

WISD Year-End Board Report

2016-17

Board Commitment

Resource allocation, policy, and practice are designed to close the opportunity gap to ensure 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.



Because we put students first, and consistent with the Education 20/20 plan, the WISD Board has established goals, reflecting our commitment to equity, inclusion, and social justice.

Board of Education

Diane Hockett
President

Mary Jane Tramontin
Vice-President

Gregory Peoples
Secretary

Theresa Saunders
Treasurer

Mary Jo Callan
Trustee

Goal 1

Cultivate a culture of equity, inclusion, and social justice through education, dialogue, and engagement.

Strategy 1: Build public awareness of the educational needs of students with disabilities.



Student spotlight. Feature articles highlighting achievements, accomplishments, and services provided for our students were featured in 17 Monday Memos during the 2016-17 school year. These features were also posted on the district's social media outlets. Students were depicted in an array of activities from gardening at The Farm on the St. Joseph Mercy Hospital campus to volunteering to sing for senior citizens at an Ann Arbor senior residence. Several young adult students, working in local grocery stores, restaurants, and the WISD, were also recognized in these articles, focusing on the strides our students are making in the employment arena.

Reel life. In the winter of 2016, the process to script and produce a video highlighting the services available to the Visually Impaired was launched. The video required site visits to videotape the Teacher Consultants working with students and several meetings with the TCs to obtain information to write the script. A rough draft of the video is done, and final edits are being completed.

Post it. The Deaf and Hard of Hearing and the Visually Impaired programs met with the Communications Specialist to discuss establishing individual social media sites and to update their web sites. The objective of these initiatives is to elevate awareness of services offered by these programs and to keep current families apprised of activities or new services available to them.

News Coverage. Several WISD programs and affiliates were featured in local news and radio programs. Some of the topics covered: The Run, Walk, Roll fundraiser at High Point School, the Chelsea Young Adult students participation in the Portrait Project,

Cradle to Career Collaboration launch, Donation to the Imagination Library, and the School Supplies drive for The Education Project for Homeless Youth.

Strategy 2: Review the value of existing Washtenaw ISD programs, collect performance and post-school data and make recommendations for countywide, high quality, and efficient continuum of services.

The Washtenaw Association of Superintendents' workgroup embarked on an in-depth study of the services currently available to students with emotional impairments and Autism Spectrum Disorder (EI/ASD) with the intent to document service needs and propose educational recommendations. After an

academic year of studying the topic, the group of 23 educators from nine districts and consortium programs made the following recommendations which were adopted by the Washtenaw Superintendents' Association:

- Adopt the continuum model for students who are emotionally impaired or on the autism spectrum which includes regional continuum classrooms, intensive regional classrooms, a county Academic and Behavior support team approach, and a county approach to professional development
- Establish a group to define the professional development offerings for general education teachers that addresses the needs of disruptive youth in the classroom
- Form a group to investigate and/or create continuum classrooms at the regional level
- Utilize the Forest School improvement process to restructure the program for intensive EI student needs
- Form a group to investigate and/or create an intensive program for students on the autism spectrum

Staff selection and hiring for the county Academic and Behavior Support Team has begun.

Strategy 3: Organize and offer agencywide forums, moderated discussion groups, book studies, and a WISD employee blog (moderated by the Superintendent) on the topic of equity, inclusion, and social justice.



Beads of Privilege Exercise

A tangible rendering of the opening day “commit” exercise was created and mounted on a wall in the atrium of the Teaching and Learning Center, serving as a reminder to the staff of our pledge to commit to equity, inclusion and social justice (EISJ). This commitment was realized in multiple staff activities.

Book Studies: dozens of staff and board members participated in reading and discussing books related to the EISJ topic. Culminating activities included attending existing author events at the University of Michigan (Claudia Rankine, the author of *Citizen: An American Lyric*; Luke Shaefer and Kathryn Edin authors of *\$2.00 a Day: Living on Almost Nothing in America*), a June 2017 off-site wrap-up discussion (*Waking Up White* by Debby Irving), and blog reflections on Basecamp.

Privilege Exercise: all supervisory staff engaged in a “beads of privilege” activity, designed to raise awareness around groups given preferential treatment in our society.

Midwest Forum on Equity, Opportunity and Inclusive Practices: ESC of Central Ohio and Washtenaw ISD leaders co-planned and participated with ten other educational service agencies in a Midwest Regional Forum on Equity, Opportunity, and Inclusive Practices. This two-day forum focused on personal, organizational, and policy frameworks to address topics of equity and inclusion. The forum was also designed for regional service

agencies from the Midwest to connect with one another around the unique and specific organizational challenges that face ISDs and ESAs when doing equity work.

Inclusive Communities: The University of Michigan is guiding administrative leadership in the process of defining each component of EISJ as it relates to WISD. The entire organization contributed to the definition of inclusive community. The working definition currently is:

The WISD commits to being an inclusive community that supports and fosters a sense of belonging for all members. We will grow this commitment through communicating our needs with one another, by respecting and understanding one another and our perspectives, and by holding ourselves and each other accountable for ways in which words and actions grow relationships and strengthen our community.

IDI Assessment: The Intercultural Development Inventory (IDI) was administered for all Cabinet members, and each leader had a personal coaching session with a trained IDI coach to reflect on their individual results. Additionally, at the cabinet retreat the data across the group was reviewed and discussed in light of our agency goals and our leadership decisions around equity, inclusion, and social justice.

Strategy 4: With a clear focus on equity and inclusion, review and recommend improved processes within Washtenaw ISD (equity impact analysis in budgeting and hiring).

The Business Office and Human Resources Department set forth practices to ensure that equity and inclusion are embedded in the WISD budgeting and hiring process. Steps taken include:

- Develop administrative guidelines to ensure consistency in policy application.
- Analyze recruiting strategies; advertise vacancies to diverse audiences in and outside of Washtenaw County.
- Provide guidance with structuring diverse interview panels to avoid unintended bias.
- Update job descriptions to include the following language that reflects the organization's focus on equity and inclusion:
 - The WISD's Mission is to promote the continuous improvement of achievement for every student while providing high-quality service to our customers through leadership, innovation, and collaboration.
 - The WISD's Vision is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.
 - Demonstrates a strong commitment to social justice and inclusive educational practices.
 - Supports the WISD mission and vision to enhance achievement for all children.
- Review Onboarding; offer more frequently during the school year to assist employees with adjusting in their new position and to the culture.
- Conduct audit for represented groups to assess the equity of compensation.
- Conduct exit interviews to determine why employees are leaving.

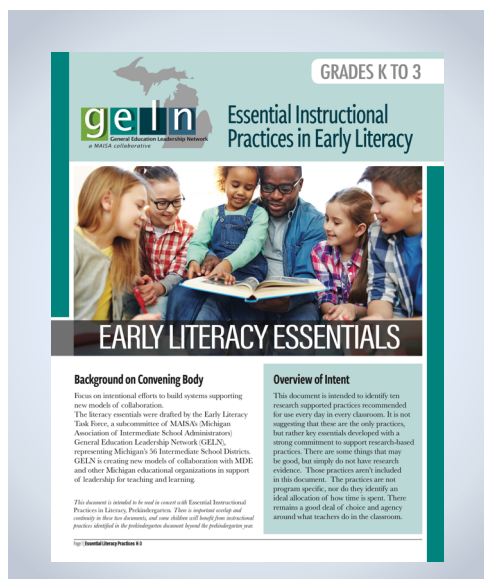
- Provide training; require additional Safe Schools training for all employees (such as Diversity Awareness - Staff to Staff and Staff to Student, Sensitivity Awareness, and Discrimination Awareness).
- Use an equity lens when meeting with budget supervisors to determine priorities for expenditure appropriations.
- Review the overall budget to identify areas of equity, inclusion, and social justice impact.

Strategy 5: Engage in deliberate and intentional shaping of policy in equitable and socially just ways at the county, region, state, and national level.

Early Childhood: Washtenaw ISD continues to lead the Michigan Association of Intermediate School Administrators (MAISA) statewide work implementing the pilot Kindergarten Readiness Assessment (KRA) project. The goal of the KRA is to collect a broad sample of student data at the beginning of their kindergarten experience. The information collected is designed to help inform instruction, provide insight with respect to the impact of early childhood learning experiences (especially regarding the impact of such programs for children in vulnerable and minority populations), and guide state level decisions and policy making.

Executive Director of Early Childhood Programs, Alan Oman, led a successful pilot evaluation of the KRA tool in 2016-17, which involved seven ISDs and partnered with the Johns Hopkins University Center for Technology in Education and the Standards, Assessment, and Accountability Services program at WestEd.

Based upon the data collected in the pilot report, we were successful in securing \$1 million in funding within the FY2018 School Aid budget to continue the pilot and expand the implementation of the KRA in the fall of 2018. The seven ISDs involved in the initial assessment will continue their work in the fall of 2017. The expanded funds will result in the full implementation of the KRA tool in every kindergarten classroom in three prosperity regions (covering 21 ISDs) in the fall of 2018. The goal shared with the legislature is that all kindergarten children in the state will be assessed with the KRA tool by the fall of 2020.



Early Literacy: Assistant Superintendent of Achievement and Student Services, Naomi Norman, co-chaired the Early Literacy Task Force, a state-level group of educational leaders from throughout Michigan representing educational organizations, universities, K-12 schools, and the Michigan Department of Education. Instruction Coordinator, Melissa Brooks-Yip, is also an active member of this group. This group developed a comprehensive vision for instructional practices, instructional coaching, and school-level leadership activities for early literacy. Naomi also was elected the vice-chair of the Governor’s PreK-12 Literacy Commission, a group developing a strategic vision for improving literacy in Michigan.

Lastly, WISD staff were represented on the MDE action teams for literacy teacher certification changes, literacy assessment approaches, and literacy coaching models. In this literacy-related work, we continuously advocated for the needs of children of color, children in poverty, and children with special needs.

School Justice Partnership/Zero Tolerance: The WISD hosts monthly meetings of the School-Justice Partnership which include three committees focused on: strategies to reduce chronic absenteeism, raise public awareness, and reduce the number of out of school suspensions and expulsions. Representatives

from WISD and the Student Advocacy Center, along with a young student who was negatively impacted by zero tolerance policies, testified at a House Committee hearing prior to the legislature adopting changes in the statute that remove many of requirements that often resulted in a disproportionate number of students of color and students with IEPs being excluded from school.

“I liked being able to have open and mature discussions with people my age about important social issues” – **High school student participant at the Diversity Forum**



Strategy 6: Engage local district leaders, teachers, and students in diversity-focused learning through targeted professional development, diversity forums, and assessment of socially just practices.

The diversity-focused activities became much more extensive, coordinated and strategically aligned this year. Due to the national election and impact in our local context, we found that there was an increased awareness and interest in issues of social identity, racial injustice, bias and harassment, and how to create inclusive classroom and school communities.

Diversity Forum: This year marks the 5th Annual Youth Diversity Forum. With a strengthened relationship with the Neutral Zone, the Diversity Forum was organized across three days at the Neutral Zone with smaller groups of students engaging in deeper dialogue around identity, personal narratives, and creating safe spaces.

“Personally, I feel more hopeful about the possibility of improving social justice in our county because of the work people are doing here.” - **Teacher in the Justice Leaders Core Course**



“How-to” Diversity-focused Professional Learning Series: Many educators don’t know where to start when it comes to issues of equity in the classroom. This series provided targeted after-school learning sessions focused on specific topics of high relevance to educators. This series was so popular that we had a waiting list and mid-way through the year we offered a second series of sessions for educators on the waiting list.

Justice Leaders Network Core Course: A group of passionate and committed educators from throughout the county met during the year to further examine issues of equity to become county justice leaders.

Justice Schools Pilot Project: As part of our work around social justice, a tool has been developed and is being refined that will help educators, teaching teams, school leadership teams, and districts identify and reflect their level of cultural proficiency and inclusiveness. We worked with several districts to use the tool to identify and reflect on their cultural practices.

Custom Support: Four programs received custom professional development and support from Diversity and School Culture Consultant, Dr. Shayla Griffin, to address specific challenges or areas of improvement. These included Milan Area Schools, Lincoln Consolidated Schools, the WISD early childhood department, and Erickson School in Ypsilanti.

Goal 2

Continue to ensure coordinated and aligned efforts from birth through college and career through the Cradle to Career Collaborative.

Strategy 1: Collaborate with Michigan State University's ABLLe Change (a systems change approach designed to help communities address social issues affecting children, youth, and families) team to explore and develop a county parent engagement model.



parent coalition meeting



Parent visioning session

The Cradle to Career Collaborative worked with a graduate student team from Michigan State University in the fall of 2016 to research and learn about parent engagement frameworks. The group collectively created a set of questions to pilot with a small focus group of parents from eastern Washtenaw County. The focus group was conducted in late December 2016, and both the process and content of the qualitative data collection are being refined. Work with the Parent Cafés, organized by the summer 2016 100-day challenge team, has prompted the continuation of monthly parent engagement discussions in the MacArthur Blvd. neighborhood. The team is exploring replicating and designing next steps with a parent engagement framework.

During the 2016-17 school year, Washtenaw ISD received a Home Visiting grant for \$152,605 from the Michigan Department of Education. The funds were used to expand WISD's Early Head Start services with the addition of a home visitor and to support the Parents as Teachers program at SOS Community Services.



SOEL Summer Institute 2017

Strategy 2 (a) Expand and Sustain the Study of Early Literacy (SOEL) work for our early elementary teachers and (b) Explore ways to expand SOEL to include additional early childhood administrators and teachers.

2a. In August of 2016, the second SOEL Summer Institute, a three-day workshop for new teachers entering the SOEL Network, was led by the Coordinator of Instruction, Melissa Brooks-Yip, Sandy Riley, and SOEL early literacy coaches. We welcomed 40 new PreK-3 educators. After the SOEL Summer Institute, these New SOEL teachers created a second cohort, meeting six times throughout the 2016-2017 school year to explore the Essentials of Instruction in Early Literacy, and begin their own teacher action research around an area of interest in early literacy instruction. The 2013-15 SOEL cohorts, approximately 30 PreK-3 teachers, continued to meet. Their learning and construction of lesson plans was guided by the Essential Instructional Practice in Early Literacy.

For a history of SOEL and teacher work, please see:

<http://soeliteracy.weebly.com/>

During the summer of 2017, two SOEL Summer Institutes are underway, due to demand for the training and professional learning network. Across June/July 40 teachers will attend SOEL Summer Institutes and an additional 40 in the August institutes, all joining the SOEL network for the 2017-2018 school

year. These 80 teachers will join the 70 from the two existing cohorts for a total of approximately 150 SOEL teachers.

“On behalf of my husband and I, I’d like to thank the juvenile court, WISD, and the team at Scarlett for working with our daughter and our family. We have been in crisis due to a variety of factors, and we appreciate the care and concern, as well as the direct attention to our daughter’s chronic absenteeism. Thank you to everyone, and we feel good about our plan for the fall!” - **Mother of an 8th grade student**

2b. In August of 2016, in collaboration with the Early Childhood Department, Melissa Brooks-Yip trained a pilot group in the Kindergarten Readiness Assessment - KRA. This was an intentional tie to SOEL kindergarten teachers, with plans to continue the pilot and training in the future. Explicit ties were made between the content of the KRA and the Essential Instructional Practices in Early Literacy to allow teachers to connect SOEL assessment items on the KRA to instructional content learned in SOEL. In the fall and winter, WISD hosted two training workshops for preschool and SOEL teachers on Family Literacy. There are plans to continue this training, as well as sharing with the WACY Community Champions.

Throughout the 2016-2017 school year, two area preschools, Ford and Perry at Ypsilanti Community Schools, received early literacy coaching support, and teachers were invited to join SOEL for the 2017-2018 school year.

Strategy 3: Build capacity to implement the chronic absenteeism protocol with local pilots in Ann Arbor and Ypsilanti, integrating intentional collaborative partners with key community agencies.

Ann Arbor. Two leadership sessions have been conducted with the principals and staff at the Ann Arbor pilot location. Casework has also begun in the school communities. Ann Arbor hired two employees to work with a central office administrator on case management, and the team received training. Working with complex cases and building their capacity and routines for early intervention was the spring focus.

Technical assistance work sessions continued with the newly hired team through spring/summer 2017. Fifty-five students and families received case management services during the 2016-17 school year. Two families required intensive interventions and the process was modeled for the new staff to build their skills in partnering with law enforcement and the county prosecutor's office. The Ann Arbor team completed a formal presentation to their school board in June 2017; next year, Ann Arbor will expand this work to all 32 school buildings, which will require a tremendous amount of work and resources.

Ypsilanti. Coordination, training, and alignment of staff and resources began in summer 2016. All office professionals and principals were trained on the chronic absenteeism protocol and the data tracking and reporting expectations from central office. The new data liaison from central office has monitored issues of data entry, technical assistance, and data summarization/analysis. The community liaisons, central office staff, juvenile court case managers, and WISD truancy liaison met monthly to discuss emerging cases, training on roles and responsibilities, and align needed community resources for youth and families. Monthly meetings occur to transition the DHHS Pathways to Potential program to Erickson Elementary; WISD partners with Community Mental Health, Orchard's Children's Services and Student Advocacy Center for case management and wrap-around services for families. Overall, 98 cases were referred for case management from YCS; from those, 11 required more intensive interventions. We successfully partnered with Ypsilanti Township on two cases, leveraging their local chronic absenteeism policy.

Additionally, Erickson Elementary School's Principal joined the WACY attendance action team. As part of the action team's work, over 100 Erickson parents were surveyed about reasons their children may miss school and barriers to positive attendance. Survey results showed that short-term and chronic health issues were the most common reasons students missed school. This information prompted the Attendance Action Team to build relationships with local pediatricians and IHA is leading this partnership.

Lincoln. Our team received 50 referrals from Lincoln; however, several families reside in Wayne county so our ability to intervene is compromised for several reasons. Childs Elementary piloted the protocol and received intensive case management training, and their principal participated in the WACY attendance action team. To better understand chronic absenteeism at Childs Elementary, over 100 Childs' parents were surveyed about reasons their children may miss school and barriers to positive attendance. Survey results showed that short-term and chronic health issues were the most common reasons students missed school. As with Ypsilanti, IHA is taking the lead role in this partnership. The plan is to meet with LCS leadership to discuss potential next steps for fall 2017.



*Cradle to Career Challenge
Celebration*

Finally, the Cradle to Career team anchored a community event to bring together staff from Prek-12 schools and community resource providers to discuss case examples from our community to serve as a platform to network and learn about programming and supports available to serve children, youth, and families. There were over 130 participants from schools, county government, DHHS and non-profit agencies. An outcome from this session is the participation of Prek-12 staff with Barrier Busters, a project of Washtenaw County Office of Community & Economic Development. Barrier Busters connects service providers with social safety net resources available in our community.

Strategy 4: Expand the College Success Coach program, serving the Ann Arbor Area Community Foundation (AAACF) Community Scholar & Ypsilanti Gillenwater Scholar recipients, in partnership with Eastern Michigan University and Washtenaw Community College.

During fall 2016, a 3-year funding proposal was developed and submitted to AAACF to expand the College Success Coach program as a part of the AAACF Community Scholarship Program. This program aims to provide a near-peer mentor to help problem-solve and support Community Scholars to and through post-secondary education. Meetings to discuss needed supports and funding models produced a timeline for scale up, as well as a financial proposal to various funders. The Ann Arbor Area Community Foundation has committed to working with Washtenaw Futures and will cultivate administrative costs for leadership and project management. Funding specifics will not be confirmed until summer 2017, but WISD staff will continue to work closely with AAACF staff on the planning and logistics, as well as key partners at Washtenaw Community College and Eastern Michigan University. Mid-year feedback from the 2016 Community Scholars highlighted the importance of this role:

“I am passing all of my classes. I would like to say thank you for the scholarship. I have made it this far without letting you down and I will not let that happen. You guys are my motivation.” - **Savannah**

“Being in school has taught me many things and have made many connections to help me succeed. Thank you for choosing me for this scholarship.” – **Ray’Jon**

Seven out of the ten 2016 Community Scholars are continuing with their schooling for fall 2017; 70% persistence is significantly higher than the national average and our local Washtenaw average of approximately 35%. A second 2017 College Success Coach was hired to work with a second cohort of scholarship recipients.

“The AAACF Community Scholarship lifted an extreme burden off my shoulders, giving me the opportunity to attend a four-year university. I really appreciated Ms. Shawntae Harris [my College Success Coach], who worked with me to figure out the way I wanted to go. Thank you to everyone who made my college dreams possible!” - **Nyla Dew**



Summer 17 interviews

Strategy 5: Advocating for and supporting local partners to implement Summer 17, a summer youth employment program.

Multiple agencies in the county, including Washtenaw ISD, hired youth for the Summer 2016 youth employment program. Following the debut year, employers convened to debrief the experience and discuss future strategies. The county offered to provide more human resource services, such as talent matching and skills exploration, to increase employment matches. The collective recommendation was to start working as a team in midwinter on the summer 2017 program to obtain a greater variety of employment options, prepare employers for on-site planning, and manage workload for Southeast Michigan Works! team members. A follow-up meeting was held at United Way of Washtenaw County with the Ginsberg Center and the Poverty Center from the University of Michigan to explore their potential partnership and planning support. The outcome was favorable, with student participation doubling and multiple employment options available.

Strategy 6: Collect information, and examine through an equity lens, pertaining to the existing career and technical education programming in Washtenaw County.

Due to timing, district readiness, and staff availability, this portion of

Goal 2 was postponed.

Strategy 7: Support the Washtenaw My Brother's Keeper initiative.



WMBK Summit 2

The Washtenaw My Brother's Keeper (WMBK) initiative entered its second year. Through partnerships with many organizations in Washtenaw County including Washtenaw ISD, the Office of Community and Economic Development, the Department of Public Health, the Sheriff's Office of Washtenaw County, Michigan Works!, Eastern Michigan University, Ypsilanti Community Schools and the Neutral Zone, the group has engaged in a range of initiatives.



WMBK Suit/Tie Drive

- Through the aid of a Youth Driven Spaces grant awarded through the Community Foundation of Southeast Michigan and the Ann Arbor Neutral Zone, WMBK launched the Young Brother's Leadership Council in October 2016. The YBLC established a structure and elected officers, participated in a region-wide youth retreat at Camp Storer, and is strengthening its outreach in targeted schools.
- In November 2016, WMBK held the second MBK Local Action Summit at Eastern Michigan University.

- WMBK held its first Suit and Tie Drive on January 16, 2017 to benefit young men of color countywide who need professional clothing. WMBK collected 322 clothing items that were distributed to the Ypsilanti High School athletics program and Brown Chapel Clothing Closet.
- WMBK was actively involved in the Summer 17 Youth Employment Initiative. WMBK partnered with YCS to host the county's first ID Day for YCS students needing replacement identification to gain employment. On May 8, 2017 at Ypsilanti Community High School, the county processed 27 county IDs and three birth certificate applications.
- WMBK provides regular updates on its work via dissemination of *WMBK Debriefing and Talking Points* circular to elected officials and policymakers at the state and national level.
- Through the Michigan Community Services Corporation, WMBK secured two MBK AmeriCorps VISTA staffers for 2016-2017, one hosted by the WISD and the other by EMU. WMBK has secured one MBK AmeriCorps VISTA for 2017-2018 who will be hosted at WISD.
- WMBK participated in three national or regional forums as either a panelist or presenter. These occasions provided opportunities to highlight work around MBK Milestone 4 (collegiate and career preparation) of the Eastern Michigan University BrotherHOOD Scholars Program.

Goal 3

Establish enhanced, advanced and efficient technology systems and use of those systems to meet district needs and increase opportunities and outcomes for students.

Strategy 1: Support districts in their approach to incorporating technology teaching, learning, and school management systems.

The county Technology Directors have identified the primary services used in the county and analyzed the costs of services and working to decrease expenditures. A focus on consolidation of effort will decrease costs. For example, some of the districts moved to an Educational Development Plan software called Naviance. Instead of each district doing the data connector work, the ISD created the connector, resulting in efficiencies.

In addition, Technology and Data Services focused on creating data connectors between common applications throughout the county to increase efficiencies and advance data reporting. Decision making can be improved and student assessment data tracked to raise student achievement. Developing the expertise at the ISD level is an added support to the districts.

Washtenaw ISD continued its contract with Modern Teacher to provide digital convergence strategic leadership support and professional development for Saline Area Schools and Milan Area Schools. Both districts have developed clear visions and strategic plans for the rich, personalized approaches to teaching and learning that are possible with supportive technology systems.

Strategy 2: Review county-level educational technology support and capacity, and propose an updated service and funding model.

The county Technology Directors began the discussion in September 2016 to develop a model to provide sustainability to the countywide fiber network. The county Technology Directors presented information to

the Superintendents at their November 2016 meeting. The group detailed the next steps to creating a cost-sharing model:

1. Refine Core versus Extended versus Specialized Services provided to the districts
2. Create a cost-sharing model while understanding interdependencies
3. Further define the cost of the core services
4. Create a consortium agreement for shared services

In May 2017, the Technology Directors presented a plan that detailed the costs to sustain the network and agreed to share the cost moving forward. The following recommendations were made and supported by the Washtenaw Superintendents Association:

Development of a Consortium Governance Agreement

Districts Contribute to Cost (e.g., equipment update, staffing, maintenance)

- 2017-18 \$5.07/student
- 2018-19 \$10.15/student

The ISD will continue to pay the cost of the county Internet access to obtain the countywide discounts via the FCC E-rate Program.

Through participation in the Statewide Educational Network (SEN), the county now has a connection to the network that links all the ISDs in the state. This will allow them to have reduced Internet costs in the future, access to statewide educational resources, and increased bandwidth for online testing. The SEN was granted \$9.5 million dollars to help support the network and all the districts in the state.

Strategy 3: Propose and begin to implement a model data system to hold information that bridges preschool data to the k-12 system in a longitudinal format.



Ann Arbor Preschool students

Team members from the WISD and Livingston ESA Early Childhood and Achievement Initiatives Departments continue to develop strategies to share early childhood outcome data collected on prekindergarten children enrolled in Head Start and Great Start Readiness Program (GSRP). All Head Start or GSRP programs in Washtenaw and Livingston Counties utilize either the Teaching Strategies GOLD or HighScope's COR child outcome assessment systems and both counties now utilize the ChildPlus Head Start data management system. The team has been working to collect child outcome data from these systems into a data warehouse (Illuminate) that can be accessed by early elementary teachers and administrators in LEAs. Illuminate will also house elementary outcome and testing data on students, so that longitudinal assessment of students who participated in pre-k interventions can be conducted.

In 2017, our local work has expanded to include several other ISDs who have also been working on identical goals. For 2017-18, MAISA's Early Childhood Administrators' Network (ECAN) established a dedicated goal for ISDs to implement common, statewide practices for

the collection of prekindergarten student data in collaboration with key vendors and state level stakeholders such as the Center for Educational Performance and Information (CEPI).

Finally, WISD's early childhood team has been utilizing the software for the last four years to extensively track demographic, attendance, health, and child and family outcome data for Head Start children. During the last year, WISD began utilizing ChildPlus with some GSRP children. In 2017-18 all Head Start and GSRP programs in Washtenaw County will be fully utilizing ChildPlus for all enrolled children. In addition, WISD has purchased software that will allow ChildPlus child demographic data to be automatically updated into the PowerSchool Student Information System utilized by all LEAs.

