



Washtenaw ISD
A REGIONAL EDUCATIONAL SERVICE AGENCY

YEAR-END BOARD REPORT

August 2019

Superintendent
Scott A. Menzel, Ph. D.

EQUITY



INCLUSION



**SOCIAL
JUSTICE**

BOARD OF EDUCATION

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Students First.



2018-19 Washtenaw ISD Year-End 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

Mary Jo Callan
Diane Hockett
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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.

EARLY LITERACY 0-3RD GRADE

The [Study of Early Literacy \(SOEL\)](#), a professional learning network for educators of PreK to grade 3 in Washtenaw and Livingston Counties in which teachers become better teachers of literacy, in order to raise student achievement for all students in literacy (reading, writing, speaking and listening) in real, authentic ways, finished its sixth year. The structure and leadership in SOEL focuses on guiding teachers to articulate their problem of practice in literacy instruction using [Teacher Action Research](#).



SOEL is anchored in the [Essential Instructional Practices in Early Literacy](#) to guide our book studies, guest speakers, and classroom observations throughout the school year. [The summary of SOEL learning in 2018-19 shows teacher instructional changes and the resulting student achievement.](#)

SOEL leaders continue to offer Essential Instructional Practices in Literacy (K-3 & 4-5) Overviews to all Washtenaw County educators outside of SOEL.

KINDERGARTEN READINESS ASSESSMENT

After a successful first phase implementation of the Kindergarten Readiness Assessment (KRA), the tool chosen as the Michigan Kindergarten Entry Observation in the fall of 2018, WISD has been planning and preparing to facilitate phase two administration for fall of 2019. The second phase of implementation will include 46 ISDs representing two-thirds of the kindergarten classrooms within the state. (See the [Final State of MI](#) report, pg. 3 for a map of regions), which included Washtenaw County.

In [Washtenaw County](#), all nine districts participated in KRA this year with the choice of testing 100% of their Kindergarten and Young 5 students or administering the random sampling of 35% of each classroom. [The final KRA Washtenaw report is available here.](#)

Melissa Brooks-Yip continued supervising the administration of training for the KRA across the state. Alan Oman and Scott Menzel are working with the Governor's office, the Michigan Department of Education, and legislative leaders to expand funding for the Michigan Kindergarten Entry Observation in the School Aid budget in 2020 beyond the \$1.5 million funded in FY2019.



WASHTENAW COUNTY MY BROTHER'S KEEPER

WMBK continues to connect and build community among an intergenerational group of men of color. Within the last six months, WMBK hosted six connecting breakfasts. The breakfasts have created a genuine and unique atmosphere of belonging. Each breakfast included a facilitated conversation between the men of color with topics including language, identity, image and one session dedicated to visioning and strategic planning for WMBK. The group developed clarity around the vision, mission, and core values, as well as developed goals, a theory of change, and social metrics for their efforts.

The WMBK goals are:

- **Goal 1:** Transform communities of color by growing and transforming ourselves as men of color.
- **Goal 2:** Positively change the community's perception of the contribution made by boys and men of color.
- **Goal 3:** Ensure that boys and men of color have spaces that are financially sustained and responsive to historical and present barriers to success and self-determination.



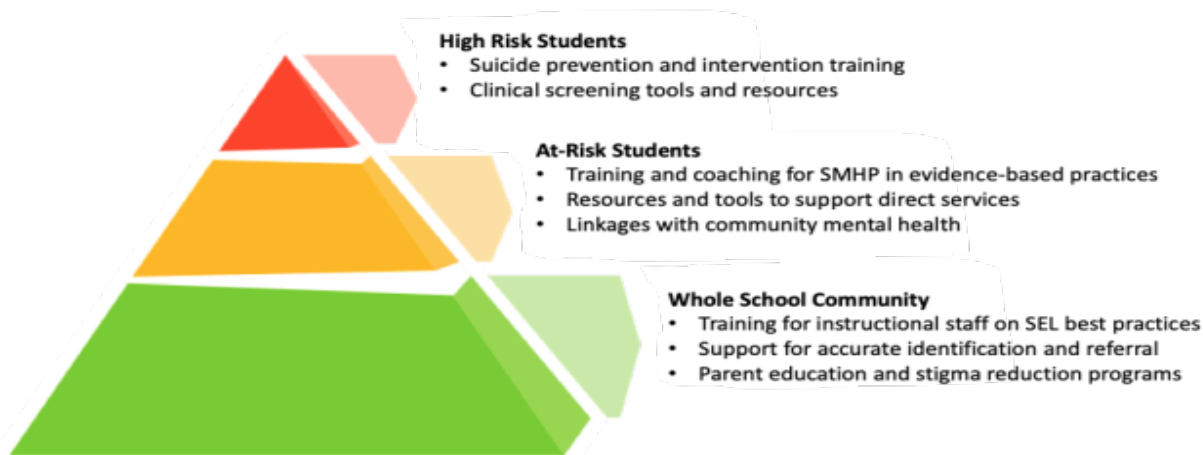
The social metrics are the ways the group will measure their work and the intermediate outcomes of their efforts. These metrics include: engagement, meaningful connections, transference of wisdom, perception of self and a sense of belonging, development of cultural identity, expansion of thought, and elimination of disproportionalities.

In February, a team from Washtenaw County was invited to attend the *My Brother's Keeper Rising* event in Oakland, California. The team included individuals from the WMBK steering committee and the core funding partners. The Obama Foundation sponsored the convening and the agenda was packed with inspirational keynote addresses, panel conversations, and breakout sessions all focused on boys and young men of color. The convening also included a day of service in the Bay Area to reflect the importance of taking action and not just talking about change. In addition to the quality presentations and breakout sessions, we all enjoyed hearing directly from President Barack Obama and Steph Curry as they engaged with a group of approximately twenty young men of color on the Main Stage. Our Washtenaw County team came back inspired and focused with respect to the next steps needed to advance the work.

MENTAL HEALTH AND TRAUMA

WISD continues to convene community partners to address mental health, trauma and resilience. A 3-tier framework for program development as it relates to emergent mental health needs and social emotional learning guides work mainly focused on high-risk and at-risk students in tiers 2 and 3 (see below). This

spring, the work with mental health has started more intentionally with the whole school community in tier 1. WISD is leveraging grant funding from the USDOE Full Service School award to fund county teachers to create social emotional learning (SEL) instructional modules in collaboration with the clinical team from U-M Transforming Research into Action to Improve the Lives of Students (TRAILS). This is an extension of the WISD SEL County workgroup.



Summative data for work across all tiers in 2018-19:

Tier 1: Education & Stigma Reduction

- Reached 7,000 youth in 20 schools with the U-M Depression Center Peer-2-Peer Campaigns
 - 10 AAPS middle and high schools and 10 middle and high schools from Dexter, Lincoln, Milan, Saline, WEOC & Ypsilanti.
- 270 youth-designed student mental health campaigns
 - 226 students attended high school student mental health conferences on November 1 and 5 from 16 high schools.
 - 175 students attended middle school student mental health conferences on October 25 and 30 from 11 middle schools.
- Survey results:
 - 88.2% of students responded that they “sort of” or “definitely” know how to get mental health help in their school.
 - Students identified depression, anxiety, suicide, and self-harm as the top mental health concerns in their school.
 - 45.7% of students believed that their teachers knew “some” or “a lot” about addressing student mental health needs.
 - 91.3% of students believed that their counselors knew “some” or “a lot” about addressing student mental health needs.
 - 38.7% of students would like their teachers to speak to them about their mental health concerns.
- Contracted with 13 teachers to work during summer 2019 to build SEL instructional modules to pilot in fall/winter 2019.

Tier 2: TRAILS Groups & Referral Training to CARES Team (formerly 24-Hour Mobile CMH Crisis)



- 86 school professionals have or are facilitating skills groups with the assistance of a TRAILS coach at the all districts including Progress Park & WEOC.
- 188 school professionals attended one of three day-long TRAILS and Mindfulness professional development.
- 88% of Cohort 1 school professionals rated their overall experience facilitating a TRAILS group as “Good” or “Excellent.”
- 100% of Cohort 1 school professionals would recommend other school professionals participate in TRAILS.
- Of students completing post-TRAILS group surveys, 79% felt being part of the TRAILS group was either a good or excellent experience.

Tier 3: Suicide Risk Identification & Management Outcomes

- 138 school staff attended a SafeTALK training (suicide alertness) in 2018, including:
 - 67 Dexter High School staff in August.
 - 75 Clague Middle School staff in November.
 - 30 Progress Park staff in December.
- 30 school professionals attended an ASIST training in January 2018 with an average evaluation rating of 4.6 out of 5.
- All behavioral health and intervention staff trained in Columbia Suicide Severity Scale and piloted a school referral process to U-M Psychiatric Emergency Services. 60 referrals were completed and all parents shared information back with schools for better coordination of services.
- Seven school professionals attended CMH Training in Columbia Suicide Severity Scale and referral process to CARES Team (formerly the 24-Hour Mobile Crisis CMH Team).

MOM POWER

Success by 6 Great Start Collaborative (SB6GSC) secured a three-year grant from Michigan Medicine for the WISD to act as the community coordinator in developing a network of community partners to bring the Mom Power program to Washtenaw County. Mom Power is a multi-week intervention program that supports parents who have experienced trauma to positively parent their young children.

In March 2019, 140 early childhood professionals from across Washtenaw County representing various sectors including mental health, education, and public health attended the “Resilience Rally” at WISD. Participants engaged in a day of training and exercises presented by U-M Department of Psychiatry faculty to increase momentum around building resilience in our youngest children.



In April, 24 early childhood professionals from the county participated in a three-day training to deliver the Mom Power group curriculum. Mom Power’s evidence-based program supports families who are

facing adversity and stress through the challenges of caring for young children, offering a strengths-based, nurturing approach to promote resilience in parents and children.

The first of five Mom Power groups took place on Tuesdays from May 21-July 23, 2019, at Brown Chapel AME Church in Ypsilanti. Ten local mothers and twenty of their children participated in the group, which focused on increasing parenting skills, connecting mothers to other mothers, connecting mothers to local resources, supporting mothers in using self-care skills, and supporting relationships between mothers and their young children. The group uses an attachment-based framework with a metaphor of a tree to support understanding of children’s needs. Each of the nine multi-family group sessions included a mealtime, playful activities between parent and child, and dedicated time when parents and children participated in a separate group.

RESILIENCE WASHTENAW

The cross-sector Resilience Washtenaw Collaborative meets monthly to work on “building a resilient county that is trauma-informed, trauma-responsive, and works to prevent trauma in order to improve the long-term health and well-being of our community.” Members of the Resilience Washtenaw Collaborative have adopted an operational framework, identified levers to impact a trauma-informed climate, and recently divided into the following working groups: Community Visibility, Resource Organization, and Evaluation/Assessment.



The Early Childhood Trauma Informed Collaborative (ECTIC) created a campaign entitled “PAUSE”. It is intended to encourage parents and anyone else who interacts with children to “hit the pause button before you flip your lid with a kid.” The campaign includes a flyer and a video featuring one of Success by 6 Great Start Collaborative’s Trusted Advisor families and was filmed by the Skyline High School CMPP Media Group.

Handle with Care continues to provide local law enforcement the opportunity to notify schools when their students have experienced or witnessed a potentially traumatic event outside of school. During the first six months of 2019, 340 Handle with Care notices have been initiated by police agencies. Those 340 notices were linked to 510 individual students. This represents an almost 400% increase over the same period last year due to the increase in the number of participating law enforcement agencies and officers. We have also started tracking students who have received multiple Handle with Care notices in the same school year so we can notify those schools and ensure a support plan is in place for those students.

RESTORATIVE JUSTICE & INCLUSIVE SCHOOLS

During the 2018-19 school year, WISD supported the integration of two initiatives: integrating school-wide use of the circles initiative and establishing Peers-Making-Peace teams in the following Washtenaw County schools:

- Community High School—both initiatives
- Forsythe Middle School—circles initiative only
- Pathways to Success Academy—both initiatives
- Skyline High School—both initiatives
- Ypsilanti Middle School—circles initiative only

We are developing a collaborative network of practitioners who support one another with the challenges and issues of implementation of restorative justice practices. The training team will also provide continued learning and conflict coaching technical assistance to further develop skills.

JUSTICE LEADERS & YOUTH DIVERSITY FORUM

In the second half of the 2018-19 school year, we offered two more cohorts of our *Justice Leaders Core Course*, one cohort of the *Advanced Justice Leaders Course* and a five-day *Train-the-Trainer Course*. We now have 10 cohorts of nearly 400 Washtenaw County educators who have attended the Justice Leaders Core Course at the county level. We also held an end-of-year celebration for anyone who has ever participated in a Justice Leaders course. That celebration was well attended and continued to foster a sense of connection and belonging for educators who are tirelessly working toward social justice within our county.

Celebrating its 8th year, over 125 students came together, for a total of 692 students since the Diversity Forum began in 2012. The Diversity Forum engages young people in having conversations about their own privileged and oppressed identities and their experiences. The students also develop strategies to foster more equitable, inclusive, and socially just schools.

RESPONSIVE TEACHING INSTITUTE

The 2018-19 Responsive Teaching Institute provided a series of professional development sessions for educators seeking to grow their culturally relevant teaching practices by learning from nationally recognized speakers in Mathematics, English Language Arts, Science, the Arts, and Educational Leadership. In addition to the fall sessions outlined in the mid-year report, there were two additional sessions in the winter/spring of 2019. Presentations included Dr. Yolanda Sealey-Ruiz addressing *A Call for Racial Literacy in Teaching and School Leadership* and Dr. April Baker-Bell addressing *An Anti-Racist Approach to Language Education*. Dr. Richard Milner also returned to provide a session on *Advanced Culturally Responsive Teaching*. Participation in the Institute spanned across both Washtenaw and Livingston Counties and included K-12 teachers, administrators, superintendents and board members. There was also participation from high



education researchers. Participants were asked to develop a personal syllabus for their learning around culturally responsive instruction in order to assist them in reflecting on their current practices and policies.

In an effort to support teachers in enacting culturally responsive instructional practices, the Achievement Initiatives team also hosted three implementation days for network participants. During the three implementation days, they examined culturally responsive practices more in-depth and began working with teachers individually to develop culturally responsive units and lessons.

BIRTH TO THREE MICHIGAN MANDATORY SPECIAL EDUCATION (MMSE) SERVICES TRANSITION

2018-19 was the second year of WISD providing all special education services for children ages birth-three within eight local school districts and coordinating services county-wide. WISD's Early Intervention team consists of 20 individual staff members (19 FTE) and includes service providers with all specializations that may be required to provide services and support to young children and their families.

This year, the team focused on professional development growth through the implementation of the Primary Service Delivery Model and coaching caregivers with fidelity.

At the state level, Alan Oman has continued to be part of a MAASE/MICC workgroup examining the opportunities for a single tier delivery model for birth to three special education services in Michigan.

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.

TRUSTED ADVISOR PARENT LEADERS

The Trusted Parent Advisors have continued to canvass and build relationships with families with young children in high need neighborhoods in Ypsilanti and Ann Arbor. By fiscal year end, the 10 Trusted Parent Advisors identified 511 families with young children and shared information about the importance of early childhood programming and contact information for programs.

- 41% or 209 families were provided a “warm handoff” for direct information about a program or help with enrollment. Trusted Parent Advisors have increasingly been supporting families with online or paper enrollment processes like the preschool interest form, help with contacting legal services or housing assistance through Housing Alliance of Washtenaw County.
- Many families are contacted multiple times with follow-up information or a friendly nudge to connect them to an early childhood program or community resource.



The Trusted Parent Advisors have increased their knowledge and presentation skills through their bi-monthly team meetings. Each meeting includes a professional development session on a program, such as mental health services or a more in-depth understanding of an early childhood program. Team meetings also provide space for an ongoing dialogue about race and racism and the impact on young families of color. Greg Myers of the Achievement Initiatives team has supported development of the goals and meeting agendas and has co-facilitated the sessions. Community parents have talked with the Trusted Parent Advisors about how race has impacted their experience in programs, and our goal is to increase the Trusted Parent Advisors' comfort in talking about race and the impact of racism with community program staff.

In the last six months of the year, the Trusted Parent Advisors have started consulting with organizations and programs to provide a parent voice. They have met with:

- Women Infant & Children (WIC) to provide feedback from families about suggestions for improving their service to make it more parent-friendly. WIC has a goal of increasing the number of families who maintain their enrollment beyond their child's first year.
- An Ypsilanti Community Fund board member to discuss the needs of families with small children.
- Children's Literacy Network staff to provide parent feedback about planning and issues of class and race for a new CLN program for children to promote literacy across districts.
- Early Childhood Trauma Informed Collaborative developed a new resource and asked Trusted Parent Advisors to provide detailed feedback and asked one Trusted Parent to appear in the video with two of her children.
- U-M School of Social Work conducted a focus group to explore how families with young children in Ypsilanti access local news and information.

Finally, the WISD Truancy Officer recognized that the Trusted Parent Advisors could help reach out to families with children missing a significant number of school days. We worked with the school and county truancy leadership to integrate one of the Trusted Parent Advisors into the process. The Trusted Parent Advisor contacted four families numerous times so she could build trust and help reduce barriers that were impacting their child's school attendance. Her work included helping obtain winter clothing for the children, helping with an impending eviction, support during a school meeting and the right combination of support and push in the right direction. The principal remarked that our Trusted Parent Advisor was able to connect with parents the school had not been able to reach. She also reported that there was a noticeable increase in the child's attendance once our Trusted Parent Advisor had connected with the parent.

ACADEMIC BEHAVIOR TEAM

The Academic Behavior Team worked collaboratively with all nine local districts to support 26 students across the county in both the local districts and the public school academies. The team also created and delivered multiple in-district trainings based on the needs of the individual school teams, which included trainings on/for FBA/PBSP, Teaching Assistants and parent groups. The team also delivered four FBA/PBSP training sessions at the WISD Teaching and Learning Center, which were widely attended by the local districts.



The team has created a summer book study to support local district professionals. “The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students,” by Jessica Minahan has shaped the development of training for individuals to attend either online or in-person.

Goal #2: Cultivate an organizational culture of equity, inclusion, and social justice through education, engagement and action.

EQUITY, INCLUSION, AND SOCIAL JUSTICE WITHIN WISD

The WISD’s cabinet-level leadership team, which includes supervisors, directors, executive directors, assistant superintendents and the superintendent, participated in five days of the *Justice Leaders Core Course* training together.

We worked to identify specific needs for our racial equity work and subsequent contract with the Pacific Education Group (PEG) for a two-year effort within the WISD organization focused on the Courageous Conversation protocol. The first of three 2-day Courageous Conversation seminars was held at the Teaching and Learning Center in June. Staff developed common language to talk about race and racism, and were guided in learning how to use Courageous Conversation’s Four Agreements, Six Conditions, and the Compass to engage, sustain, and deepen interracial dialogue about race.

A six-day seminar for white people who want to be racial equity allies, *Doing Our Own Work*, was also held and 18 educators from Washtenaw County participated in the seminar.

HIRING POLICIES AND PRACTICES

The Human Resources Department continues working thoughtfully and diligently to strive towards the WISD’s vision of equity, inclusion, and social justice in the agency's recruiting and hiring practices. During the 2018-19 school year, the department has shared 116 postings or re-postings for 97 positions at the WISD, and continues to focus on equitable, inclusive, and socially just HR policies and practices.

Policies and practices that have been revised or have had increased focus include:

- Adding the WISD's mission and vision statements to job postings so applicants are aware of these statements prior to and at the time of application.
- Increasing opportunities for more diverse candidates to apply for WISD positions by improving access to position postings through additional job sites such as KI2jobspot, indeed.com, Michigan School Business Officials posting board (if applicable to position), and Handshake (an online posting board that immediately distributes job postings through six Michigan universities).



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- Adding questions specifically related to equity, inclusion, and social justice to interview questions for round 1 and round 2 interviews to gain a better idea of applicants' understanding on these issues and concepts.
 - Increased attention and effort to ensure interview panels are diverse and that an HR representative is included on every interview panel for all interviews.

EQUITABLE, INCLUSIVE, AND SOCIALLY JUST RESOURCE ALLOCATION & FUNDING

The WISD continues to prioritize and allocate funding for activities that support equity, inclusion, and social justice within the organization. The Board of Education and WISD leadership drive funding decisions using the Six Guiding Questions outlined in the Educational Equity Policy adopted by the WISD in June 2018. These guiding questions keep students with IEPs, students of color, and students in poverty at the center of all decision-making, including financial decisions, within the agency. As part of the budget process, it has become routine to review our funding allocations dedicated to the three priority subgroups from our equity policy.

Goal #3: Advocate for policies that support equity and inclusion on the local, state, and national levels.

LAUNCH MICHIGAN LITERACY WORKGROUP



Naomi Norman served on the LAUNCH Michigan Literacy Subcommittee and contributed to developing literacy-related policy recommendations for LAUNCH Michigan. This committee consisted of education and business leaders from around the state. The Launch Michigan Steering Committee reviewed the recommendations and came to agreement on four policy recommendations related to literacy.

EARLY CHILDHOOD ADVOCACY:

EARLY ON (0-3), HEAD START, AND THE GREAT START READINESS PROGRAM

2018-19 was a successful year for WISD's Early Childhood team. Executive Director of Early Childhood Programs, Alan Oman, has served as a Michigan Association of Administrators of Special Education (MAASE) representative on a joint MAASE/ Michigan Interagency Coordinating Council (MICC) workgroup. The joint workgroup has investigated improvements to Michigan's practices related to providing special education services and supports for children ages birth to three. By the end of the fiscal year, the workgroup had prepared a set of proposals aligned with practices in other states that has been endorsed by both MAASE and the MICC. In addition, the workgroup has presented their recommendations to leadership at the Michigan Department of Education. The state's FY19 School Aid budget also included \$5 million for the first time to patch federal Part C of IDEA funding for children ages birth to three. This success was a direct result of advocacy efforts by both MAASE and the Early Childhood Administrators' Network (ECAN).



WISD works with 18 local 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. Head Start is funded through federal funding appropriated by Congress as part of the Department of Health and Human Services budget and GSRP is funded annually through the state’s School Aid budget.



WISD continues to advocate at both the state and federal level for additional resources to fulfill the unmet need for prekindergarten in Washtenaw County and across the state. Alan Oman serves as Treasurer for the Michigan Head Start Association and is a member of MAISA’s ECAN Executive Committee. Alan leads the legislative and advocacy committees for both organizations.

EARLY LITERACY ADVOCACY

Assistant Superintendent Naomi Norman and Melissa Brooks-Yip continue to serve on the Early Literacy Task Force, convened by the Michigan Association of Intermediate School Administrators (MAISA). This group produced the “Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3,” this spring. This document is written for early childhood practitioners who work with infants, toddlers, and their families (child care providers, early educators, home visitors, early interventionists), but the practices can be used by all adults who work with infants and toddlers and their families, in home, community, or early care and education settings.

Assistant Superintendent Naomi Norman continues to serve on the Governor’s PreK-12 Literacy Commission. The PreK-12 Literacy Commission is responsible for advising and assisting in matters relating to the assessment, professional development, education programming, socioeconomic challenges, best practices, collaboration, parental engagement, and teaching of literacy across Michigan. The Commission spent time this spring analyzing the results from the fall listening tours and developing a set of literacy recommendations for the state.

STATE FINANCE STUDY

The School Finance Research Collaborative (SFRC) completed Phase II with an emphasis on a public education campaign with generous funding from both the Kellogg and Mott Foundations. Governor Whitmer expressed support for the recommendations from the study and incorporated many aspects in her budget recommendations. Superintendent Menzel serves on the SFRC Technical and Steering Committee.

MISTEM REGIONAL NETWORK

In this first year of the MiSTEM Region 2 grant, efforts have focused on establishing the regional direction and building relationships within and across the six counties (Hillsdale, Lenawee, Livingston, Jackson, Monroe, and Washtenaw). A few of these efforts with strong connections to Washtenaw County include:

- Received a MiSTEM Advisory Council grant on behalf of the region for \$100,000 based on the successful Ten80 efforts in Washtenaw County the prior year. The regional grant planning team, led by Jennifer Banks, has organized Ten80 teams in nine school districts across the region.
- Established the Michigan Advancing Equity in STEM Regional Team, which is a regional team that met throughout the year and looked at systemic barriers inhibiting equitable participation in STEM. This group of educators also attended equity-focused workshops and conducted a book study of “White Privilege” by Robin D'Angelo.
- Organized and held a "FIRST Look" event with FIRST in Michigan at FIRST Robotics World Championships. MiSTEM Statewide Directors, teachers and administrators were invited to World Championships for a Professional Learning Event with a panel discussion and immersion into the world of FIRST Robotics. During this two-day immersion, presentations were given to MiSTEM Regional Directors from across the state, including a number of MDE STEM leaders, as well as over 300 school teachers, administrators and business leaders from Southeast Michigan.
- MiSTEM Director, Scott Heister, presented at the Workforce Pipeline Summit held in Washtenaw County.
- MiSTEM Participated in University of Michigan Post-Secondary workshop around "De-Siloing" education, specifically around integrating Arts and Humanities into STEM Education.
- Scott Heister was invited to present at two International Conferences (International Society of Technology in Education and Association for Supervision and Curriculum Development) to share his experience creating and leading the Ypsilanti STEM Middle College.



WASHTENAW COUNTY'S 2019 OPPORTUNITY INDEX

The WISD has been working with a broad cross-sector of stakeholders, led by Teresa Gillotti and the Washtenaw County Office of Community and Economic Development, to update the Opportunity Index. The University of Michigan's Poverty Solutions office is providing the back-end support for the revised and updated Opportunity Index, and some revisions to the indicators have been recommended based on available data and a commitment to ensuring the data that is used leads to action. WISD remains the key point of contact with respect to the education data in the index and it is expected to launch in Fall 2019.

FIBER CONSORTIUM SERVICES:

THE MICHIGAN STATE EDUCATION NETWORK (MISEN)

The Technology Department has focused on the security and integrity of WISD and Fiber consortium networks. Enhancements implemented this year include AMP Intrusion prevention on our firewall,



implementation of spoofing rules, step-up and step-down transformers for power, offsite backup and replication, and upgraded the Consortium Storage Area Network Device.

Other notable technology accomplishments this year include:

- The Technology Department leveraged the consortium fiber to connect to the Young Adult program classrooms in Dexter and Milan Schools.
- The Washtenaw Network Firewall passed the external penetration audit by Creative Breakthroughs, Inc. with no high or critical findings.
- Technology lead a review of Internet Content Filters and Network security services. As a result, eight local districts joined the WISD in a consortium purchase of the Securly Filter system. In addition, seven districts joined with the WISD to purchase Cisco AMP for Endpoint Security Protection for Local servers and high-profile user nodes.
- Technology deployed Cybersecurity response teams for two local district Cybersecurity Incidents this calendar year. Both incidents were resolved with limited downtime and financial impact to the consortium members.
- All New World Servers were updated to version 2018 and all hosted PowerSchool Servers to 19.4.
- New Services being offered to Fiber consortium members include:
 - Option to integrate into the Consortium Firewall at 10 Gig connection.
 - Option to purchase storage space for offsite backup.
 - Option to clean PowerSchool Contacts and customize pages with new contact fields.

