MICHIGAN
PERSONALIZED LEARNING
TASK FORCE

Access for students.

Awareness for families.

Accountability for schools.

Who is the PLTF?

Personalized Learning Task Force

Collaborative Effort: Educators representing over 20 school districts and partner organizations across Michigan

Common Anchor of PLTF: Leveraging digital learning as a powerful tool to create tailored educational experiences that meet the unique needs of each student

Belief

✅ All students deserve access to high quality learning.

✅ All families deserve to know and choose from the educational programs available to them.

✅ All programs deserve resilient, rigorous, and appropriate academic measures.

Objective

Educate key stakeholders on the dynamics of personalized learning

Establish high quality standards for innovative and nonconventional educational programs and schools

Explore effective measures for ensuring the success of innovative and nonconventional educational programs and schools

Shared Time

Shared Time Students

Nonpublic and Homeschool Descriptions

- Nonpublic school - A private, denominational or parochial school other than a public school giving instruction to children…[2][4]

- Homeschool - Educating a child at home in an organized educational program [1]

Eligible to enroll in nonessential elective courses that are offered to public school students [2][3]

Shared Time Student Engagement

Examples

- Nonpublic student enrolled in an elective course at their private school - staffed by a public school teacher

- Homeschool student enrolled in an elective course at their local public school

- Homeschool student enrolled in a digital, online elective course through their local public school or ISD

- Nonpublic student enrolled in a 1) nonessential CTE course at an ISD 2) digital, online elective course through a local public school, ISD, or Michigan Virtual

- Homeschool student enrolled in a 1) postsecondary college course 2) digital, online elective course, 3) elective course at their local public school

In each example, the student membership [funding] is claimed based on the number of elective courses in which they are enrolled.

Shared Time Growth Cap

Funding Limitations - State School Aid Act

- Section 6(4)(ii) limits the amount of part-time enrollment [funding] that may be claimed - not more than 0.75 of a full-time equivalent equated student [4][5]

- Section 6(4)(II) limits the growth each year [4][5]

  - For districts that had 5% or more of funding coming from shared-time pupils [section 166b] in the prior year

    - Growth shall not exceed 10% of previous year (essentially cannot grow beyond 10% of that identified 5%)

  - For districts that had less than 5% of funding coming from shared time pupils [section 166b] in the prior year

    - Growth shall not exceed the greater of 5% *or* 10% of shared time pupils counted in the prior year

Example: LEA district of 2,500 full-time students (claimed for full funding each) - the shared time 5% cap would be 125 full-time equivalent equated students.

Challenges

Access to High Quality Teaching and Learning

- Students on waiting lists

- Should a full-time public school enrollments decline, their shared-time growth cap is reduced.

- Limitations regarding placement of elective teachers at nonpublic schools

- Marginalizing shared time students and families who desire to engage with their local public school

- The complexity of monitoring the shared time growth each year to avoid financial penalty

Consideration

Removing the Shared Time Growth Cap Would:

- Allow local school districts to provide access to all students and remove any waitlists.

- Stabilize shared time student enrollment in light of any potential decline in full-time students.

- Ensure timely elective teacher placement in nonpublic schools.

- Reduce the operational burden and resources required to monitor the shared time growth cap each school year.

- Promote an inclusive approach to shared time students, and their families who desire to engage with their local public school.

Resources

[1] Homeschooling in Michigan. (n.d.). *MI Department of Education - Nonpublic & Home Schools*. https://www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/Grants/NonPublic--Home-Schools/home_schools_122555_7.pdf?rev=d1a9f867700c4f6f82c5e0b291a2f5c5&hash=96D9A5E52736551F1395E439AEAC982E

[2] Nonpublic and Home School Information [Manual]. (2024). *MI Department of Education - Nonpublic & Home Schools*. https://www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/Grants/NonPublic--Home-Schools/2024-2025-Docs/2024---2025-Nonpublic-and-Homeschool-Manual.pdf?rev=4295061c6afb4c94a260ac39c09993d7&hash=5C

[3] Shared Time Instruction - Nonpublic and Home Schooled Pupils. (2017, November 7). *House Fiscal Agency, School Aid and Department of Education Subcommittee Testimony*. https://www.house.mi.gov/hfa/PDF/SchoolAid/SchAid_MDE_Subcmte_Testimony_MDE_SharedTimePgm_11-7-17.pdf

[4] State School Aid Act of 1979. (n.d.). *State of Michigan*. https://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf

[5] State School Aid Update. (2019, July). *MI Department of Education*. https://www.michigan.gov/-/media/Project/Websites/mde/2019/07/29/July.pdf?rev=7fc6720591734b9f848dc850be54eedd

Questions?

Shared Time

Parallel Accountability for Alternative Education

Parallel Accountability for Alternative Education

Objectives:

Establish basic understanding of purpose and practice for alternative education; dispel historical misunderstandings.

Discuss critical challenges associated with a universally applied accountability system.

Consider proposed language to create a parallel accountability system for alternative education.

Alternative Education

Purpose
- Provide a high-quality school experience for each student.
- Increase graduation rates; reduce dropout rates.

Practice
- Each learner is a unique entity with unique challenges and needs to achieve academic success.
- Conventional school models are built for the masses.
- Alternative education programs are built for the peripheral populations.
- Effective alternative models embrace innovative programming to meet unique needs of learners.

Universal models don't universally meet the needs of all students.

Critical Challenges

A universal accountability model...

Disproportionately identifies non-traditional schools as underperforming according to the Michigan School Index.

Disincentive for Michigan schools to operate alternative education programs.

Critical Challenges

A universal accountability model…

#1

…disproportionately identifies non-traditional schools as underperforming.

#2

…disincentivizes Michigan schools from operating alternative education programs.

   (a) accountability data
   (b) financial resources
   (c) promotes the movement of off-track students away from traditional school systems.

Proposal

Adopt language for a parallel accountability measure to applied toward qualifying alternative education programs.

Proposed Language

Describe qualifications for an "alternative education campus."

Ensure a parallel accountability system that is both rigorous and appropriate.

Define key terms "at-risk" and "alternative" and distinguish how these are considered within in school setting.

Ensure qualifying "alternative education campuses" are reported separately from traditional school campuses.

Describe qualifications for an "alternative education campus"

Ensure the parallel system that is both rigorous and appropriate.

Define the terms "at-risk" and "alternative" and distinguish their unique applications.

Ensure qualifying "alternative education campuses" are reported separately from traditional school campuses.

Defining "alternative education" as:

- 70%+ are at-risk students, or

- Strict disciplinary academy, or

- Dropout recovery program, or

- Adult education program, or

- Previously identified program.

Describe qualifications for an "alternative education campus"

Ensure the parallel system that is both rigorous and appropriate.

Define the terms "at-risk" and "alternative" and distinguish their unique applications.

Ensure qualifying "alternative education campuses" are reported separately from traditional school campuses.

Rigorous:

- Aligned with ESEA requirements.

Appropriate:

- Graduation Rate **> to the 8th Cohort**

- Student Growth **> appropriate growth measures**

- School Quality **> reported separately**

- Student Proficiency **> qualifying students**

- English Learner **> reported separately**

- Assessment Participation **> reported separately**

Describe qualifications for an "alternative education campus"

Ensure the parallel system that is both rigorous and appropriate.

Define the terms "at-risk" and "alternative" and distinguish their unique applications.

Ensure qualifying "alternative education campuses" are reported separately from traditional school campuses.

"At-Risk"

- Economically disadvantaged
- ELL
- Chronically absent
- Victim of abuse or neglect
- Family history of failure, incarceration, substance abuse.
- Immigrant; immigrated within preceding 3 years.
- Did not complete HS in 4 years.
- Did not achieve proficiency on state assessment.
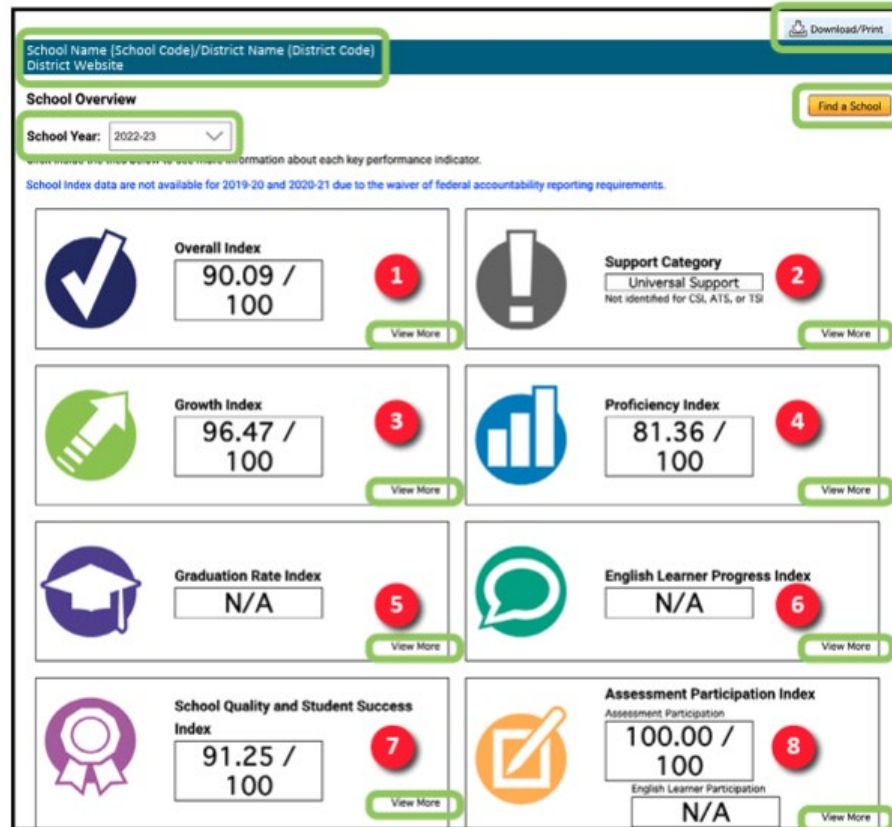- At risk of not meeting school's core academic curricular objectives.

"Alternative"

- At risk of non graduating with their original class/cohort.
- Individual needs not being met in traditional setting.

Michigan School Index Report

Describe qualifications for an "alternative education campus"

Ensure the parallel system that is both rigorous and appropriate.

Define the terms "at-risk" and "alternative" and distinguish their unique applications.

Ensure qualifying "alternative education campuses" are reported separately from traditional school campuses.

The department may not include schools designated as alternative education campuses along with traditional education campuses in public reporting designed to evaluate the quality or performance characteristics of schools.

Summary of Purpose

Our constant pursuit should be toward what is most beneficial for our students, families, and communities.

Alternative education programs are one, of a suite of non-traditional programs, that act as a vitally important piece of the complete educational puzzle.

Questions?

Parallel Accountability for Alternative Education

Personalized Learning and Pupil Accounting

Personalized Learning and Pupil Accounting

MI Personalized Learning Cafe
Choose your learning pathway

All options include highly-qualified teachers, guaranteed and viable curriculum, and a support system.

Traditional
Seated, in-person courses offered in a building. Often 6-7 hours per day in sequential order or a block schedule.

Enrollment: 1.4 million (mischooldata.org)

Virtual
Core and elective courses online. Available in full-time, part-time, and supplemental. Drop-in centers.

Enrollment: 208,460 (michiganvirtual.org/ER21-22)

Career-Tech
Gain industry experience in hands-on courses. Certifications and apprenticeships may be available.

Enrollment: 202,768 (cte.ed.gov/profiles/michigan#)

Early College/ Dual Enrollment
Receive college credit while in high school. Offered in-person and virtually.

Enrollment: 33,117 (mischooldata.org)

Community
Connect with experts in the community in subjects you want to explore or are passionate about.

Hybrid / Blended
Design your learning to fit your life. Combine the choices above to create a learning plan specific to you.

TODAY'S SPECIAL Virtual + other option

PLC

Learning Complements
Project-based learning
Place-based learning
Service learning
Independent study
Balanced calendar

Social Clubs
Learn with your friends!

Apply Your Learning!
JOBS

PARENTS
Are you looking for flexible learning options for your child?

Lost
Phon

Red Wings

SMITH
10

LSS Connections and Consulting LLC 2023

Personalized Learning and Pupil Accounting

Flexibility exists in law to personalize learning

- MDE website

- MDE 2019-2020 Guidance for Academic Acceleration

- MDE 2021 Flexible Learning Guide

Personalized Learning and Pupil Accounting

Pupil Accounting Challenges

- Navigating waivers and pupil accounting for nontraditional learners

- Fear in reporting and perceptions

- Loss of funding

Personalized Learning and Pupil Accounting

Freedom to Innovate

- Written plan (IDP/EDP/learning plan)

- Measurable goals

- Weekly meetings with the student

- Satisfactory progress reporting

- Flexible plans

Questions?

Personalized Learning and Pupil Accounting

Requested Actions

- Eliminate the shared-time growth cap

- Adopt language for a parallel accountability measure for alternative education program

- Exempt all virtual programs from 1,098 hours/180 days

- Allow pupil accounting procedures that are different for innovative programs

Contacts

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