



Key Issues in 2011

Facilitating Communication  
 Among Our Members

<http://www.masfps.org>

Michigan Association of State and Federal Program Specialists

# WHAT IS CORE INSTRUCTION?

BY THOMAS REEDER

Wyoming Public School District  
 MAS/FPS President

**Supplement and  
 supplant still apply**

When educators speak of the “core,” we probably think of language arts, mathematics, science, and social studies content; instruction; and assessment. More than that, though, in our grant programs, core also speaks to **instructional delivery**. Core instructional delivery is that which is expected and provided to every student as part of what many would call Tier I support.

Identification of this is extremely important in that this theoretically determines what is supplementing and supplanting for use of all grant dollars. As district budgets are under a constant challenge to maintain programming, it becomes a great temptation to blur the lines between supplementing and supplanting of funds and to somehow justify it.

**A good “rule of thumb” is to determine what services and programs are delivered for all students.**

Sometimes the pressure to keep programs for students can come from outside your control. To support your efforts and to assure you are properly using grant funds, it is necessary to define the district’s core instructional programs for all students—especially those students who grants typically support, such as students with disabilities, English Language Learners, and at-risk students.

A good “rule of thumb” is to determine what services and programs are delivered or expected for all students. Anything related to this **must** come from district general funds. An example would be parent teacher conferences. All costs related to this must come from district dollars.

SEE “CORE” ON PAGE 2



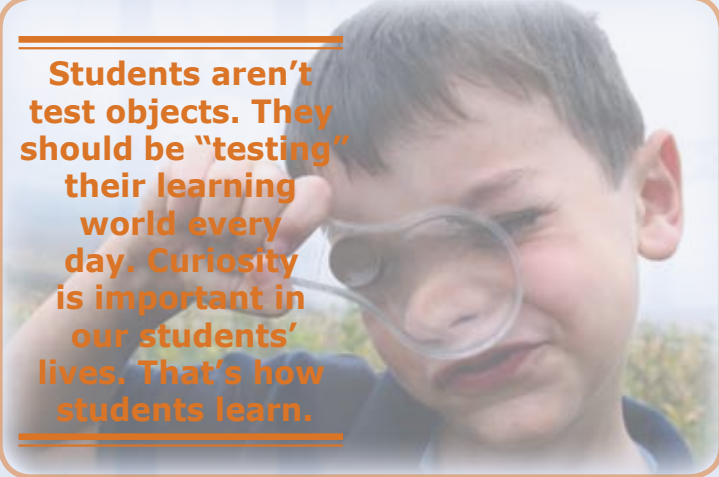
Education is more than testing. Education involves quality curriculum, best practice instruction, and schools that work hard to engage all students in the learning process. The core curriculum is another step toward quality instruction everywhere.

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Why might this be an issue is because of translating for parents of ELL. Although this may be considered additional by some staff, this is considered core services and must be funded by district dollars. If the conference was not the traditional parent teacher conferences, but a special conference related to the student’s special program, then this could be supported by grant dollars. The same would apply for any translations related district documents that all students receive, district dollars.

Another example is testing. Any testing, screening administered for all students must be supported by only district dollars. After initial testing/screening, when diagnostic testing may be necessary, this could be supported



**Students aren't test objects. They should be "testing" their learning world every day. Curiosity is important in our students' lives. That's how students learn.**

by grant dollars. These are examples of services and the examples could be unlimited. It is vital to determine this and use of your dollars as related the conclusions.

Programs and instructional services are another area to determine what is core. For example, what is the district doing to meet the needs of all students with the district instructional personnel? If the district personnel are expected to meet the needs of “certain” students and grant funds meet the special needs of “other” students, this would be a violation.

How a school/district handles teaming, paraprofessionals, support teachers in the classroom during and outside the school day is vital to determining supplemental versus supplanting. Core instruction must occur for all students—and “all means all.”

## Evaluation guidance provided by MDE

BY MAX FULKERSON

Lansing School District  
Congressional District 8

When we accept their money, we have to play by their rules ... such is the burden that comes with Federal grant money. The law says we have to annually evaluate the effectiveness of the programs funded with these dollars, but is scant on details as how to do it.

This has been the mantra of State and Federal program specialists and directors for as long as I can remember working in education — which is admittedly not that long. However, the grizzled veterans say much the same thing. What we have, then, is a patch-work of various techniques and methodologies used across Michigan, either

imported from elsewhere or developed locally. It’s likely that some of these are very good methods, which put a spotlight on those programs that are increasing student achievement and support making good decisions about what to continue, or when to change course. Other districts may be going through the motions, appearing to meet the letter of the law, but protecting their sacred cows despite what the numbers may tell them. MDE’s Office of Field Services has reported that some districts and schools have skipped this requirement altogether.

In the latter two cases, part of this stems from frustration of not knowing exactly what to do. People don’t go into education with the intent of shirking their responsibilities or ignoring the rules;

SEE MDE EVALUATION  
CONTINUED ON PAGE 9

# Challenging, daunting, but it's what we do ...

Dear Members of the Michigan Association of State and Federal Program Specialists (MAS/FPS):

It is my honor to serve you as President of MAS/FPS for the 2011–2012 school year. As the MAS/FPS mission indicates, this organization is dedicated to “empowering leaders to implement effective State and Federal Programs to increase student achievement.” You are those leaders and it is our purpose to support you in being your very best in implementing your Title I, Title II, Title III, Title III Immigrant, 31a, and more grant funded programs to make a difference with those students most at risk of not reaching academic success or more importantly, their greatest potential. It takes both of us to make this work well. You must ask for what will help you and your programs run efficiently and under full compliance, and MAS/FPS must provide opportunities for you to accomplish this.

MAS/FPS is very fortunate to have forged a strong, supportive, and reciprocal relationship with the Michigan Department of Education (MDE). This partnership allows for MAS/FPS to even better serve you as members as we are continually looked upon for advice in problem–solving through

issues and implementing new practices. As is with our organization, MDE is continually looking to assure each and every

district is able to best utilize their grant allocations to serve those students currently most at risk of not mastering the State’s grade level content expectations.

This past year and the near future may currently look not only challenging, but sometimes daunting depending on your district’s current financial situation and your experience with grant programs. Many of us have had or are currently feeling this way, no matter what our years of experience or current role in our own district. Knowing all the components, rules, and more for each grant program is continually a challenge given the scope of each program. More importantly, since we are each trying to help all students through quality grant programs, the work we do goes well beyond compliance in attempting to offer each student the greatest opportunity of success, no matter their current situation in and/or



**Message from  
the President  
Dr. Thomas  
Reeder**

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PRESIDENT’S MESSAGE,  
CONTINUED ON PAGE 6

## The *Informer*

Michigan Association of State and  
Federal Program Specialists



The *Informer* is a publication of MAS/FPS. The information contained within aims at informing the school and community members about events both past and future within the organization’s community.

**President:**  
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Margarita Frommert

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Sara Shriver

**The *Informer* Editor:**  
Rick Heitmeyer

**Mission:**  
“Empowering  
leaders to  
implement  
effective State  
and Federal  
programs to  
increase  
student  
achievement.”

# Michigan Association of State and Federal Program Specialists

42nd Annual

## Fall Directors' Institute

Making the Connections  
to Increase Student  
Achievement



### Two-Day Institute Keynotes

- ★ **Dr. Dale Henry** “The Drive Attitude”
- ★ **Dr. Mary Bigler** “Teaching With Pizzazz!”
- ★ **Kati Haycock** “The Federal Perspective on Reauthorization of NCLB and Funding”
- ★ **Michelle Patton** “The New 31a Application, Allowable Use of Funds, and Promising Practices”

### Post Institute Keynote

- ★ **Paul Bambrick-Santoyo** “Driven By Data”

Boyne Mountain Resort  
Boyne Falls, Michigan

September 28 – September 30, 2011

### Learning Targets

- ★ How to conduct federal program evaluations
- ★ How to incorporate effective parent involvement programs
- ★ How to put together a compliant and effective 31a programs
- ★ How to use data to get the results you need to improve student learning
- ★ How to plan, conduct, and follow-up for On-Site reviews
- ★ How to motivate staff to reach ALL learners
- ★ How to prepare your district for Reauthorization
- ★ How to incorporate Title I in coordination with School Improvement
- ★ How to coordinate your federal, state, and local funds to increase student learning
- ★ How to coordinate your Title I and Homeless Programs
- ★ How to motivate staff to continue the commitment for increasing student learning

- Cost for early registration for TWO-DAY INSTITUTE will be \$300 for members and \$400 for non-members. Regular registration will be \$325 and \$425. On site registration will be \$375 and \$475. The early registration deadline is August 15, 2011.
- Cost of the Post Institute is \$150 for members and \$250 for non-members. Cost for on-site registration for the Post Institute will be \$175 and \$275.
- Register at <http://guest.cvent.com/d/0dqykd>.
- Lodging information is at <http://www.masfps.org>.

# Office of Field Services Update

Informer Special Feature for August

**BY MICHAEL RADKE**

Michigan Department of Education  
Director, Office of Field Services

The Office of Field Services in the Michigan Department of Education supports the acceleration of student achievement through school improvement by working as partners to maximize the allowable use of supplementary resources. The Office is responsible for the planning, implementation, evaluation and monitoring of several Federal programs along with State Section 31a programs and services.

The Office is organized around three Units:



The Office of Field Services in the Michigan Department of Education is divided into three Units: Financial, Special Populations, and Regional Support. All three Units are different and separate, but they all must work together to allow schools to be successful.

Financial, Special Populations and Regional Support.

The Financial Unit supports the Office in calculating allocations, applying for funding, and monitoring and auditing of programs.

The Special Populations Unit represents the English Language Learners, Migrant and Immigrant, Homeless and At-Risk students ensuring that



Field Service consultants cover the State of Michigan and provide schools with information to ensure districts meet the State and Federal compliance.

supplementary services and programs are in place, and monitors to ensure compliance with legislation.

The Regional Support Unit is responsible for programs and services in the Consolidated Application; along with the technical assistance, evaluation and monitoring of these programs and services.

While each Unit in the Office has unique responsibilities the overall organization attempts to align and balance our efforts to assist local educational agencies in the effort to improve student achievement through the effective use of supplementary funds.

Information for the Office and Consultants is provided at the following URLs: [http://www.michigan.gov/documents/mde/OFS\\_Unit\\_Breakdown\\_359491\\_7.doc](http://www.michigan.gov/documents/mde/OFS_Unit_Breakdown_359491_7.doc) and [http://www.michigan.gov/documents/mde/OFS\\_Consultant\\_Map\\_-\\_July\\_29\\_2011\\_359492\\_7.pdf](http://www.michigan.gov/documents/mde/OFS_Consultant_Map_-_July_29_2011_359492_7.pdf)

# Call for award nominations

BY MICHELE B. LEMIRE

Escanaba Area Public Schools  
Congressional Representative, District 1

Each year, the Michigan Association of State and Federal Program Specialists bestows some very special awards at the Fall Directors' Institute. The Board of Directors is now seeking nominations for the Educator Award, the Roberta Stanley Award, and the Exhibitor Award. Here are the criteria for each of the awards:

**Educator Award:** This award is given to a current MAS/FPS member who has spent at least five years advocating for Michigan at-risk students, and who has demonstrated leadership beyond his/her job description. Can you think of someone in your area who you might like to nominate?

**Roberta Stanley Award:** This award, formerly known as the Legislative Award, is named after a long-time friend of MAS/FPS, Roberta Stanley, who spent many years working to afford collaborations between local districts, the Michigan Department

of Education, and state/federal legislators. The ideal nominee for the Roberta Stanley Award will be an individual who is a current or past elected legislator OR a person who is currently working with congressional representatives to advocate for at-risk children. Further, this person is someone who has demonstrated leadership in supporting positive legislation for at-risk students.

**Exhibitor Award:** This award is given to an exhibitor who has exhibited in at least 3 MAS/FPS events over the last two years; and who has demonstrated service and support of educators, particularly MAS/FPS.

Perhaps you know of deserving individuals? If so, please send a quick e-mail to Sara Shriver at [masfps@gmail.com](mailto:masfps@gmail.com) telling who you would like to nominate, along with their contact information, and why you believe they ought to be considered. The final decision will be made by the executive committee, with awards being presented at the Fall Directors' institute.

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PRESIDENT'S MESSAGE,  
CONTINUED FROM PAGE 3

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out of school.

Most importantly, must be an understanding by all school personnel that grant programs are supplemental. What this really means is the stronger a district's core curriculum program and delivery is for meeting the needs of all students, the more focus the grant programs can have on those not able to meet that curriculum. Simply put, think of it as Tier I being everything the school does with its district financial resources. Tier II and III would then be almost solely the focus of our grant funds. This mindset is something more easily said than truly put into practice. An easy way to start is to clearly define what your district's core delivery practices/programs are that are intended to reach and make every child successful.

MAS/FPS has been in existence since the 60's and has provided over time, and continues to provide many resources to support school personnel. Our districts, schools, and you will be facing challenges in understanding and responding to all the current and new challenges and MAS/FPS is one of your best resources, only when you take advantage of what it has to offer. Be an active member and be sure to push us to not only serve you, but to be the best we can be for all our students. Our partnership with MDE is a strong and productive one that is even better when our partnership with all our members is just as strong and improving, so please, challenge yourself, challenge MAS/FPS.

Have a great year!

Sincerely,  
Dr. Thomas G. Reeder

Dr. Reeder is President of MAS/FPS as well as  
Superintendent of Wyoming Public Schools.

# Annual Title I Parent Meeting...fall or spring?

The question often arises, “When does the annual Title I meeting take place?”

The law requires a meeting to inform parents about the Title I services offered in your Title I building. The fall is a natural time to accomplish this, however remember the parents/families must be involved in the planning, implementation and evaluation of the Title I program and services. A spring meeting is also a great idea! Consider the following idea.

## One school’s practice...

Parent Involvement has been an essential component to the success of the school. The invitation went out to a few parents to participate in our “Title I Compliance Meeting to be held



Parents and community members matter in the development of Title I plans and programs in our public schools.


annually,” five years ago... Since the first meeting, we saw the power of the input, ideas, support and questioning/ answering.

Based on parent and staff input we knew immediately that we needed to host this meeting quarterly.

We expanded our group to 1–2 parents per grade level. We set our meetings to be 90 minutes before our first PTO meeting of each quarter. We gather with a set agenda which includes where we are in our planning/

implementation. We include parent help in developing surveys and get input from parents using a plus/delta format, as well.

Just remember to host and document your annual Title I Parent meeting. This may include invite/ notice of meeting, agenda, sign in sheets (include parent name, student grade level and student name).


**MAS - FPS Presents ...** 

**TIPS**  
(Teachers Involving Parents in Schoolwork)

Join us for a 1/2 day workshop where participants will learn how to **actively engage parents as partners** in student learning.


Receive access to hundreds of successful interactive lesson extensions that parents and students can use at home.


<b>March 30, 2012</b>	<b>Wayne RESA Annex • 33500 Van Born Road • Wayne, MI 48184</b>
<b>8:30 am</b>	<b>Registration / Continental Breakfast</b>
<b>9:00 am - Noon</b>	<b>Workshop</b>
<b>Noon</b>	<b>Lunch</b>




Registration Cost: \$79.00  
(includes continental breakfast & lunch)

On-line registration will open **August 15, 2011**  
at [www.masfps.org](http://www.masfps.org) (events tab)

 **If you would like a session at your district, please contact Sam Ewing at [samewing@aol.com](mailto:samewing@aol.com)**

  
[www.masfps.org](http://www.masfps.org)



**CALLING ALL PRINCIPALS!!**

**Principals!! Everything you need to know about NCLB and Title I as they relate to your building and programs.**

**From compliance to high quality program elements, you'll find the answers to your questions at this workshop!**

*The BIG PICTURE...*  
No Child Left Behind (NCLB) Law - Regulations - Guidance  
How to use the MAS/FPS Principal's NCLB Resource CD and Title I Handbook

**For more information contact:**

Glenda Virden - 734-495-0797  
[virdeng423@gmail.com](mailto:virdeng423@gmail.com)  
Or  
Sam Ewing - 517-206-6653  
[samewing@aol.com](mailto:samewing@aol.com)

**\$249 per session**

**BOOT CAMP**

**Bring Your Laptop!**

**Boot Camp Topics**

- Purpose of Title I
- Schoolwide vs. Targeted Assistance
- Schoolwide Rubric
- School Improvement Framework
- School Data Profile/Analysis
- On-Site Review
- Standard Assessment Report
- Parental Involvement
- Professional Development
- School Improvement Plans
- STA/AT-Risk
- Budgets
- Supplement/Supplant
- Annual Review/Evaluation
- Technology for Principals

*Boot Camp Dates and Locations (all boot camps from 8:30AM - 3:30PM)*

<b>August 15, 2011</b>	<b>Mt. Pleasant Board Office</b> 720 N. Kinney Ave., Mt. Pleasant, MI 48858
<b>October 13, 2011</b>	<b>Dowagiac</b> TBD
<b>November 4, 2011</b>	<b>Wayne RESA</b> 33500 Van Born, Wayne, MI 48184
<b>January 11, 2012</b>	<b>Muskegon ISD</b> 630 Harvey, Muskegon, MI 49442
<b>March 2, 2012</b>	<b>Macomb ISD</b> 44001 Garfield Rd., Clinton Township, MI 48038

**Registration - NOW ONLINE!!!**  
<http://www.masfps.org/>  
Click EVENTS

**Individualized Boot Camp Training**  
Opportunities Available

- Tailored for your LEAD/District
- Tailored for your ISD/RESA

Contact Sam Ewing for details  
517-206-6653 / [samewing@aol.com](mailto:samewing@aol.com)

# Back By Popular Demand . . .



## Parent Involvement & Title I ...

### Increase Parent Involvement & Increase Student Achievement

#### Are you ready for the next step?

Join MAS/FPS for a one-day team training workshop and learn about the research-based parent involvement program developed by Joyce Epstein, of the National Network of Partnership Schools (NNPS). The workshop presenters who will assist your team in implementing this model are certified NNPS trainers.

#### SCHOOL, FAMILY & COMMUNITY CONNECTIONS: Strengthening Your Program of Partnerships

This Workshop will help attendees:

- Understand the framework of the six types of involvement.
- Recognize the starting points of present practices at their schools.
- Understand that they must meet specific challenges to conduct a high-quality program of productive partnerships with all families.
- Know that practices of partnership can be linked to specific school goals/ strategies for improving the school climate and for helping students reach academic and behavioral results.
- Understand the structure and members of an *Action Team for Partnerships*.
- Write a draft of a *One-Year Action Plan for Partnerships* for the next school year



[www.masfps.org](http://www.masfps.org)

it happens along the way. However, in doing so, in treating the process of evaluation as an obligation, rather than an opportunity to improve, adults are doing a major disservice to the very people they were initially trying to help when they entered our field, our students. In these times of shrinking resources and growing numbers of unprepared, or under prepared, students we can no longer accept less than our best effort and we need all the help we can get.

To that end, the MDE is working on a project to help school districts evaluate the impact their

Federally funded programs are having on student achievement in their schools. A committee representing various offices within MDE, local practitioners, and education researchers has been meeting and working to develop resources which can be used anywhere (urban, suburban, rural), by almost anyone (no degree in statistics required), to evaluate any of their Federally funded programs (Title I Part A, Title II Part A, IDEA, Perkins CTE, 21st Century Community Learning Centers, etc.).

To meet this challenge, the project is following these guiding principles to develop products that:

- ▶ are practical enough to implement in any school
- ▶ are driven by formative and summative data
- ▶ are transparent and replicable
- ▶ will inform planning and implementation
- ▶ will empower effective decision making

“What products, and when will we get them?” you ask. You can expect in the coming months:

1. A Framework with aligned steps and terms, so that the quality of evaluation is raised across

Michigan. We need to speak a common language and have a common understanding of the task at hand.

2. Tools which are practical and utilize data or reports that are already being collected and reported to the MDE. Local practitioners stressed that, to the extent possible, the tool should pull data from existing sources (like School Improvement documents) and avoid redundant procedures. The idea is to help streamline the workload, not add to it.

3. Training to local school staff on how to collect the data, or identify those data we already collect, and use the tools to inform the local decision making process.

The Framework and Tools are in the development process and should be completed by this fall. Pilot schools have been identified and will test the committee’s products and early next year will provide feedback to improve/fix them. At the same time, Training

programs and materials will be developed and ready to roll out for statewide professional development sessions next year.

By providing these products to local school personnel the MDE hopes to shine a bright light on the process of program evaluation, thereby removing the mystery of “how to”, and freeing local practitioners to concentrate on the results of the evaluation. By measuring the impact of their programs on student achievement, schools will better determine when and why programs aren’t working, make better decisions about which programs to continue, and ultimately increase the effectiveness of their use of Federal funds.

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**MDE is working on a project to help school districts evaluate the impact their Federally funded programs are having on student achievement in their schools.**

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## Title I Mentor Network

**Audience:** Any educator participating with Title I buildings, including principals, directors, school improvement team members, Title I staff and ISD consultants.

**Purpose:** To provide monthly, on-going support to educators needing assistance in understanding and applying Title I guidance at the district and school levels.

### Outcomes:

- Create a network of Title I Mentors
- Create a calendar of monthly To-Do's based on SIP/DIP/MEGS
- Provide assistance for program and financial compliance

### Dates & Locations:

Aug. 22/23, 2011	Lexington Lansing Hotel	8:00 – 4:00p.m. (both days)
Sep. 16, 2011	Gratiot Isabella RESD, Shepherd	9:00 – 1:00p.m.
Sep. 29, 2011	Boyne Mountain Resort	4:30 – 5:30p.m.
Oct. 2011	List Serv	
Nov. 2011	List Serv	
Dec. 9, 2011	Gratiot Isabella RESD, Shepherd	9:00 – 1:00p.m.
Jan. 2012	List Serv	
Feb. 3, 2012	Lexington Lansing Hotel	4:30 – 5:30p.m.
Feb. 17, 2012	Gratiot Isabella RESD, Shepherd	9:00 – 1:00p.m.
Mar. 2012	List Serv	
Apr. 27, 2012	Gratiot Isabella RESD, Shepherd	9:00 – 1:00p.m.
May 2012	List Serv	
Jun. 7, 2012	Lexington Lansing Hotel	3:00 – 4:00p.m.

### Presenters:

- Sara Shriver, Executive Secretary, MAS/FPS, Principal, Lakeview Elementary School
- Michele Sandro, Educational Consultant
- Marie Miller, Educational Consultant



*Costs per participant: \$250 for August 22/23;  
No charge monthly follow up sessions*

*Registration Link: <http://www.cvent.com/d/zcqnyk/4W>*

# Some guidance for your Annual Education Report

BY LAURA OTTEN

School Improvement Consultant, Kent ISD  
Congressional District 3

Completed in late summer of each year, the Annual Education Report (AER) gives stakeholders a look at what their community schools and districts have

accomplished over the past year.

AERs are reviewed during on-site reviews, as well as randomly by the Michigan Department of Education. In order to comply with the mandates of the AER, here are a few reminders:

- There are two parts to the AER: The AER reports (prepared by MDE using school and district specific information), and AER cover letters (must be prepared by using the template provided by MDE).

AER reports and cover letters must be prepared for each school and each district or PSA.

AER reports and cover letters must be posted on the school or district/PSA web page at least 15 calendar days before the first day of school and copies made available for parents who do not have internet access. This communication requirement is in the law – no exceptions.

The exact date of the posting must be included on the letter. Remember to include the month, day, and year on the letter.

If you have any further questions regarding the AER, please contact your MAS/FPS district representative, or visit the FAQ page: [http://www.michigan.gov/documents/mde/FAQ\\_on\\_AER\\_355832\\_7.pdf](http://www.michigan.gov/documents/mde/FAQ_on_AER_355832_7.pdf).

**Calling All State and Federal Program Directors**

**BOOT CAMP**

Boot camps for State and Federal Program Directors, Coordinators, Facilitators

Develop a plan of attack for No Child Left Behind Compliance and Implementation - Everything You Need to Know About Preparing for Next Year

**The BIG PICTURE...**  
No Child Left Behind (NCLB) Law - Regulations - Guidance  
How to use the MAS/FPS NCLB Resource Guide and MAS/FPS Planning Calendar

Boot Camp 1	Boot Camp 2
<ul style="list-style-type: none"><li>• Role of Title I Director</li><li>• Title I Application</li><li>• Schoolwide vs. Targeted Assistance</li><li>• Parental Involvement</li><li>• District Self Assessment</li><li>• Allowable Use of Funds</li><li>• Supplement vs. Supplant</li><li>• Comprehensive Needs Assessment (District)</li><li>• Comparability</li><li>• Technology for Directors</li><li>• Planning Calendar</li><li>• Evaluations</li></ul>	<ul style="list-style-type: none"><li>• LEA Planning Cycle</li><li>• Selection and Allocation</li><li>• Consolidated Application</li><li>• District Improvement Plan</li><li>• Private Schools</li><li>• Audit and Financial Requirements</li><li>• Amending Applications</li><li>• School Improvement</li><li>• Technology for Directors</li><li>• Planning Calendar</li><li>• Budgets</li><li>• Annual Report</li><li>• Fiscal Guidance</li><li>• On-Site Review</li></ul>

**Bring Your Laptop!**

**Lexington Hotel**  
925 S. Creyts  
Lansing, MI 48917

Session 1 - Friday, August 26, 2011  
Session 2 - Friday, March 16, 2012  
**Both sessions from 8:30AM to 3:30PM**

**Registration - NOW ONLINE!!!**  
<http://www.masfps.org/>  
Click EVENTS

**For more information contact:**  
Glenda Virden - 734-495-0797  
virdeng423@gmail.com  
Or  
Sam Ewing - 517-206-6653  
samewing@aol.com

**COST:**  
\$279 - Session I OR II  
\$449 - Session I AND II

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# Regional Meetings

MAS/FPS provides professional development and support to its members all over the State of Michigan. Each congressional district has an MAS/FPS board member that is committed to providing timely information to members in their district.

To find out which district you reside in and who your MAS/FPS representative is, go to [www.masfps.org](http://www.masfps.org) and click on the Directory tab. Scroll down to Congressional Representatives and click on the numbers next to each board member. A map of Michigan will pop up for each congressional district. You can find out which district you are in and who represents you by finding your school district/town on one of the maps.

Many congressional representatives host Title I meetings during the school year. All members are invited and encouraged to attend the monthly meetings in their district. Mark your calendars for the following meetings, and if you are able to attend, email your congressional representative to let them know you will be there.

## **Region 3 Meetings:**

All meetings begin at 9:00 AM at Kent ISD ESC, 2930 Knapp St. NE, Grand Rapids, MI 49525. Laura Otten is the contact person at [lauraotten@kentisd.com](mailto:lauraotten@kentisd.com).

- November 8, 2011
- February 7, 2012
- May 1, 2012

## **Region 4 Meetings:**

All meetings begin at 9:00 AM at the Maple Creek Golf Club (formerly Winding Brooke Conference Center) at 8400 South Genuine Road, Shepherd, MI 48883. Sara Shriver is the contact person at [shrivers@lakeviewschools.net](mailto:shrivers@lakeviewschools.net).

- September 16, 2011
- December 09, 2011
- February 17, 2012
- April 27, 2012

## **Region 9 Meetings:**

All meetings are from 8:30 AM – 10:30 AM followed by “Hot Topics” at Oakland Schools. Jan Callis is the contact person at [Jan.Callis@oakland.k12.mi.us](mailto:Jan.Callis@oakland.k12.mi.us).

- September 23, 2011
- November 11 or 14, 2011 (TBD)
- January 20, 2012
- March 27, 2012
- May 8 or 18, 2012 (TBD)