



COMMUNITY REPORT 2016-17

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Ingham Intermediate
School District
A Regional Educational Service Agency



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SUPERINTENDENT'S MESSAGE



The reason we come to work every day is to support student achievement. As educators, we place students and families at the center of our work. We know that early learning is essential to long-term success and we know that students and families need individualized supports at different times during their educational journey. How do we do that successfully and how do we support the needs of our local districts and communities at the same time? It's complex. The best way to describe it is that we standardize the practice and customize the delivery in an effort to ensure that our stakeholders have both a system to work with and someone who cares about their individualized outcomes.

At Ingham ISD, we offer programs and services to students and families that fill gaps in the educational journey through partnerships with local districts, post-secondary partners and the business community. We believe in an "all education" model, and that means we support all students, no matter what their learning style may be, and work collaboratively with our stakeholders to provide

needed supports to ensure student success. Our programs and services begin in an early childhood setting and continue on to support students with career and technical training, as well as providing special education supports to students through age 26. In addition to student and family supports, our services extend into local districts by providing professional development with general education tools and strategies to improve learning, and by providing resources to support operational services in local districts. Operational partnerships contain costs and provide a team of experts to support local district, public school academy or neighboring regional education service agency needs in business, human resources, technology and communication.

During the 2016-17 school year, Ingham ISD gathered key stakeholders together to get a pulse on our current work, look at future opportunities and reassess our mission and vision to meet the needs of those stakeholders. We received input from more than 200 staff members, local district personnel, parents, students, community members and business leaders to develop a strategic plan.

Through this process, we learned that much of our work is recognized and appreciated by our stakeholders. At the same time, there are a few things we can do differently and purposefully through planning and tracking our progress. The strategic plan officially began during the 2017-18 school year, and we want to thank our community for the time and commitment that was made to help us develop a strategic plan that supports the needs of all stakeholders.

This report is intended to share information about our organization with our community. We hope that you learn more about Ingham ISD and what we do to support education in our region. We truly believe that education supports economic development, but we also believe that every student takes a different path to adulthood and it is our job to help them find their way. We must, and we will, prepare students for their future, not our past. Thank you all for continuing to support us on our educational journey.

Dr. Scott Koenigsnecht
Superintendent

BOARD OF EDUCATION

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SCHOR

PRESIDENT
(2013- 2019)

DAVID W.
ROBINSON

VICE PRESIDENT
(2011 - 2017)

JOHN C.
WOLENBERG

TREASURER
(2011 - 2017)

NANCY L.
STANLEY

SECRETARY
(2015 - 2021)

MICHAEL E.
FLOWERS

TRUSTEE
(2013-2019)



Inspiring innovation one learner at a time.

MISSION, VISION, PURPOSE

Through our strategic planning process, with input from our stakeholders, we have developed a Mission, Vision and Purpose.

Our strategic plan, which starts with the 2017-18 school year, will be our guide for the next 3-5 years.

Mission:

Ingham ISD exists to serve and lead through collaboration, innovation and advocacy.

Vision:

Ingham ISD, in partnership with all stakeholders, will transform our community by fostering the success of all learners in preparation for college, work and life.

Purpose:

- Collaborate
- Innovate
- Advocate



Inspiring innovation one learner at a time.

SERVICE AREA MAP



Service area school district boundaries reach into seven counties in the mid-Michigan region. Ingham ISD serves as a shared community resource that creates networks of support and enhances educational opportunities for all learners in our service area. Our board, administration and staff collaborate with educational and other community leaders to provide programs and services that fill learning gaps, save dollars and create efficiencies.

WE SERVE

more than 44,000 students	12 local school districts	10 public school academies
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OUR IMPACT



Ingham ISD is a regional educational service agency that supports and partners with many constituents, including families, students, local districts, community organizations and businesses. We embrace an “all education” model and know that the key to success is being inclusive of all

learners and believing that each child can learn.

Each child has a story to tell. Furthermore, just as adults do, students have good days and bad days. How we interact with students and families has a significant impact on their ability to learn.

Our impact reaches beyond the classroom as we support families in need and educate students to be the next generation of leaders in our community. Education provides economic prosperity for families, individuals and our community as a whole, and we are pleased to be part of it.

**“Education is not the learning of facts,
but the training of the mind to think.”**

- Albert Einstein

EARLY CHILDHOOD SERVICES



People often think of school starting at kindergarten, education, however, begins at birth. Preparing a child to enter kindergarten is critical to their long-term success. This is why our Early Childhood programs and services are so important to families and to the development of our youngest, most influential minds. When families have their first child, they are not likely to have a natural connection to their local school district and oftentimes don't know where to

turn for assistance. That's where we come in. Intermediate school districts help families and students in the service area with children birth to age five through Early Childhood Services.

Early Childhood Services and the Ingham Great Start Collaborative are working to address outcomes outlined by the Governor and the Office of Great Start within the Michigan Department of Education. They have developed the following goals:

- Children born healthy;
- Children healthy, thriving, and developmentally on track from birth to third grade;
- Children developmentally ready to succeed in school at the time of school entry; and
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.



EARLY CHILDHOOD SERVICES

Ingham ISD works collaboratively with key stakeholders to identify and serve children prior to kindergarten entry. Ingham ISD operates the referral system for Early On (birth -3) for families who are concerned about their child’s development, and Build Up Michigan (3-5 year olds). Early On and Great Parents, Great Start provide evidence-based services within a family’s daily routine and families typically receive services in their home, at a child care center/home, or at a community Ingham ISD Play & Learn Group.

Ingham ISD has a centralized, online system to coordinate the joint preschool recruitment and application

process for Head Start and the Great Start Readiness Program (GSRP). This system provides families the opportunity to fill out one application to be considered for tuition-free preschool placement through Head Start and GSRP, and connecting families who were not eligible for these programs to tuition options. The system also tracks the status of children (enrolled, pending enrollment, waiting list, not eligible) and helps identify communities to target outreach and recruitment efforts. This system simplifies the process for families.

Preschool may seem a little early to work on aligning instructional

practices, but the earlier we start this, the better the outcomes for students. Ingham ISD has a team of Early Childhood coaches to provide support as soon as we can. We begin using evidence-based academic and social-emotional interventions to support both literacy and social-emotional development. Using a multi-tiered system of supports model as soon as possible helps students prepare for success in kindergarten. Therefore, we support Early Childhood Preschool Programs to implement core curriculum, universal screeners, ongoing child/program assessments and tiered interventions. The ongoing use of data and problem-solving is used to maximize child outcomes.

Early Childhood Data

There is a significant amount of data that shows high-quality preschool programs help our youngest students be more successful. In fact, according to the First Five Years Fund, the benefits of high-quality programs from birth to age five do not end with one child but extend to their entire family, now and in the years to come. Research finds:

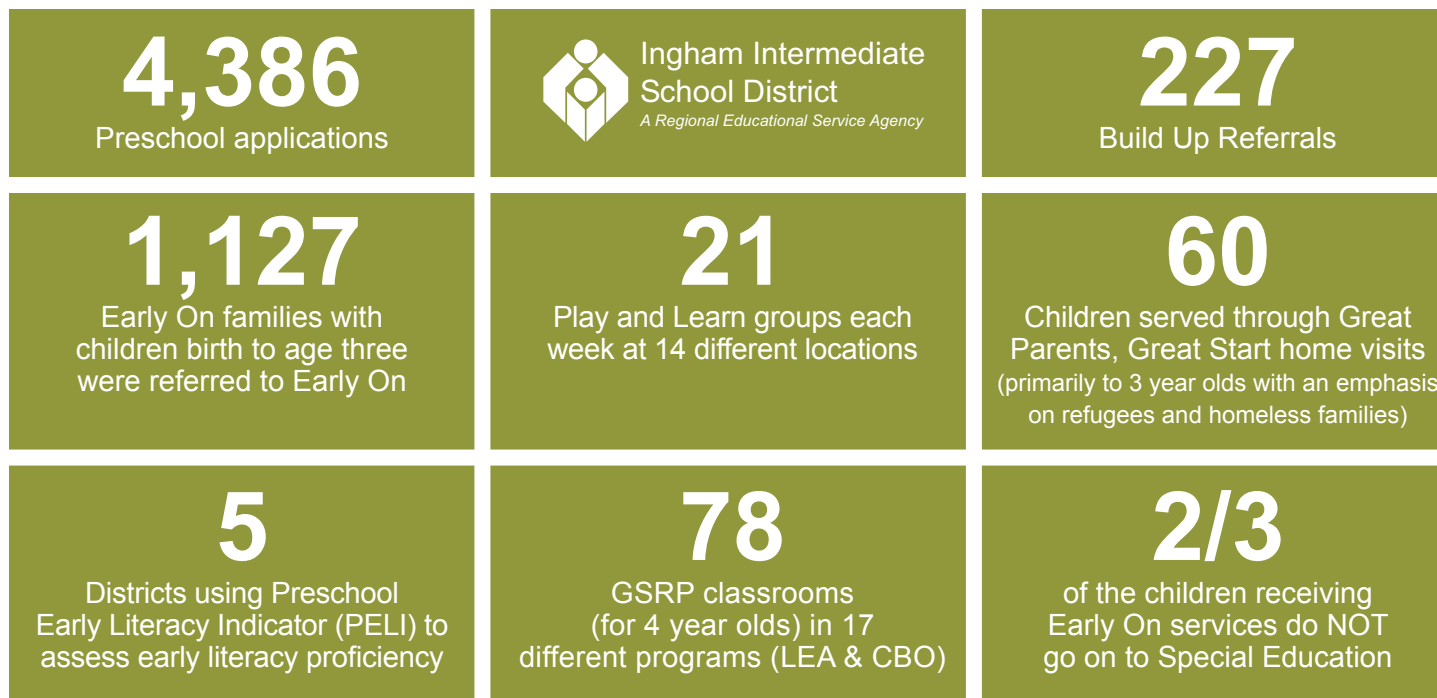
The positive effects of early childhood interventions are evident even 30 years in the future. [1]

Early childhood education reduces the percentage of children repeating a grade by 15%. [2]

Early childhood education lowers the rate of special education placement by 10%. [2]

Children participating in high-quality early childhood education have increased college graduation rates and increased rates of employment at age 30. [3]

Ingham ISD has had the opportunity to serve and support many students and families during the 2016-17 school year including:



Sources: 1. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/570882>; 2. https://www.rand.org/pubs/research_reports/RR1461.html
3. <https://heckmanequation.org/resource/research-summary-lifecycle-benefits-influential-early-childhood-program/>

INSTRUCTION & CURRICULUM

Each child’s educational journey is different. Their learning styles, environmental pressures and home lives all play a role in their ability to learn. As educators, we believe all children can learn and know that at times, students will need intensified supports as part of their learning.

In 2009-10, Ingham ISD and our local districts made a long-term commitment to implement a multi-tiered system of supports (MTSS). This instructional model uses evidence-based practices to inform where students are in their learning and classroom instructional practices. Our state assessments provide accountability for student outcomes and are a snapshot in time. Our ongoing assessments are the roadmap for a multi-tiered system of supports. In our MTSS model, we use universal screeners three times per year in addition to the annual state assessments. These measures allow us to keep a pulse on each student’s learning progress and to inform shifts in instructional practices when necessary. You might call it an “on demand” continuous improvement process for educators, students and parents.

Today’s technology provides student specific data that can be shared with families at conferences, in meetings or through the online student management system. This creates a team of people who are all working together toward student success. Ingham ISD has a group of professionals who work with the data collected to develop student-, teacher-, grade-, building- and district-level reports that help make future decisions. The more information we have to make decisions, the more progress we can make per district, per building, per classroom, per teacher, per student.

A Multi-Tiered System of Supports includes many areas to support the whole student, teachers and administrators in their learning and development:

Literacy

Mathematics

Early Childhood

Culturally Responsive Positive Behavior Intervention Support (PBIS)

Priority and Focus School Support

Data analyses and data driven decision making

School Improvement

Professional Development

Training/Coaching and Implementation Supports

Next Generation Science Trainings and Support

Project Practice (job embedded professional development)

Leadership Academy

9
districts implementing same core reading curriculum

11
districts implementing same core math curriculum

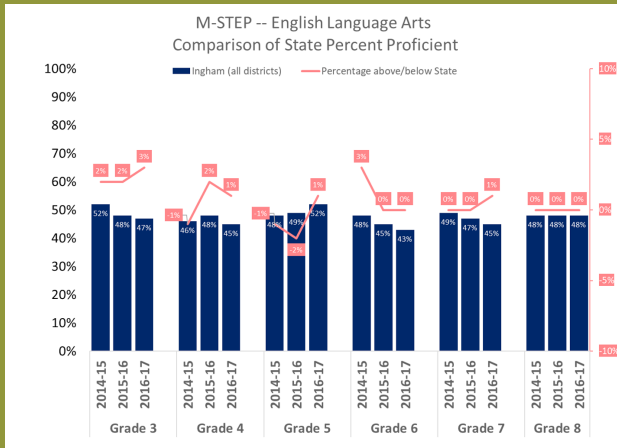
28,000
students screened in literacy and math K-9

5
districts implementing Pre-K MTSS literacy and behavior

INSTRUCTIONAL DATA

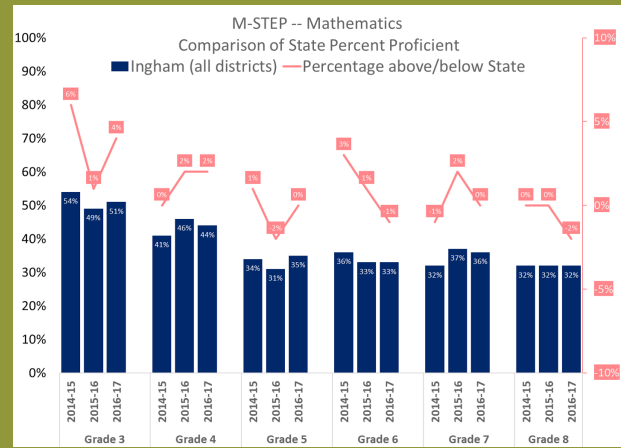
Below are a few data points that help us make future decisions.

This graph depicts the Ingham ISD service area M-STEP results in comparison to the state regarding students in Grades 3-8 proficiency in English Language Arts.



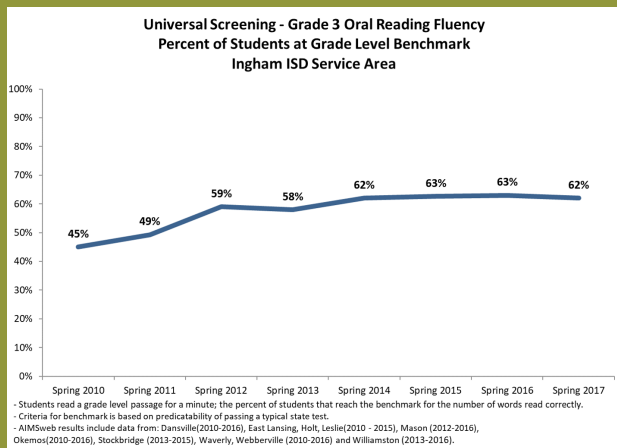
*11 of 12 districts represented

This graph depicts the Ingham ISD service area M-STEP results in comparison to the state regarding students in Grades 3-8 proficiency in mathematics.



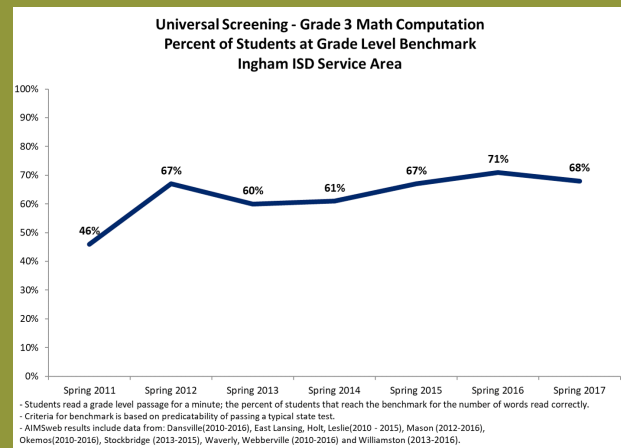
*11 of 12 districts represented

Although we collect commensurate data at all grades we are highlighting 3rd grade since it is the transition year to move from learning to read to reading to learn as well as a critical component of the 3rd grade reading legislation.



*Not all districts represented, depends on screeners used

Although we collect commensurate data at all grade levels, we are highlighting our 3rd grade math screening data. This data helps us predict how our students will perform in subsequent grades and what supports may be needed.



*Not all districts represented, depends on screeners used

SPECIAL EDUCATION



Student Support Services

Education is not a cookie cutter business. We don't develop widgets, we develop thinking, problem solving and an interest in learning and sometimes additional supports need to be part of the process of an "all education" model. Our "all education" model is intended to support each student, wherever they are in their learning and inform instructional practices at the district-, building- and classroom-levels. At Ingham ISD, we integrate needed supports in conjunction with our local district partners to provide the best possible school experience to children in our service area to maximize outcomes.

The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act. A key component of special education is Specially Designed Instruction (SDI). Specially designed instruction means adapting, as appropriate, to meet the needs of an eligible child in terms of content, methodology, or delivery of instruction to address the unique needs of that child, and to ensure access of the child to the general curriculum.

Our model of delivering special education supports is different from that of many intermediate school districts around the state. Our districts operate and provide many services for their students. Our districts can also choose to contract with Ingham ISD or access the schools and programs we operate. We provide programming and operate center-based schools at the ISD-level to meet the needs of our local district students.

OPERATED SCHOOLS AND PROGRAMS

Autism Spectrum Disorder Program
Early On
Evergreen
Heartwood School
Ingham Academy
Malcolm Williams
Project SEARCH
St. Vincent School
School-to-work
Secondary Learning Center
Skills for Adult Independent Living (SAIL)

SPECIAL EDUCATION DATA

Ingham ISD is always working together to meet the unique educational needs of local districts’ students and families. We have 81 itinerant staff providing special education services in twelve K-12 districts, five Public School Academies, and supporting Early On and Ingham ISD programs. In addition to programs and services, Ingham ISD collaborates with local districts in many areas; a few highlights include Data Based Problem Solving both in the K-12 and in the Early Childhood settings, Positive Behavior Intervention and Supports (PBIS) and Trauma-Informed schools.

Our “all education” model focus helps support the role of Special Education and General Education staff in local districts and outside agencies in meeting the needs of all students. Through a multi-tiered system of supports, providing students with interventions and working with teachers to understand their data, we have been able to assist students earlier in their learning.



NUMBER OF STUDENTS SERVED THROUGH INDIVIDUAL EDUCATION PLANS			
2013-14	2014-15	2015-16	2016-17
6085	6023	6000	6088



Project SEARCH

In 2016-17, Ingham ISD launched its first Project SEARCH program in partnership with Michigan State University. Project SEARCH is a program providing high school students with disabilities the opportunity to train, gain and maintain employment through businesses and organization or opportunities across the nation. Through this program, students are offered a one-year opportunity to develop valuable workplace skills leading to post-graduation employment. All eight students in the first year of the program found employment at the end of the school year.

SPECIAL EDUCATION DATA

Ingham ISD Special Education Parent Advisory Committee

In 2016-17, the Ingham ISD Special Education Parent Advisory Committee hosted four events to help and inform families of students with disabilities. A significant focus is placed on helping families find resources and assistance when students transition from high school to independent living and employment.

The Fall Fun Festival is a casual event at which families and students of all ages can interact with one another, educators and community partners.


This event is to help families learn more about their community and the services available.

The Annual Transition Fair is in its fourth year and is designed for students, and their families, who are planning or beginning their transition to life after high school. This event involves more than 20 community partners who represent the six transition domains: community participation, home/adult living, employment, post-secondary education training, health care and recreation/leisure.

The College and Career Workshop is an event designed to provide students and their families with information about post-secondary college and career opportunities. Held on the Lansing Community College campus, this educational event includes two- and four-year colleges, other learning opportunities for students with developmental disabilities and career information.

The first-annual Summer Camp Fair was held in 2016-17. This setting is an opportunity for families to learn about and register for summer camps and activities for students with disabilities.

Student Enrollment Data

Heartwood School 98	Evergreen/ Secondary Learning Center 31	Early On 936
Malcolm Williams 17	 Ingham Intermediate School District <i>A Regional Educational Service Agency</i>	Autism Spectrum Disorder Program 7
St. Vincent School 31	Skills for Adult Independent Living (SAIL)/ School-to-work 27	Ingham Academy 73

CAREER & TECHNICAL EDUCATION

At Ingham ISD, we offer 19 CTE programs at the Wilson Talent Center. Career and Technical Education has changed significantly over the years and programs need to be cutting edge to create the best outcomes for our students.



When the Career Center opened in 1972, it was a vocational school primarily for students who were interested in graduating from high school and transitioning directly into a job. Today, students are not only earning high school academic credit, but direct college credit, and state and national industry certifications. We are no longer preparing students just for jobs, but rather growing their skills and talents as they make their way toward high-wage, high-demand career fields. Currently, nearly 80% of Wilson Talent Center graduates are moving on to post-secondary education where they are able to fine-tune their talents and prepare for their futures.

This year, we rebranded the Capital Area Career Center to reflect the future of career and technical education. After careful consideration, surveying of numerous stakeholders and conducting much research over the last two years, we decided to rename the Career Center as the Wilson Talent Center. The reasoning behind this decision was based on input from many key stakeholders to accurately convey today’s curriculum and opportunities, pave the way for growth and leave behind the perceptions of the 70s and 80s.

Wilson Talent Center Programs	
Automotive Technology	Cybersecurity & Digital Forensics
Aviation Academy	Engineering Technologies
BioScience Careers	Healthcare (Various Options)
Business & Risk Management	Law Enforcement
Career Start	New Media
Construction Technology	Precision Machining Technology
Cosmetology	Programming & Mobile Applications
Culinary Arts & Hospitality	Welding Technology

The center is being named after Rudy Wilson. Mr. Wilson was an Ingham ISD board member for more than 20 years and almost never missed an event at the Career Center. He was known as a true leader in our community. Mr. Wilson was a Lansing Public Schools and Michigan State University graduate, the first salaried African-American employee at General Motors, the first African American Ingham ISD Board Member, as well as a leader of the local NAACP branch.

CAREER & TECHNICAL EDUCATION

Student Enrollment

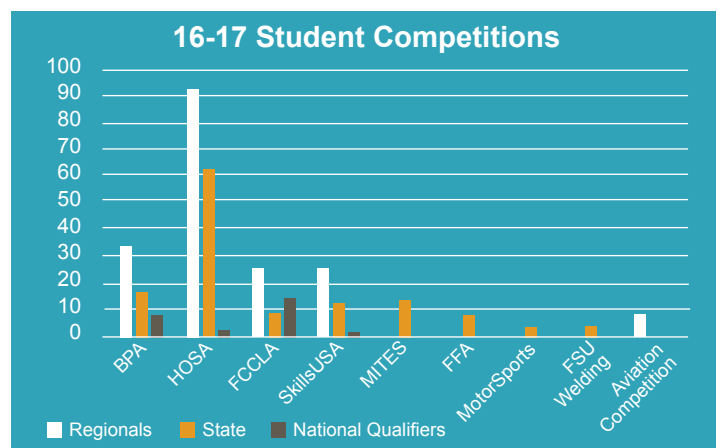
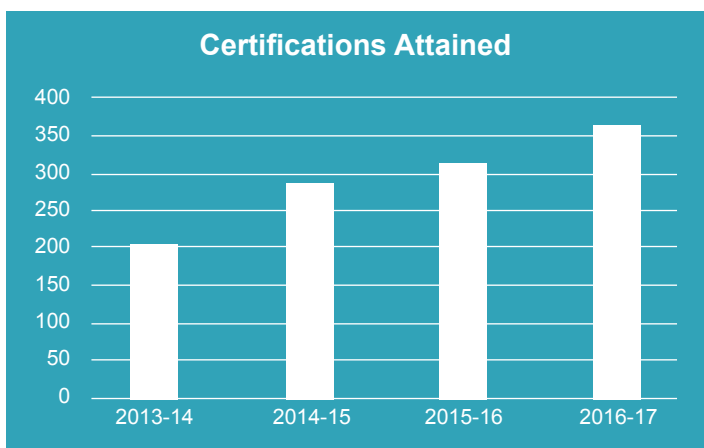
Student enrollment has increased significantly over the last several years by expanding program labs, classrooms and offering tuition-based programs to districts that are not part of Ingham ISD’s millage, including Lansing and Fowlerville. Students from these districts participate through a tuition arrangement only if seats are available after our in-district high school students have committed to a program of study.

Enrollment Statistics - LEA Participation

Year	Clinton Cty Schls	Eaton Cty Schls	Dansville	East Lansing	Fowlerville	Haslett	Holt	IISD Programs	LCC	Lansing Schools	Leslie	Mason	Okemos	PSA's	Stockbridge	Waverly	Webberville	Williamston	Totals
2012-13	1	11	50	24	0	71	65	5	4	6	50	72	24	5	53	37	19	24	521
2013-14	1	11	52	22	0	45	64	2	7	1	65	72	20	8	41	34	24	30	499
2014-15	2	13	51	31	0	31	77	0	31	3	62	69	24	7	35	32	23	37	528
2015-16	8	13	53	32	17	40	74	0	0	71	68	90	19	6	55	51	25	47	669
2016-17	3	17	66	35	54	46	87	0	0	79	76	109	28	12	65	66	23	45	811
5-Year Average	3	13	54	29	14	47	73	1	8	32	64	82	23	8	50	44	23	37	606

Certifications & Leadership Organizations

In addition to gaining skills, expertise and exposure to future career options, students can earn state or national certifications or participate in student leadership organizations to test their abilities against other students across the state. Student participation in both categories has expanded as our student population has increased. This means that our students can leave high school with leadership awards or state and/or national certifications in their field of study.



CAREER & TECHNICAL EDUCATION

Awards and Recognition

Students and staff also received awards throughout the year showing their expertise in a specific area of study. These awards included:

- Breaking Traditions – Four female students received awards in the non-traditional fields of Culinary, Auto Technology and Precision Machine Technology
- Culinary Arts - Won the Education Program Excellence in Practice Award from MDE
- Engineering Technologies – Won the Square One Innovative Vehicle Design competition
- Career Start – Dee Getty – Michigan Occupational Special Populations Association (MOSPA) Program of the Year
- Business & Risk Management – Monique Colizzi – InVEST Teacher of the Year for Business/Technology/Insurance
- Welding – Jeff Grossman – Excellence in Education Award – Fox 47 and Michigan Lottery – aired February 20, 2017, on Fox 47!

Capital Region Technical Early College

Capital Region Technical Early College (CRTEC) is a high school-to-college program where students start in grade 11 and complete a grade 13 with up to 66 college credits and/or industry certifications.

Tuition is free, and the program gives students various career-related experience. Students in CTE programs can earn certifications and direct college credit at no cost.

CRTEC is for those motivated to pursue their goals and are ready to get started.

CRTEC is a collaboration between Clinton County RESA, Eaton RESA and Ingham ISD. Ingham ISD is currently offering CRTEC through the Programming and Mobile Applications and Culinary Arts & Hospitality programs, with more additions to come over the next few years.

“The Career Center (now renamed Wilson Talent Center) is extremely helpful with setting you up for success. Not only for my career, but academically and socially. The Career Center is life changing, and if I could re-live my last days there I would do it in a heartbeat. I’m so thankful for my instructors and the staff that helped guide me to become the student I am today.”

– Temple Martinez, 2017 Graduate of Culinary Arts & Hospitality



LANSING COMMUNITY COLLEGE PROGRAM PARTNERSHIPS



The Early College

The Early College is a collaboration between Ingham Intermediate School District (ISD) and Lansing Community College (LCC). The Early College is a program for students entering their junior year of high school who are looking for an opportunity to move into a college environment. Eleven of the twelve districts in the Ingham ISD service area and several out-county districts participate in this program.

This program is for motivated students. The 2016-17 graduating cohort of 53 students earned 27 Associate Degrees, 35 Certificates of Achievement and one Certificate of Completion. The average credit hours earned was 57.4.

The Early College at LCC offers up to an associate degree, tuition free, for students in participating high schools in the Ingham ISD service area who will be starting their junior year of high school. Students are expected to complete the program in three years. After three years, they will have earned their high school diploma, up to sixty college credits, an associate degree or technical certification, all tuition free. These credits are transferable to most Michigan and national colleges and universities.

High School Diploma Completion Initiative

The High School Diploma Completion Initiative (HSDCI) is a unique opportunity for mid-Michigan students who have disconnected from their high school to jump-start their education and career preparation. This program supports students in all participating districts in our service area.

HSDCI is designed to provide students with the tools to be successful in a demanding society and career. HSDCI classes are LCC courses where students earn college credit concurrently with completing diploma requirements. While HSDCI courses are mainstream college courses that are part of curricula at LCC, instructional methods at HSDCI are customized to maximize the learning environment for high school students.

HSDCI is a small learning community that prides itself on communication and accountability. While students appreciate the autonomy that the college campus environment provides, they must be reliable and responsible with their class schedule and balance commitments to the program and outside-of-school demands.

“Being able to take college credits while still in high school has been amazing. I enjoy my classes; it’s fast paced and challenging, but also rewarding. I am excited about getting a head start on earning a college degree. I still get to see my friends from high school, but I have made new friends too.”

– Autumn Enterline

PROFESSIONAL DEVELOPMENT

A core essential of our general education supports is professional development. At Ingham ISD, we don't believe in "sit and get" trainings; we know the more people interact and engage with one another, the deeper their knowledge and experience becomes. When you learn in an interactive and engaging environment, you are more likely to retain information and share it with others.

In the 2016-17 school year, the Leadership Academy's theme encompassed a broader scope for educators to get informed, build connections and make an impact. In this series, groups of leaders from the district level come together several times during the year to learn about a new topic or hear from an engaging speaker combined with a group think session in which each district would make plans on their own

topic. One example of that was when Representative Andy Schor presented information about the Third Grade Reading Law and how that would impact our students and our future work as educators. Each district had time to think through their current structure and start developing plans for their district. At the same time, this allowed Ingham ISD to hear district needs, create support plans to help administrators and parents understand the law, and prepare teachers, families and students for the changes needed to be successful.

We knew we needed to go further with our professional development supports and that is how Project Practice was formed. We are working one-on-one with our districts to bring professional development directly to teachers. While we understand the importance of continuing education, we also know there is no replacement for a classroom

teacher. Project practice is a job-embedded professional development/coaching model to reinforce instructional practices similar to a coach for a football team. We have received significant positive feedback from local districts on this model and expect to continue moving forward with this.

In addition, we served hundreds of educators through training for Go Math! and Next Generation Science Standards with a very talented team, who could be classified as "entertainers" to engage educators in learning. Have worked with the Michigan Department of Education and other education partners to implement trainings needed to keep staff informed about upcoming changes that impact their work. We look forward to a 2017-18 school year packed full of new ideas and energy to support the needs of educators throughout our service area.

Multiple customized trainings and programs were offered in 2016-17, some not reflected in the graph below.

SIS Team Support	DA	EL	HA	HO	LA	LE	MA	OK	ST	WA	WE	WI	LEA Total
Curriculum Directors Meeting	■	■	■	■	■	■	■	■	■	■	■	■	12
Data Coaches	■	■		■		■	■	■	■		■	■	9
Early Warning Signs				■									1
Educator Evaluation	■	■	■	■	■	■	■	■	■	■			10
English Language Arts Steering Committee	■	■	■	■	■	■	■	■	■	■	■	■	12
Instr. Leadership Walk-Thrus (Visible Learning)	■		■	■	■	■		■	■	■	■	■	10
Leadership Academy	■	■	■	■	■	■	■	■	■	■	■	■	12
Literacy Across Disciplines (LAD)	■			■		■	■						4
Literacy Training & Support					■								1
Math Training and Support	■		■	■	■	■	■			■	■	■	9
Science Training & Support	■	■	■	■	■	■	■	■	■	■	■	■	12
Survey of Enacted Curriculum	■	■	■	■	■		■	■			■		8
Teacher job-embedded PD-Project Practice	■		■	■		■	■	■		■	■		8
Teachers Learning Together	■			■	■	■	■			■	■	■	8

ADMINISTRATIVE SUPPORT

Business Services

Two local districts and three public school academies contract with Ingham ISD to perform business office functions for their district. Our Business Office is responsible for the accounting, budget and finance for Ingham ISD's annual operating budgets.

Our special education finance activities support programs and services in the area of special education finance. This area includes, the coordination of our Ingham ISD Special Education Plan distribution of funds, the maximization of special education revenues and the provision of data and analysis to assist in effective programming for students across the service area. The administration of our Special Education Transportation Consortium and Medicaid reimbursement initiative are also included in this area. Our local districts rely on our expertise and technical assistance with student counts to ensure districts receive all eligible state funding for their district. We also perform student attendance/truancy functions for districts/students in our service area.

Four districts contract with Ingham ISD to provide General Education transportation and all 12 districts are part of the special education transportation consortium.

Human Resources

All aspects of employment including recruitment, hiring and selection, leaves of absence, terminations and retirements are handled by the Human Resources department. Human Resources provides support to our local districts in many ways, including being part of a substitute system consortium called the Central Michigan Substitute System (CMSS) using EDUStaff, LLC to register and pay substitute teachers/paraprofessionals. The substitute calling consortium, including 11 local districts and two public school academies, saves money and allows districts to remain focused on delivering quality instruction. Ingham ISD reviews and approves the criminal history checks for participating districts.

The Applitrak system, a centralized location for posting open positions, is utilized by 17 local districts or public school academies, and seven districts participate in the Employee Relations Information Network offered by the Michigan Associations of School Boards. These two programs are coordinated through our Human Resources team.

Human Resources is also responsible for payroll and benefits administration for Ingham ISD and three of our local districts.

Public Relations and Communications

The Public Relations and Communications (PRC) team provides support to Ingham ISD, local districts and families in the communities we serve through two-way communication, promotion of programs and relationship-building with business and legislative leaders in our community and across the state. We provide communications support to one local district and one regional educational service agency.

We also work on community collaborations to connect education to our economy and serve on many committees in our region. This year, all 12 local districts became Lansing Regional Chamber of Commerce members and have gained access to chamber members' lunch meetings, member learning opportunities and the member directory. In addition to the Chamber, the district also participates with Teach, Talent, Thrive (T3), Capital Area College Access Network (CapCAN), Power of We, Michigan School Public Relations Association, Legislative Forums and much more to remain engaged at the regional and state level.

12

Districts participate in Special Ed transportation

17

Districts or PSAs utilize Applitrak

2

Districts contract for communication services

INFORMATION TECHNOLOGY SERVICES

Our Information Technology Services (ITS) team primarily resides in the Thorburn Education Center in Mason. The ITS team, however, supports technology (remotely and/or onsite) across all of Ingham ISD’s sites and in our local school districts. A number of our technology services staff are positioned in our local districts including Dansville, Haslett, Holt, Stockbridge, Waverly and Webberville.

ITS implements a tiered system of technology support that starts with a phone call to our Help Desk.

Our technology support specialists, desktop engineer, network analysts, systems analyst, network engineer, applications analysts, instructional technologists and other team members then take over to provide support.

This team also manages wired and wireless networks, including our

service area wide StarNET network, and provides staffing and hosting for the REMC \$ave Bid Project.

Help Desk

244-1215

Info Team Support	DA	EL	HA	HO	LA	LE	MA	OK	ST	WA	WE	WI
Illuminate DnA	■	■	■	■		■	■	■	■	■	■	■
INSPECT (Item Bank)				■			■			■	■	■
Powerschool Application Support	■	■				■			■	■	■	■
Powerschool Maintenance and Hosting	■					■			■		■	■
GoMath, SuccessNet, etc Data Integration	■	■	■	■		■	■	■	■	■	■	■
Internet Bandwidth	■	■	■	■	■	■	■	■	■	■	■	■
Wide Area Network (Share some resources)	■	■	■	■	■	■	■	■	■	■	■	■
Complete Technology Support Services	■									■	■	
Shared Staffing			■									■
Hybrid Technology Services/Staffing				■								
Data Center Hosting	■										■	
Instructional Technology	■									■		
Web Content Management Hosting	■	■			■		■		■	■	■	
Web Content Filtering	■	■	■	■		■	■		■	■	■	■
REMC	■	■	■	■	■	■	■	■	■	■	■	■
REMC 13 \$AVE Co-op	■	■	■	■	■	■	■	■	■	■	■	■

COMMUNITY CONNECTIONS



Ingham ISD has many great partners to thank throughout the community, but we certainly can't reach them all in our Community Report. Therefore, we will share a few of the key community connections we made in the last year.

Scholarships

Nearly \$21,000 awarded to career and technical education students – donations made by community businesses or private citizens.

STEAM Geekend Camp

We offered a STEAM Geekend camp for students in grades 5-7 to begin peeking their interest in potential career fields.

Wilson Talent Center Events, Open House and Student Showcase

These events are a great opportunity for our community to see programming offered at the Wilson Talent Center (formerly known as the Capital Area Career Center). The open house is held every December and is open to the public. Most often, students come to visit programs

with their parents as they decide about enrolling for the next school year. This year, the Open House had 978 attendees. The Year-End Student Showcase is just that—a time when students have an opportunity to showcase their work from the year. This often draws business professionals, families and educators in to see the work of students who attend our programs. This is held in May of each school year. This year, students greeted nearly 1,200 guests at the event.

Dart Foundation

Career and technical education program equipment can be costly. The Wilson Talent Center sought a grant from the Dart Foundation to update and expand its existing manufacturing space. We are pleased to share that the Dart Foundation awarded the Wilson Talent Center \$700,000 over two years. Ingham ISD will match that grant to improve and expand areas that need to be relocated to accommodate our new advanced manufacturing wing. The schedule is as follows:.

Phase 1 - Summer of 2017

- Move construction to an adjacent building behind the WTC
- Expand Welding classroom
- Create an inspection room for Precision Machine Technology

Phase 2 – Summer of 2018

- Expand Welding lab
- Move Engineering classroom and lab
- Create a collaboration area for Engineering, Precision Machine Technology and Welding
- Creates an Advanced Manufacturing cluster

Lansing Regional Chamber of Commerce

We understand the importance of connecting education to business, and the impact it can have on our region if we are helping students be successful. This also helps employers find the best fit for their companies. This year, we purchased chamber memberships for all the local districts in the Ingham ISD service area. Included with that membership is a directory page for each district, an invitation to all the economic clubs luncheons and promotional opportunities for their districts.

COMMUNITY CONNECTIONS



of the Capital Area. Their mission is to increase college and post-secondary readiness, participation and completion. This is evident by the number of college advisors that have been placed in our local districts and the events that are being hosted by CapCAN to support our students. These include events at the Wilson Talent Center and events with our Transition programs to help students prepare for the next step after high school. <http://www.capitalareacan.org/>

Gifted & Talented Programs

In 2016-17, Ingham ISD offered two gifted and talented programs in partnerships with Michigan State University. Kids College is a two-week science focused summer camp for students in grades 4 or 5 and served 125 students in 2016-17. MASCOT is a three-week mathematics focused summer camp for students in grade 6 or 7 and served 35 students in 2016-17.

Arts Integration

Each year, Ingham ISD Partners with the Wharton Center for Performing Arts to host an Arts Integration Professional Development series for district teams. The goal for a training like this is to share how integrating arts into core curriculum, such as science and math, add more meaning and value to both subject areas.

Special Olympics

As a special education provider, Special Olympics is near and dear to our hearts. Each year, a team from Ingham ISD participates in the Polar Plunge to raise funds for Michigan Special Olympics. Our students are direct recipients of these fundraising efforts.

Ingham Great Start Collaborative

An early start for our youngest minds is a critical component of success. Ingham Great Start Collaborative (Ingham GSC) is a coalition of human service agencies, families and other partners, such as local businesses and physical and mental health agencies. Ingham GSC is implementing a comprehensive strategic plan to address Michigan's 4 Great Start Outcomes in our community. This initiative ensures that every child, birth to age eight, has access to a universal, comprehensive and collaborative system of community-based early childhood programs, services and supports. <https://inghamgreatstart.org/>

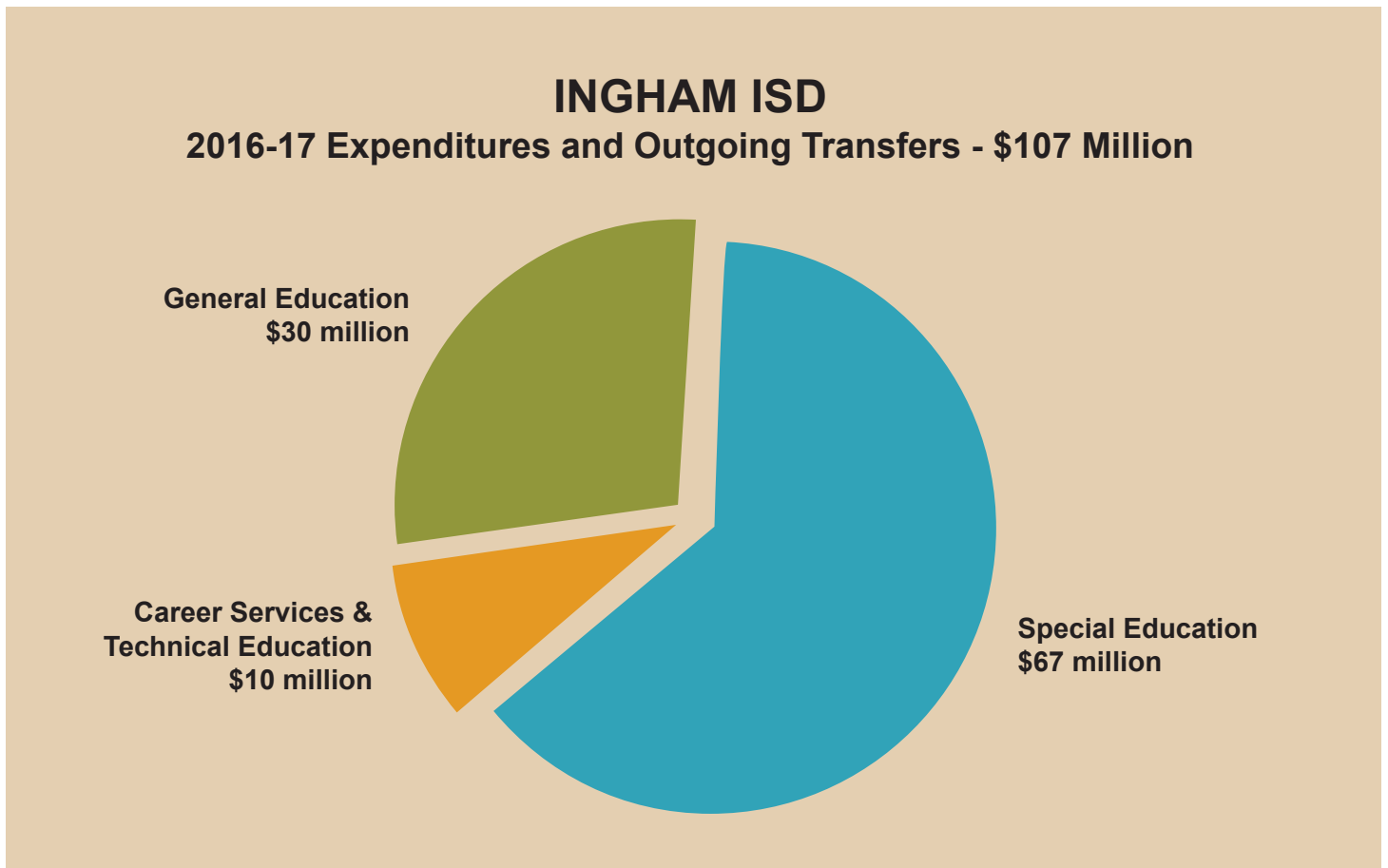
Teach. Talent. Thrive.

Teach. Talent. Thrive., or T3, is a network of connected assets to support education and talent development in the capital area. T3 is committed to helping the capital area become the exemplary STEAM (science, technology, engineering, arts and mathematics) region in America. They work with schools and business across to region to help connect talent. <http://teachtalentthrive.org/>

Capital Area College Access Network

The Capital Area College Access Network (CapCAN) is a collaborative community network dedicated to increasing the college attainment rate

FINANCIAL REPORT



Ingham ISD’s programs and services are provided through three statutorily-separate operating funds: General Fund, Special Education Fund, and Career Services and Technical Education Fund.

The total of expenditures and outgoing transfers was \$107 million in 2016-17. Expenditures encompass Ingham ISD-operated programs and services and outgoing transfers are primarily payments to our constituent districts. The funding sources for Ingham ISD are varied. Each fund receives revenue from a number of sources that are specific to each fund. Property tax levied for each fund represent the largest overall source of funding for Ingham ISD. Each fund also receives

specific state aid, federal and other grant sources, as well as fees for certain provided services.

The General Fund revenue is comprised largely of funding which is specific to a given program/service/consortium, as 90% of the revenue of this fund is designated or earmarked. The Special Education Fund represents a combination of expenditures for ISD-operated special education programs and services, and outgoing transfer payments for expenses incurred by constituent districts for special education.

The Career Services and Technical Education (CSTE) fund includes ISD-operated programs and services which

are funded largely by a dedicated property tax millage. Students from districts where the ISD CSTE millage is levied attend/participate without cost. A tuition/fee is paid by districts outside the CSTE property tax millage levy. For all districts, the state aid per-student foundation revenue remains with the district.

