Special Revenue Funds
  - Know how they interact between each other
- Total Budget Dollars available
- Bulletin 1014 - How does your District compare to others?
  - Educational percentages by category
    - FID And REP develop this data
  - Rankings for revenue and expense
  - Dearborn Rankings
- Grant funding
- Salary allocation between programs
- Staffing hires and/or reassignments? How do you track them?

# Use Technology to tell the your story

## Muntrix Profile Data



## Eidex Profile

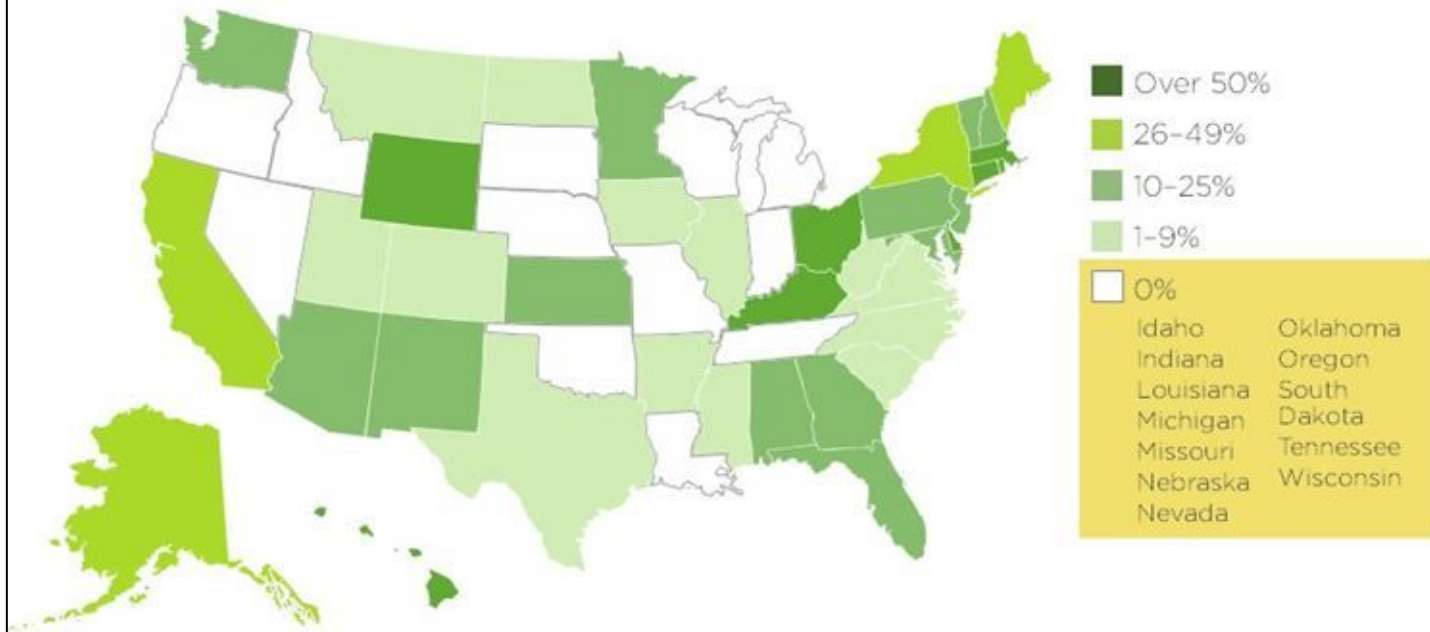


# Factors Affecting Budget

- Enrollment Trends – up/down?
- Staffing model/process – you need to be there for these discussions!
  - Retirements, staffing shortages, etc..
- School schedule
- Block, 6 period day
- Specials Schedule, Traveling Staff
- District intergovernmental agreements on other programs
- Funding arrangements
- Alternative to traditional schooling
- Textbooks, professional development, etc..
- Infrastructure - Is there a plan in place?

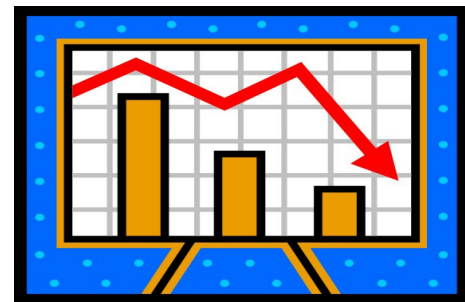
# 12 STATES PAY ZERO CONSTRUCTION COSTS

STATE SHARE OF FUNDING FOR CAPITAL OUTLAY, FY 1995-2013



# Challenges

1. Increasing or Declining Enrollment
2. Vacant Facility/Redistricting
3. Increasing Costs
4. Declining Revenue
5. Competition from Other Educational Districts/Charters (16 in Dearborn boundaries)
6. How do you get buy in from instructional staff?



[Example #1](#) [Example #2](#) [Example #3](#) [Example #4](#)

# Administrative Meeting Budget Worksheet




Sample #3

## Current Enrollment Trend

	General Ed		Special Ed		Blended Total	Blended Change	Fall Count
	Fall	Winter	Fall	Winter			General Ed Change
2016	19,343.57	19,182.50	488.10	539.86	19,820.74	123.53	205.75
2017	20,228.66	19,574.17	460.59	496.83	20,627.42	806.68	885.09
2018	20,432.22	20,438.05	468.07	475.79	20,901.64	274.22	203.56
2019	20,275.24	20,521.45	460.59	490.22	20,763.41	(138.23)	(156.98)
2020	projected				20,600.00	(163.41)	

	<u>Salaries</u>	<u>Benefits</u>	<u>Total</u>	<u>Total Expenses</u>		<u>Change</u>		
2016	\$120,296,648	\$80,450,895	\$200,747,543	\$229,780,410	87.36%	-0.04%		
2017	\$122,429,732	\$83,441,307	\$205,871,039	\$235,501,877	87.42%	-0.05%		
2018	\$127,830,498	\$90,687,837	\$218,518,335	\$254,531,685	85.85%	1.57%	(\$7m enhancement Millage impact)	
2019	\$138,697,452	\$94,471,494	\$233,168,946	\$273,376,297	85.29%	0.56%		
2020	projected	\$143,340,361	\$97,124,407	\$240,464,768	\$280,672,119	85.67%	-0.38%	(2% raise salaries, 1.9% benefits, 1.32% retirement)

## Administrative Task:

-  Discussion and Ideas about programmatic and staffing changes
-  Discuss only ideas for those areas in which you oversee
-  Please put heading on paper for your area of discussion

Next step is to review suggested areas of consideration for potential staffing adjustments.

See how the Enhancement Millage can mitigate or restructure for new programmatic changes

Survey administrators on ideas raised in December's admin meeting for Enhancement millage and programmatic changes



# Best Use of Limited Funds...

- Challenges of every school district today
- Budgeting **MUST** be done based upon educational priorities and a plan ([separate presentation](#))
- Invest in...
  - Our Students
  - Our Staff
  - Instructional Programs



# 10 MINUTE BREAK...



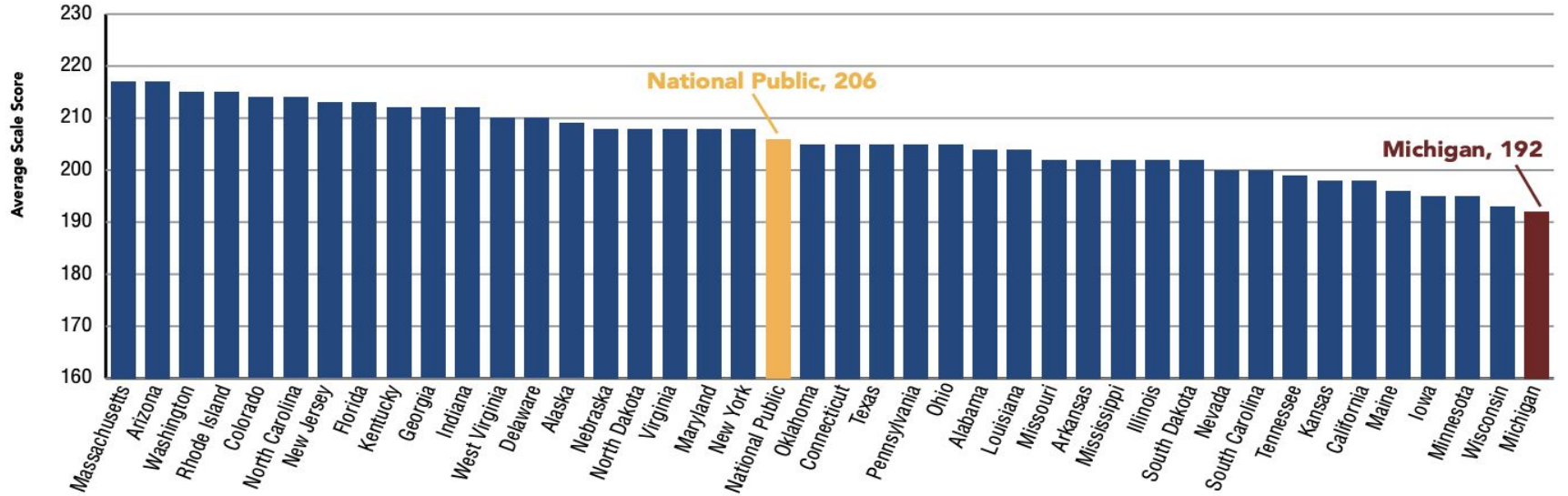
The Vikings, of course, knew the importance of stretching before an attack.

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# Current Landscape

# Michigan Last for African American Students in Early Literacy Compared to Nation

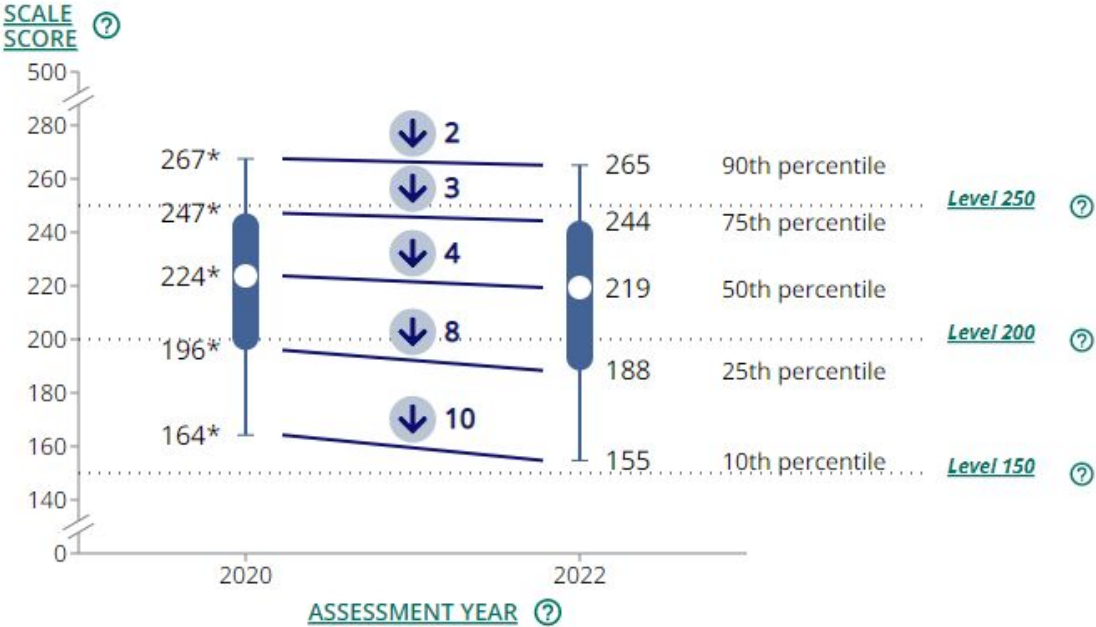
## Average Scale Score, NAEP Grade 4 – Reading – African American Students (2015)



Source: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2015

# NAEP Reading Scale Scores

## READING



# NAEP Michigan Reading

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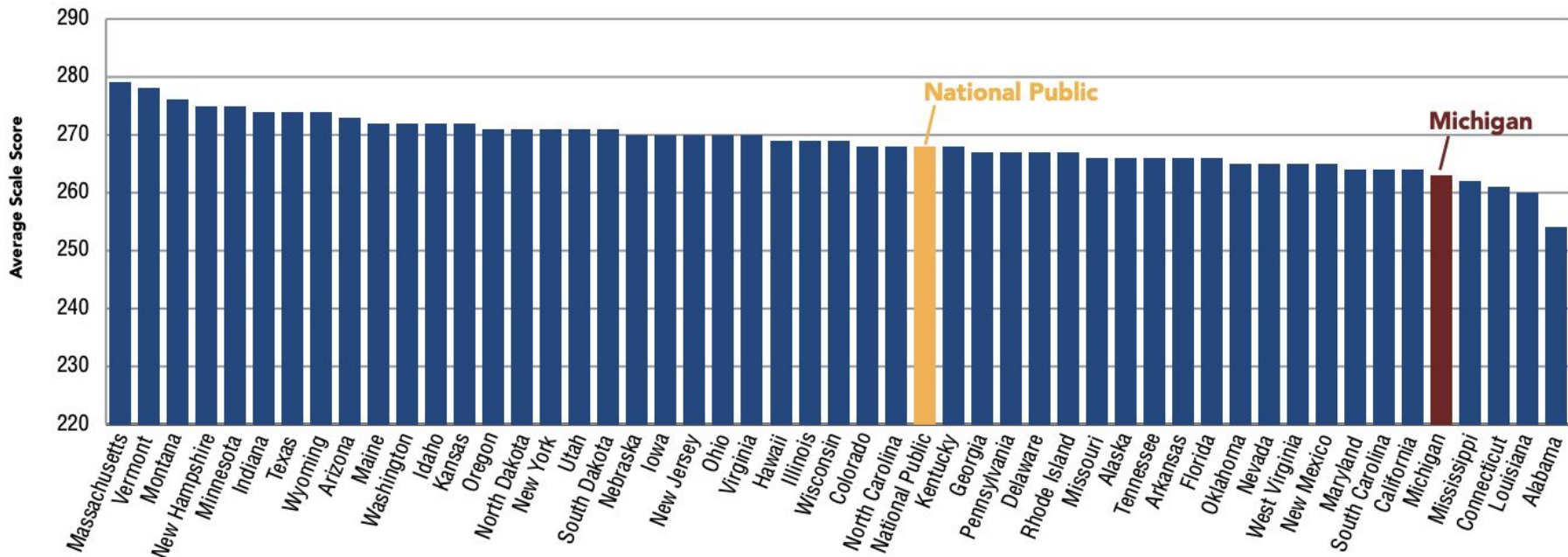
## Grade 4 Michigan Reading

National assessment shows Michigan students stumbled in reading and math

*Detroit Free Press (10-24-2022)*

# Michigan Among the Bottom Five States in the Nation for Low-Income Students in Eighth-Grade Math

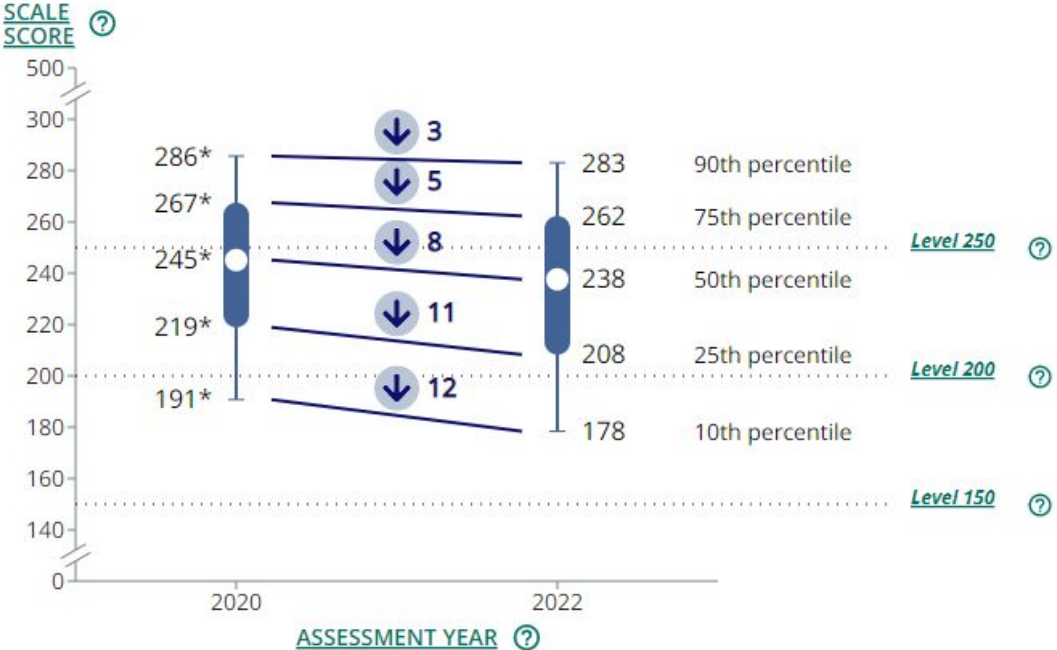
## Average Scale Score, NAEP Grade 8 – Math – Low-Income Students (2015)



Source: NAEP Data Explorer, NCES (Basic Scale Score = 262; Proficient Scale Score = 299), 2015

# NAEP Math Scale Scores

## MATHEMATICS





# NAEP Michigan Mathematics

GRADE 4 | MATHEMATICS | 2022

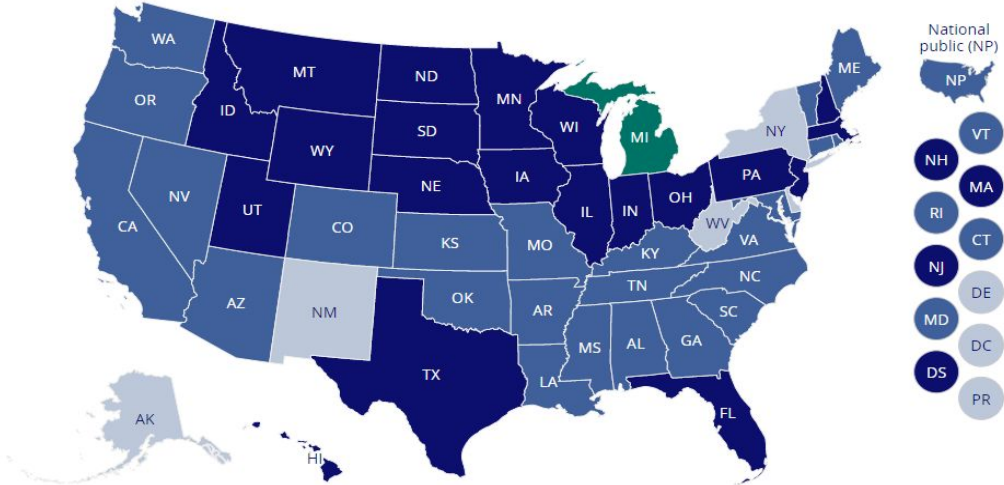
2022 ▼

AVERAGE SCALE SCORES



Mathematics, Grade 4

Difference in average scale scores between all jurisdictions and Michigan, for All students [TOTAL], 2022



# COLLEGE ATTAINMENT



## WHAT IT IS:

This indicator represents the percent of people 25 years or older in each state and nationally who have completed a bachelor's degree.

## WHY IT MATTERS:

In 2015, Michigan ranked 27th of 43 in the percentage of adults 25 or older who have completed a bachelor's degree, at 28 percent. Yet, roughly 17 percent of African American or Hispanic Michiganders have completed a bachelor's degree.

**COLLEGE ATTAINMENT<sup>i</sup>**

**CURRENT RANK:**

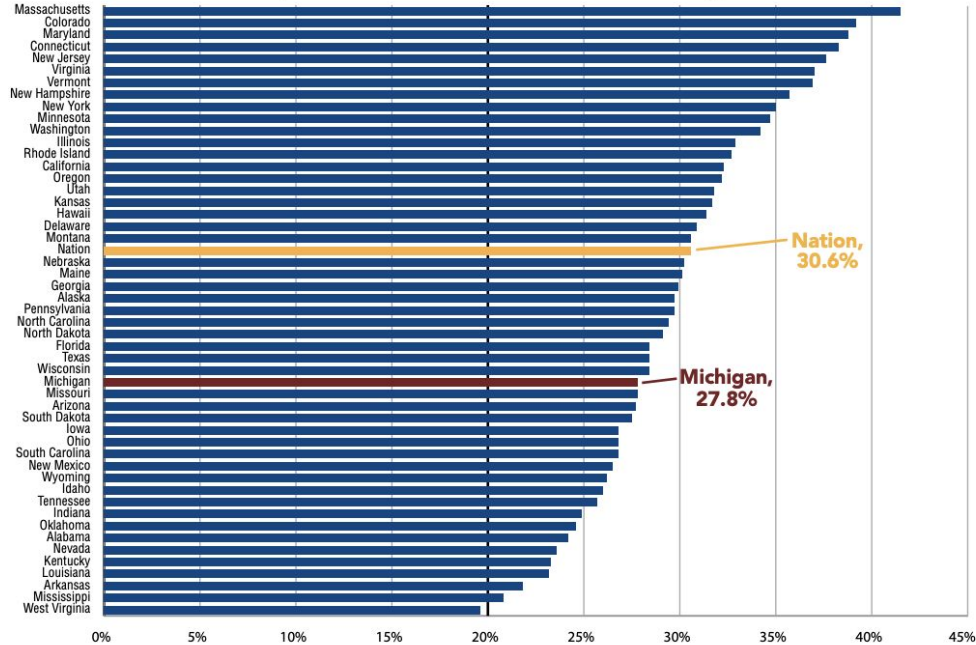
**27<sup>TH</sup>**

**2030 PROJECTED RANK:**

**31<sup>ST</sup>**

## Michigan's Economy Depends on More Adults Earning College Degrees

Percent of People 25 Years and Older with a Bachelor's Degree or Greater in 2015

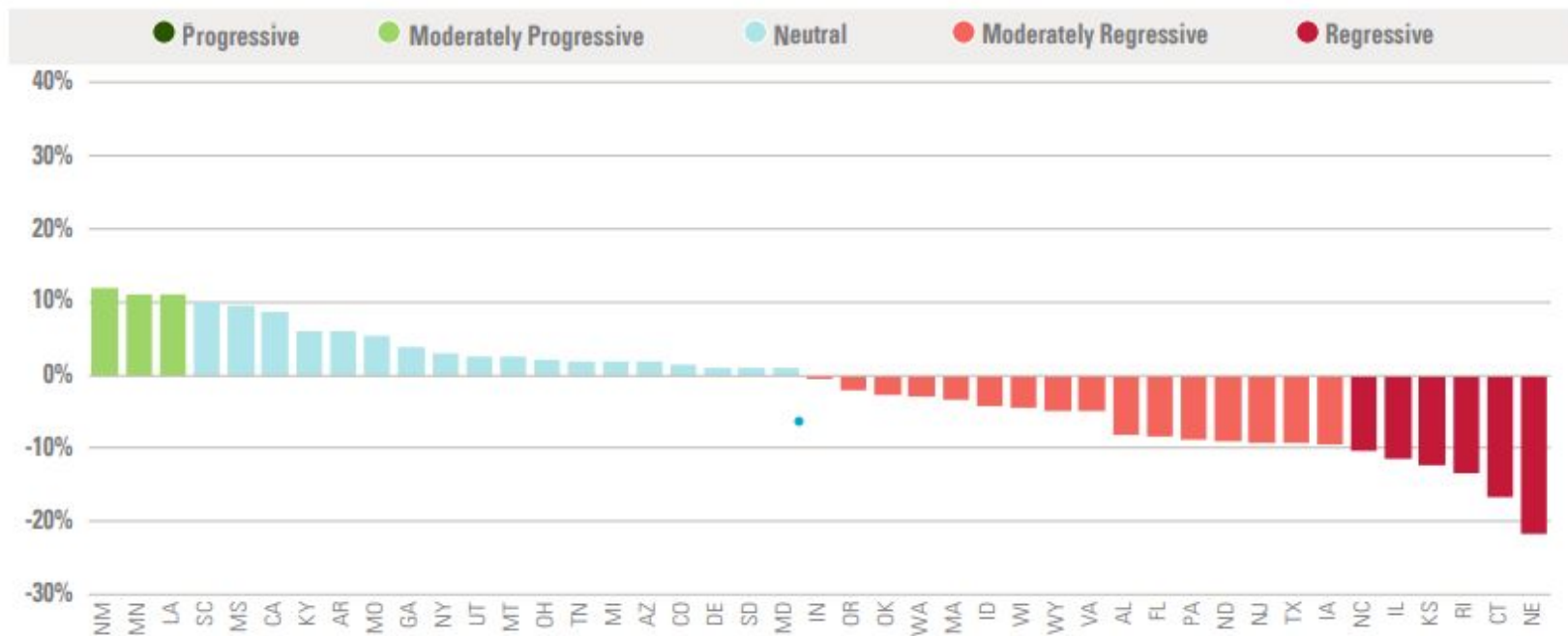


Source: United States Census – American Community Survey – 1 Year Estimates, 2015

i. Michigan's 2030 projected rank is 31st of 48.

# Funding Gaps

**FIGURE 1:** Gaps in State and Local Revenues per Student Between Districts Serving the Most and Fewest Students of Color, 2018-2020



# ACCESS TO RIGOROUS COURSEWORK



## ACCESS TO RIGOROUS COURSEWORK

CURRENT RANK:

30<sup>TH</sup>

2030 PROJECTED RANK:

30<sup>TH</sup>

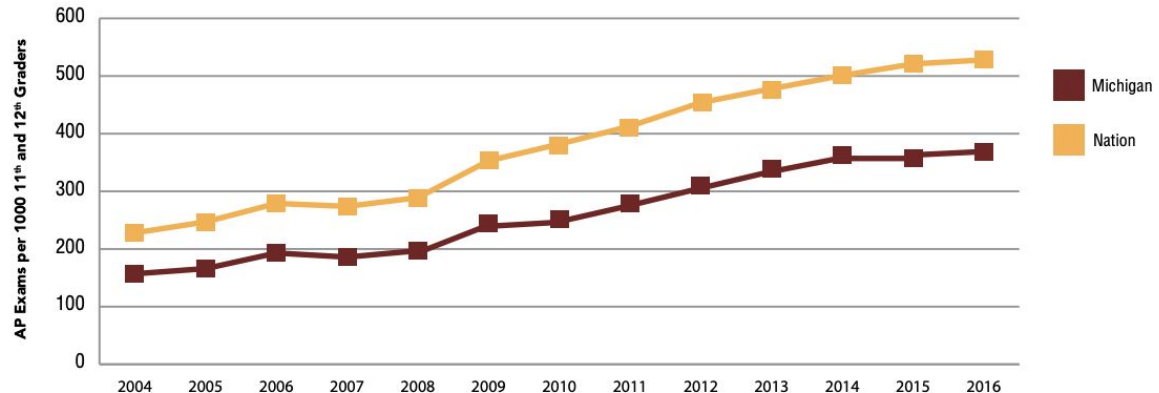
### WHAT IT IS:

Access to rigorous coursework is measured by the College Board AP Program Participation and Performance data. The data represent the total number of AP exams administered per 1000 11th and 12th grade students.

### WHY IT MATTERS:

One of the best ways to ensure more students are college- and career-ready is to increase access to rigorous coursework in high school, such as Advanced Placement courses. Research shows that just taking these classes – even if a student does not earn credit in a college-level course – increases the likelihood that the students will go to college.<sup>1</sup> Michigan is currently ranked 30<sup>th</sup> of 47.

**Michigan Has Seen a Steady Increase in Access to Rigorous Coursework, but Still Lags Nation**  
AP Exam Participation



Source: College Board AP Program Participation and Performance Data, 2004-16

# What is Going on in Michigan?

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[Jot down on Jamboard](#) (Page 3)



# Top Ten for Education - Not by Chance

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- Excerpt from
  - 2023 State of Michigan Report released by [The Education Trust-Midwest](#) and the latest - [Marshall Plan](#)
  - [MDE Top 10 Strategic Educational Plan](#)

# Top Ten for Education - Not by Chance

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## ED TRUST 2023

- Fair system of school funding
- System of fiscal transparency
- Accountability for spending
- Invest in ed recovery
- Extended/expanded learning time
- Access to rigorous coursework
- Honesty about student performance
- **Quality early childhood ed**

## ED TRUST 2020

- Fair investment
- Honest info, transparency and public reporting
- Extended learning time
- Quality virtual instruction and access
- Inclusivity and socioemotional supports
- Transition to Postsecondary opportunities

## MDE Top 10 STRATEGIC PLAN

- Provide adequate and equitable school funding
- Improve early literacy achievement
- Improve the health, safety and wellness of all learners
- Expand secondary learning opportunities
- Increase the percentage of high school graduates
- Increase the percentage of adults with postsecondary credentials
- Increase the number of certified teachers
- **Expand early childhood learning**

# Additional Indicators and Responses

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- School Finance Research Collaborative  
<http://www.fundmischools.org>
- Michigan's Talent Crisis  
<https://midwest.edtrust.org/michiganachieves/>
- [MDE's Strategic Plan](#)
- [Michigan's School Funding: Crisis and Opportunity](#)
- [National Leadership](#)



# Factors That Influence What Schools Do

Evidence Based Practices ([Pic](#))

Mandates

Accountability

Changing Demographics

Politics & a Pandemic

# What is Your District doing?

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- Think about all that your district is doing. List the initiatives.
- Why are you doing all of these things? Are they aligned with your district's needs? Will they help students?
- How do you know what is working and what is not working?
- What will you do with this information?

# Curriculum

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## What it is...

- Standards
- Instruction
- Assessment
- Tools
- Processes

## What it isn't...

- Programs
- Packaged
- Purchased

# What, exactly, is a Curriculum?

- Curriculum is defined in different ways depending on who is defining it.
- There is the
  - intended curriculum
  - enacted curriculum
  - hidden curriculum
  - written curriculum
  - unwritten curriculum
  - AND courses offered by a school, a set of standards (i.e. the CCSS), a collection of lesson plans....

# One Definition of Curriculum

## What is it?

Any document or plan that defines:

- The **work** of teachers
- The **content** to be learned by the students
- The **methods** to be used in the process

Curriculum

## What isn't it?

A curriculum is NOT the textbook or program you purchased from a publisher.

## What is the Purpose?

To **focus** and **connect** the work of classroom teachers in school to the standards, assessments, and classroom practices in order to raise student achievement

Curriculum can no longer be what you have been doing for the past 15 years unless it is demonstrated to be in line with the standards and assessments!

# Another Definition of Curriculum

- The curriculum is the work plan\* or plans developed by or for teachers to use in classrooms that defines the content, scope, and sequence of the content, and to some extent the methodology of their teaching
- \*The *work plan* must provide for:
  - 1) *consistency*
  - 2) *coordination*
  - 3) *flexibility*

*Deciding What to Teach and Test, Fenwick English*

# Components of a Curriculum

- Philosophy – for the discipline
- Exit Outcomes – as result of the K-12 experience in the discipline
- Instructional Practices – for the content area
- Grade Level Standards/Outcomes – national standards and “big ideas” in the curriculum by grade level
- Scope and Sequence – for outcomes/standards
- Course/Grade Descriptions
- Unit Descriptions/Grade Level Overviews
- Inside the Unit – outcomes, essential questions, materials, duration, instructional activities/lessons, assessment plan
- Assessments – linked to outcomes

# For Our Purpose Today

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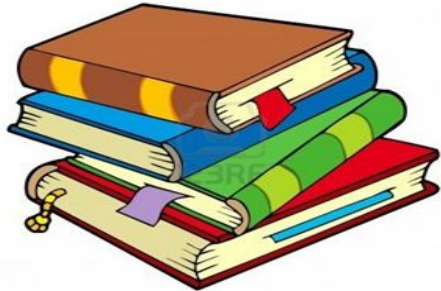
- Teaching - what and how
- Learning- why, what and how
- Assessment/Data/Evidence - demonstrates learning
- Support for Students - beyond academics



# Impacts on Curriculum

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- Mandates
- Accountability Measures
- Changing Demographics
- Politics



## Affects what?

- Staffing
- Procedures/Classroom protocols
  - inclusive vs pull out
- Purchasing supplies
- Textbooks
  - Hardcover vs Online
- Who qualifies for what resources?
- Training & in-service

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# Mandates

# The “Quality” Factor

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April 1983 - “A Nation at Risk”

“All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.”

# Legislated Changes in Education

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- ESSA (MDE reference)
- CCSS
- Collective Bargaining (MASB reference)
- Teacher Evaluation (MDE reference)
- Read by Third Grade Law (MDE reference)
- At Risk rule Changes (MDE reference)\*

# Every Student Succeeds Act

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- A rare bipartisan agreement on the part of the nation's chronically polarized policymakers. For the first time in more than a decade, Congress has redefined the federal role in elementary and secondary education.
- And it's done so in a way that aims to enhance the authority of states and school districts that had long chafed at the strictures of ESSA's predecessor, the No Child Left Behind Act.

# ESSA = Funding Flexibility

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- States and districts more flexibility in general—and particularly in how they use Title I aid
  - States will have a process to grant waivers to schools to use Title I aid in places other than schools with 40% or more E.D. students
  - Changes to the federal "supplement not supplant" rule, which says that schools can't use Title I money for anything their states already required them to spend money on

# CCSS -What are they?

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<https://www.youtube.com/watch?v=9IGD9oLofks>

- Research and evidence-based
- Aligned with college & work expectations
- Rigorous
- Internationally benchmarked
- Nationally selected because mastery is essential:
  - for college & career readiness in the 21st century
  - for a globally competitive society



A map showing states in the U.S which have either adopted, not adopted, partially adopted, or repealed the Common Core State Standards:

- States that have adopted the Standards
- States that have partially adopted or partially repealed the Standards
- States that adopted but later repealed the Standards
- States that never adopted the Standards

# Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

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- Beginning with 2023, the law mandates school districts adopt a state approved **screening, formative** and diagnostic reading assessment **system**.
- The legislation describes and mandates required **individual reading plans (IRIPs)** with **daily targeted** 1:1 or small group **intervention and supplemental reading intervention**.
- Districts must use reading coaches provided through the ISD. (Alternatives for PSAs)



# Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

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- ❑ In terms of state funding for these new mandates, generally, there isn't any, constant changes, then what happens when it goes away?
- ❑ In the current year budget each ISD is given \$37,500 to hire reading coaches (so, pretty much nothing).
- ❑ Other than that, there is no state funding dedicated to pay for the new mandates.
- ❑ Utilizing other eligible funding sources can be targeted for this area.

# Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

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- The law requires principals to target specific areas of professional development for teachers in **grades K-3** based on the reading development **needs data for incoming pupils, differentiate and intensify professional development** for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates among their pupils, establish a collaborative system within the school to improve reading proficiency rates in grades K-3, and ensure that **time is provided for teachers to meet for professional development.**

# Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

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- The previous school aid budgets have contained categorical funding for early literacy. The relevant funding section are here.
- New Sections:
  - 31o, 31n, etc...
  - SFA, HFA reports

<b>35a(3)</b>	Early Literacy Professional Development	950,000
<b>35a(4)</b>	Early Literacy Diagnostic Tools	1,450,000
<b>35a(5)</b>	Early Literacy Teacher Coaches	3,000,000
<b>35a(6)</b>	Early Literacy Added Instructional Time	17,500,000
<b>35a(7)</b>	Early Literacy - Michigan Education Corps –GF	1,000,000
<b>Total</b>		23,900,000

[What Dearborn is doing to address this area.](#)

Combination of 35a(5) and At Risk funds.

# Title 2A and Title 4

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## Title 2A - Allowable activities

- ❖ Formula based or competitive
- ❖ Helps support curriculum - discretionary!

## Title 4 - Allowable activities

- ❖ Grants awarded \$10k vs \$30k+
- ❖ Focus Areas:
  - Well rounded education;
  - Safe and Healthy students; and
  - Use of Technology

# Individuals with Disabilities Education Act

- ❑ The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation.
- ❑ IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
- ❑ Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

# The Purpose of IDEA

The essential purpose of IDEA hasn't changed, though. Its primary goals are:

- **To protect the rights of children with disabilities.** IDEA ensures students with disabilities have access to a free and appropriate public education (FAPE), just like all other children. Schools are required to provide special education in the least restrictive environment. That means schools must teach students with disabilities in general education classroom whenever possible.
- **To give parents a voice in their child's education.** Under IDEA, parents have a say in the educational decisions the school makes about their child. At every point of the process, the law gives parents specific rights and protections. These are called procedural safeguards.

# Who's eligible under IDEA/MARSE?

## Students with

- Autism spectrum disorder
- Deaf-blindness
- Blindness
- Emotional Impairment
- Deaf or hard of hearing
- Visual impairment
- Cognitive Impairment
- Severe Multiple Impairment
- Physical Impairment
- Other Health Impairment (including ADHD)

## Students with

- Specific Learning Disability (including dyslexia, dyscalculia, dysgraphia, among others)
- Speech and language impairment
- Early childhood developmental delay
- Traumatic brain injury

# What MTSS is About

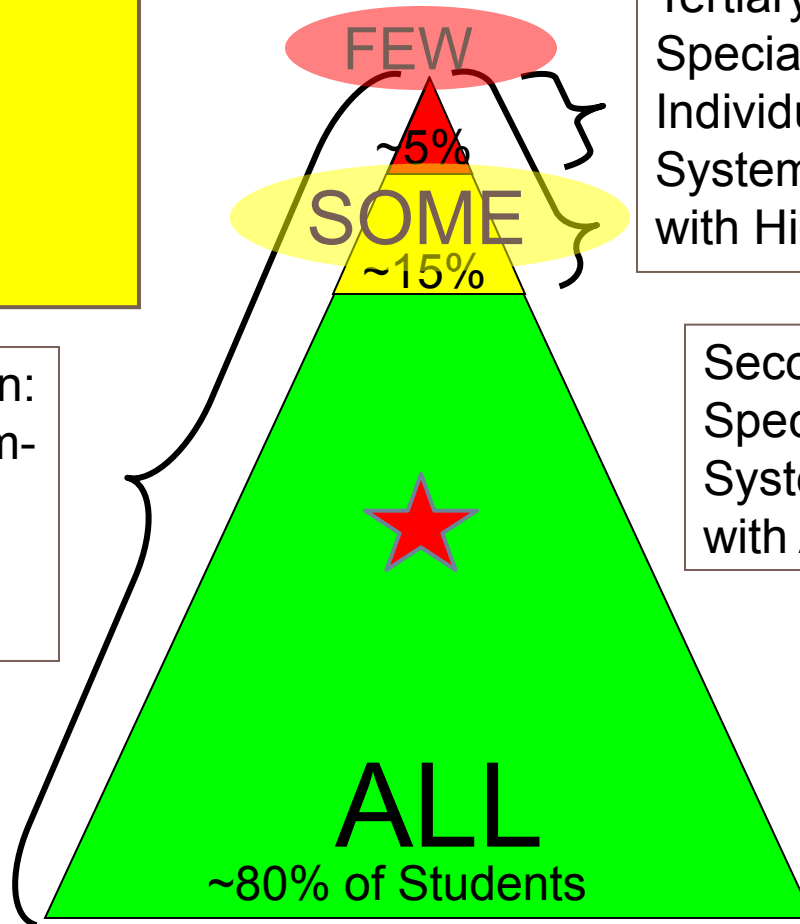
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- Reaches more students
- Allows for collaboration of services
- Eliminates the "wait to fail" model



**CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT**

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior

# 4 Critical Questions of a PLC

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## (Professional Learning Community)

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

# 10 MINUTE BREAK...



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# Accountability

# 1990's: Accountability

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- Push to increase the number of charter schools and parent choice
- Rise in the role of the school boards to micro-manage school business
- Parents, community members and business leaders demand greater accountability from schools
- Michigan teams with Standard & Poor's School Evaluation Services (SES) to analyze performance of all school districts

# Michigan...Public Act 25 of 1990

Implementation of a school improvement plan as the process of change

- Development of a model core curriculum at the district level
- Implementation of a school accreditation process to verify change
- Publication of an annual education report by every district and for every school

# Assessment

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- State: M-STEP, WIDA, MI-ACCESS, PSAT, SAT, ACT Work Keys
- Local: district, school, NWEA, benchmarks

What assessments does your district use?

Do you know? Grant funds available to be reimbursed (Sec 104)

# Educator Evaluation (Changes for 24-25)

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Item	Current	Will Be
Rating Changes	Highly Effective, Effective, Minimally Effective, Ineffective	Effective, Developing, Needing Support
Student Growth Percentage	40%	20%
Student Growth Data	50% State Assessments	Collectively Bargained
Annual Evaluations for All	Except when HE on 3 most recent - could be bennially	Except when HE or E on 3 most recent - could be bennially or triennially



# Professional Learning

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- Investing both time and money
- Is it a priority in your contracts?
- Is it a priority in the budget?
- Required to ensure teacher quality and retain strong professionals

# District Improvement Plans

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- Building and District should be aligned
- There should be a process to do both
- Can support strategic planning
- MICIP - WSCC Framework



# School Improvement Plans

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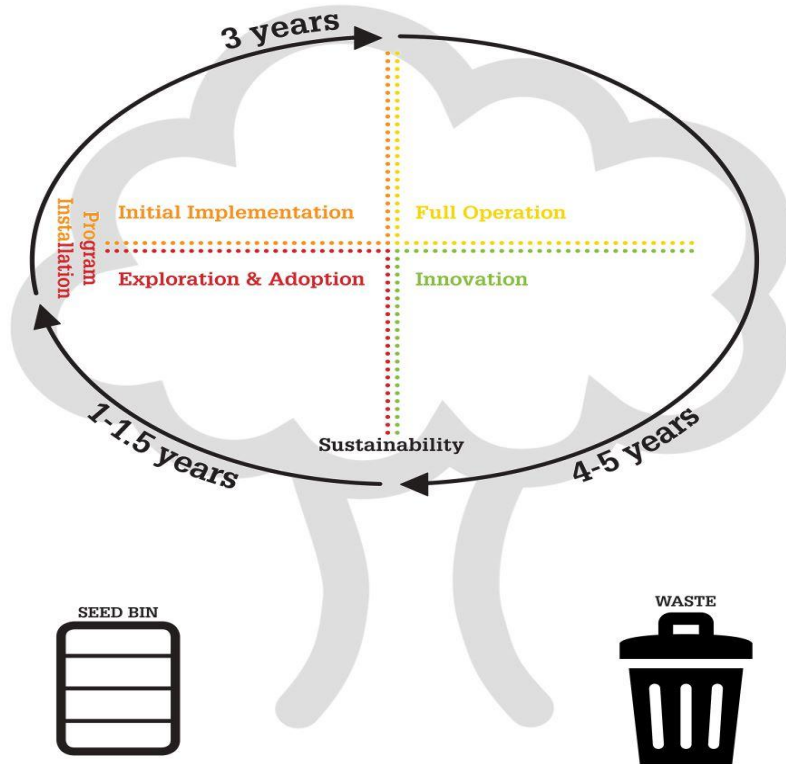
- MICIP
- School-based Plan for Improvement: every students
- Academic Goals
- Professional Learning
- Plus Student Data Analyses

# Title IA Plan

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- Targeted Assistance or Schoolwide ([Template](#))
- Requirements:
  - Comprehensive Needs Assessment (CNA) - Munetrix
  - High Quality Instruction and Supports for All Students
  - Identification and Monitoring of High Need Students
  - Services to High Need Students
  - Coordination, Integration, and Transitions
  - Instruction by Effective, Qualified, and Licensed Staff
  - High Quality and Ongoing Professional Learning
  - Strategies to Increase Parental and Family Engagement
  - Program Development, Review and Revision

# Plans require Implementation



How many initiatives are too many?

Who is impacted the most?

Sustainability is a “forever” process!



# Changing Student Populations

# Changing Student Populations

## Changing Demographics:

- socio-economic status
- location: urban, suburban, rural
- ethnicity and race
- family structure
- well-being
  - social-emotional, mental health, trauma, COVID

# Children Living in Poverty

- Children's Defense Fund
- Federal poverty level in 2023: \$30,000/year, family of four
- By Race (2021)
  - 19.5% - Blacks
  - 8.1% - non-Hispanic Whites
  - 17.1% - Hispanic
  - The Poverty rate for Blacks and Hispanics is more than double that of non-Hispanic Whites.



# Socio-economic status

- The experience of poverty changes both the stresses on children and the resources to support them:
  - Urban poor students tend to have more chronic stressors, including high mobility, poor housing stock, higher crime rates, environmental and noise pollution, and limited access to nature.
  - Rural poor students may have lower crime and costs of living and better access to nature and play areas, but may be more economically (and potentially racially or linguistically) isolated.
  - Suburban poor students tend to have lower stressors and higher resources than rural or urban poor students, but they may face more frequent discrimination from wealthier peers, and feel more socially isolated in their communities.

# Location: urban, suburban, rural

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- The geography of child poverty is changing, and research suggests educators may need to tailor their supports for disadvantaged students in rural, suburban, and urban areas.
- child poverty is rapidly moving from rural and inner-city communities to suburban areas and small towns

## WHO CHILDREN ARE LIVING WITH

Married father and mother, only father working



Married father and mother, both working



Divorced mother



Never-married mother



Other\*



Grandparents



## Percentage of U.S.-born children 0 to 17 years old, by living arrangement 2008-2010



\*Includes living arrangements with cohabiting couples; siblings; widowed, divorced and never-married fathers; both parents who are not working; married couples with one parent absent.

NOTE: Percentages may not add up to 100 percent because of rounding.

# English Learners

- In the U.S., English learners make up **10.4%** of public school K-12 enrollment (bit over 5 million students in 2019 per [IES/NCES](#))
- In **Michigan**, English learners make up **6.5%** of public school K-12 enrollment (just under 94,000 students)
- Michigan's additional funding for English learners ranges from about 1% to 11% of the average foundation allowance ([Detroit Free Press](#))
- Federal law requires programs that educate children with limited English proficiency to be: based on a sound educational theory; adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and periodically evaluated and, if necessary, revised.
  - Testing
  - Services
  - Support for families

# Equity, Inclusion, Diversity, Belonging

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- Curriculum
- Materials
- Assessments
- Professional Learning
- Hiring Practices

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# Application

# Cases

- In small groups, review the budget scenario at your table.
  - One of three scenarios to be discussed
  - Be ready, to report out:
    - How to approach the request
    - How will you fund it
    - Questions you would propose to the requester

Please select a scribe that will share out to the whole group.

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# Wrapping It Up



# Reflection

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Jot down on Jamboard

I used to think....

Now I know.....

