



Michigan Autism Spectrum Disorder (ASD) State Plan **Annual Report**

January 5, 2024

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Autism Council of Michigan

In June 2012, Michigan executed Executive Order ([No. 2012-11/No. 2018-12](#)) to create a governor-appointed [Autism Council](#) under the Michigan Department of Health and Human Services (MDHHS). A key charge of the Autism Council was to develop, implement, and report on [Michigan’s Autism Spectrum Disorder \(ASD\) State Plan](#).

The council consists of 16 members representing MDHHS, Michigan Department of Education (MDE), Michigan Department of Insurance and Financial Services (DIFS), Michigan Department of Licensing and Regulatory Affairs (LARA), Michigan Rehabilitation and Employment Services (MRES), individuals with ASD, families of individuals with ASD, school systems, Prepaid Inpatient Health Plans (PIHP), state-funded initiatives, state universities, health care providers, Board Certified Behavior Analyst (BCBA), recipient rights, and non-profit organizations. The full council meetings are scheduled every other month and are open to the public.

During the 2023 calendar year, the Autism Council continued to serve as an advisory body to the governor’s office and MDHHS. At Autism Council meetings, members provide feedback on how important issues will be addressed in the state and seek information from community partners on relevant topics, such as budget, legislation, licensure, and coordination of services.

This report describes Autism Council work, initiatives of state departments, and various activities that represent progress toward the implementation of the Michigan Autism Spectrum Disorder (ASD) State Plan recommendations. Activities are organized in the context of the ASD State Plan Focus Area recommendations. This is a representative, but not exhaustive, list of state- and regional-level activities. Multiple public and private entities are responsible for this progress in Michigan.

This report was composed using information provided to the Autism Council by Council Members, representatives from state departments, self and family advocates, and community partners.

Report Prepared by Autism Council-Annual Update Sub-Committee:

- Jacob Daar, (Council Vice-Chair)
- Amy Matthews (Council Chair)
- Jenny Piatt (Council Secretary)
- Raymie Postema

Autism Council of Michigan

Autism Council Members

Amy Matthews, PhD (Council Chair)
Jacob Daar, PhD (Vice-Chair)
Colleen Allen, PhD
Martin Baum, J.D.
Krista Boe, M.A.
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Emily DeLaGarza
Dana Lasenby, MBA
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Raymie Postema, BS
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Representation

State-funded Initiatives
State Universities
Non-profit Organizations
ASD Community: Parent
Certified Behavior Analyst
Licensing and Regulatory Affairs
Department of Insurance and Financial Services
Prepaid-Inpatient Health Plans
MDHHS
Department of Education (MDE)
Michigan Rehabilitation Services
Recipient Rights for the Public System
Intermediate School Districts and Local Schools
MDHHS Children's Services Administration
Medical/Service Centers, and Health Care Providers
ASD community: Self-Advocate

2023 Past Council Members

Lauren Ringle Intermediate School Districts and Local Schools
Lindsay McLaughlin Bureau of Children's Service Coordinated Health Policy and Supports

Michigan government personnel who contributed to the Autism Council in 2023

Michigan Department of Health and Human Services

Victor Benavides Willow Moon
Lisa Collins Anissa Emery
Dr. Erika Dianis Audry Dick
Heather Glidden Lisa Grost
Maya Bryant Leslie Asman
Dr. Mary Luchies Kristen Jordan
Ali Cosgrove
Sara Salamey

Legislative Affairs

Marina Wyrzykowski
Aarica Smith

Department of Education

Jessica Corliss

Department and Legislative Activities

Department of Health and Human Services (MDHHS)

State budget allocations to MDHHS for Autism Services were \$279,257,100 in the [2024 State Budget](#). This represents a \$13,305,500 (4.5%) reduction from the \$292,572,600 allocated in the [2023 State Budget](#).

According to data provided by MDHHS, 25,315 Medicaid-eligible children (birth through 18 years) were evaluated or re-evaluated as having a diagnosis of ASD in 2022. In that year, 7,316 children received Applied Behavior Analytic (ABA) services in the form of Comprehensive Adaptive Behavior Assessment, with 7,757 receiving Adaptive Behavior Treatment (direct ABA-based therapy). In 2023, 27,449 children were evaluated or re-evaluated, an .084% increase in Medicaid-eligible Children with ASD. Of these children, 8,459 received a Comprehensive Behavior Assessment and 8,545 received Adaptive Behavior Treatment, a 16% and 10% increase respectively.

Michigan Department of Education (MDE)

The Michigan Department of Education reported that 25,147 (1.7%) of all children enrolled in K-12 grades during the 2022/2023 school year were assigned ASD eligibility. Of the 209,937 children eligible for special education, children with ASD constituted 12%. These data indicate an increase in the total number of ASD-eligible children, from 23,092 or 1.5% of all students from the 2021/2022 school year, and an increase in the proportion of ASD-eligible students from 11.3% in the 2021/2022 special education eligible population ([Michigan's Center for Educational Performance and Information](#)).

Michigan Department of Labor & Economic Opportunity (LEO)-Michigan Rehabilitation Services (MRS) & Bureau of Services for the Blind (BSBP)

In the performance year 2023, the state vocational rehabilitation agencies (BSBP & MRS) served a total of 5,596 individuals with autism (primary or secondary impairment). This data includes respective students with autism enrolled at the state vocational rehabilitation technical training center, Michigan Career Technical Institute, where the school served 177 students who identified autism as a primary or secondary disability.

In the performance year 2023, MRS served 3,859 students and youth participants (younger than 26 years at application) of which 22% were individuals with ASD. The overall, MRS competitive integrated employment (CIE)/supported employment (SE) rate is 59.1%. Compared to the overall CIE/SE rate of 43.0% for students and youth with disabilities, the ASD group (51.8%) showed the highest CIE/SE rate.

Department and Legislative Activities

Legislative Activities Related to Autism

The Autism Council reviews and provides feedback on legislation throughout the year. The following list outlines enacted legislation affecting people with autism. See Appendix A for a list of other legislative activities that were either not enacted or are currently under legislative review.

- **[HB 4320](#)**: Provides penalties for coercing a vulnerable adult into providing sexually explicit visual material (*Sponsored by MacDonell*).
 - *Status: Signed by the Governor as [PA 275'23](#) (11/14/23).*
- **[HB 4387](#)**: Provides sentencing guidelines for the crime of coercing vulnerable adults into providing sexually explicit visual material (*Sponsored by MacDonell*).
 - *Status: Signed by the Governor as [PA 276'23](#) (11/14/23).*
- **[HB 4495](#)**: Provides general changes to the medical assistance program (*Sponsored by Snyder*).
 - *Status: Signed by Governor and assigned [PA 98'23](#) (7/19/23).*
- **[HB 4496](#)**: Provides general changes to the medical assistance program (*Filler*).
 - *Status: Signed by Governor and assigned [PA 99'23](#) (7/19/23).*
- **[SCR 5/HCR 1](#)**: Waives the legislative notice requirement for increases in rates of compensation for certain employees in the state classified service (*Anthony & Brixie*).
 - *Status: Adopted and concurred (1/31/23).*
- **[HR 70](#)**: A resolution to declare April 2023 as Autism Acceptance Month in the state of Michigan (*Wozniak*).
 - *Status: Adopted via voice vote (4/12/23).*
- **[HR 103](#)**: A resolution to declare May 2023 as Mental Health Awareness Month in Michigan (*Coleman*).
 - *Status: Adopted via voice vote (5/4/23).*
- **[HR 157](#)**: A resolution to declare October 22-28, 2023, as Attention Deficit Hyperactivity Disorder Awareness Week in Michigan (*Thompson*).
 - *Status: Introduced and adopted (10/25/23).*

References:

Michigan's Center for Educational Performance and Information, K-12 Grade, Special Education, Special Education Programs Data Portraits Overview, Disability, Student Count for All ISDs in State, (2021-22/2022-2023). <https://www.mischooldata.org/special-education-data-portraits-disability> (accessed November 15, 2023).

Michigan ASD State Plan Annual Update 2023

The following sections reflect activities engaged in or reported to the Autism Council that show progress toward the 2018 ASD State Plan Recommendations.

FOCUS AREA 1: FAMILY ENGAGEMENT AND INVOLVEMENT

A

Coordination and Collaboration of Systems, Services and Resources

1. Establish a system of communication and coordination.

- MDHHS: Child Welfare Medical and Behavioral Health engages in the following coordination activities:
 - Regular discussions with health liaison officers (specialty staff working with local/regional child welfare teams) about services/supports/needs of children with autism spectrum disorder involved in child welfare.
 - Ongoing coordination/partnership with the Bureau of Children's Coordinated Health, Policy, and Supports (BCCHPS).
 - Consultation, as needed related to the Foster Care, Guardianship, and Adoption Division within the Children's Services Administration, related to community and residential services for children with Autism Spectrum Disorder.

B

Development and Dissemination of Information and Resources

1. Create and disseminate roadmaps and guidance documents.

2. Establish a system of communication and coordination.

3. Expand outreach and create a dissemination plan.

4. Disseminate information on agencies and organizations.

- MDHHS is continuing to support ongoing training for autism diagnosticians in partnership to strengthen the quality of autism evaluations.
- Autism Alliance of Michigan (AAOM) Navigator, a program that provides resource support for families related to ASD needs, received a \$2,000,025 grant for the state FY24 budget.
- AAOM made upgrades to autismallianceofmichigan.org to enhance navigation and access to services.
- AAOM facilitated six statewide provider network meetings to share and collect information on the impact of policy, best practices, business management, barriers to service, etc.
- The Michigan Department of Insurance and Financial Services (DIFS) developed and updated a webpage, "Autism Spectrum Disorder and Health Coverage," to provide information on Consumer Rights under Michigan Law, the Next Steps if a Child Receives ASD Diagnosis, Guidance on How to Appeal Claims Decisions by Insurance Companies.

- The MDE Family Matters website and fact sheets are continually updated to include topics such as the Autism Insurance Benefit, Applied Behavior Analysis, Behavior Intervention Plans, Functional Behavior Assessments, Multi-tiered Systems of Support, Positive Behavior Interventions, and Supports at Home and at School, Seclusion and Restraint, and Navigating Extended Time Away from School.
- Michigan Alliance for Families and Michigan Special Education Mediation Services are free services for families and are part of the Individuals with Disabilities Education Act grant-funded initiatives provided by the MDE-OSE.

C *Training and Education*

- 1. Utilize a strength-based training approach with families.**
- 2. Provide direct training and coaching to families.**
- 3. Train providers in evidence-based methods for engaging families.**

-
- The Michigan Alliance for Families, a grant-funded initiative made available through the MDE-OSE, provides free information and support for families of students with disabilities. This initiative is ongoing and provides parent training and information by way of parent mentors, and a robust website full of webinars, informational documents written in parent-friendly terms, and links to guidance documents.
 - MDHHS is currently evaluating access and developing plans to expand access to the Parent Support Partners service through the public mental health system.
 - MDHHS is continuing to provide a virtual and in-person training series with Dr. Kara Brooklier for autism evaluators to support best practices and skill development in comprehensive diagnostic evaluations for autism spectrum disorder and comorbid conditions.
 - AAOM provided training to more than 1,000 families on autism 101, education rights, understanding developmental milestones, and other related topics.
 - The START Project is an IDEA grant-funded initiative that provides evidence-based resources and training for educators and families through various formats. More than 5,000 school staff and families attended training delivered by START staff and START Regional Collaborative Networks.
 - The START Project and the Michigan Alliance for Families collaborated to provide training on school-based inclusion strategies and supports.

D *Service Provision and Access*

- 1. Evaluate the availability of family support services.**
- 2. Increase integration of local community activities and opportunities.**

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- MDHHS is currently evaluating access and developing plans to expand access to the Parent Support Partners service through the public mental health system.

- MDHHS is evaluating data related to ASD service provision through Medicaid to assist with identifying needs and supports related to service provision and access. MDHHS is also developing a provider directory in partnership with AAOM.
- AAOM Safety Program, a specialized branch of the MiNavigator Service, supported families through the provision of Safety Toolkits and scholarships for the AngelSense GPS wearable tracking devices designed to help families locate missing individuals. Since 2014, AAOM has provided 648 families access to the GPS device and service.

FOCUS AREA 2: Early Identification and Intervention Services

A

Coordination and Collaboration of Systems, Services and Resources

- 2. Convene meetings of service system providers to identify barriers to service coordination.**
 - 3. Provide comprehensive and coordinated services.**
-

- MDHHS is partnering with MDE and external partners to identify opportunities to update guidance for coordinating and delivering ABA services and support to children with autism during the school day.
- MDHHS continues to meet regularly with the PIHP autism leads, AAOM, and Michigan Behavior Analysis Provider, to identify system needs and collaborate on improving service delivery.

B

Development and Dissemination of Information and Resources

- 1. Create and disseminate best practice guidelines for screening, evaluation, and services to providers and families.**
-

- The Michigan Early-On and Technical Assistance Center (EOTTA), a grant-funded initiative made available through the MDE-OSE, developed guidance specific to Determination of Eligibility for Michigan Mandatory Special Education for Infants and Toddlers, Birth to Age Three: Autism Spectrum Disorder. This guidance was developed in August 2018 but continues to be disseminated through the EOTTA and the MDE-OSE Information Line as well as at conferences and individual trainings.
- MDHHS continues to build on the statewide guidelines for evaluation as part of the training for autism diagnosticians. MDHHS is also identifying opportunities to incorporate aspects of best practices in the guidance for Medicaid policy.
- AAOM participated in frequent collaborations with the Michigan Chapter American Academy of Pediatrics Early On, Childcare Networks to increase identification and referrals.
- Tammy McCrory was awarded \$500,000 as the Universal Prevention Service Grant from the 2024 Fiscal Year State Budget to develop a “Developmental Milestones Tool Kit” that will provide accessible evidence-based health communication materials to parents to help them support their child’s development.

C

Training and Education

- 1. Train providers in developmentally appropriate, evidence-based (EB) behavioral interventions.**
 - 2. Train university and education service personnel to support Determination of Eligibility for MMSE for Infants and Toddlers, Birth to age Three ASD Guidance.**
-

- The Michigan Early-On and Technical Assistance Center (EOTTA), a grant-funded initiative made available through the MDE-OSE, developed a guidance specific to Determination of Eligibility for Michigan Mandatory Special Education for Infants and

Toddlers, Birth to Age Three: Autism Spectrum Disorder. This guidance was developed in August 2018 but continues to be disseminated through the EOTTA and the MDE-OSE Information Line as well as at conferences and individual trainings.

- AAOM’s “Watch Me Grow”, a professional training series focused on increasing early identification, referral, and diagnosis, was provided to more than 500 participants.
- The START Project trained more than 400 early childhood providers in evidence-based classroom practices and educational strategies for young children with autism.

D

Service Provision and Access

- 1. Reduce barriers to initial diagnostic evaluation and faster access to services.**
- 2. Improve timely access to Applied Behavioral Analysis (ABA) services.**
- 3. Establish early childhood education demonstration sites.**
- 4. Identify and access services that complement educational programs and ABA services.**

-
- Child Welfare Medical and Behavioral Health works collaboratively with local/regional child welfare teams and divisions within the Children's Services Administration and Bureau of Children's Coordinated Health, Policy and Supports to identify and troubleshoot barriers that arise related to assessment, eligibility, and services provision for children in foster care.
 - MDHHS is exploring opportunities to clarify Medicaid policy to (1) remove requirements for periodic re-evaluations when the initial evaluation was completed by a qualified diagnostician, and (2) broaden access points for children to receive initial screening and referrals for further evaluation.

FOCUS AREA 3: Education Supports and Services

A

Coordination and Collaboration of Systems, Services and Resources

- 1. Communicate Individualized Education Plan (IEP) and IPOS services to all service providers.**
 - 2. Use the IFSP and IEP considerations document to identify collaborative opportunities.**
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- The START Project provides resources, support, and training to school district personnel and families of students with autism. This initiative is ongoing.
- OPTIMISE Task Force, initiated by the Michigan State Legislature in 2021, is working to provide a clear vision and broad, high-level strategy to ensure alignment with Section 94d of the State School Aid Act of 1979. The task force, along with its partners, continues to develop a collective action plan with recommendations to attract, prepare, and retain qualified personnel for children with disabilities. Recommendations are currently being developed to support the education system address behavior and trauma.

B

Development and Dissemination of Information and Resources

- 1. Use a collaborative model to present IFSP and IEP considerations document.**
 - 2. Develop education resources to support engagement as a member of the IFSP/IEP team.**
-

- MDE-OSE asked START to develop a training specific to ABA in schools for general and special education personnel, administrators, and support staff. That training has since been made into a virtual learning opportunity that is tracked and available statewide to build awareness of opportunities for the use of ABA in schools.
- The MDE Family Matters website and fact sheets are continually updated to include topics related to special education services and the IFSP/IEP.
- MDHHS is partnering with MDE and external partners to improve guidance on how children with autism can receive services during the school day.
- AAOM received more than 800 responses to its Special Education Statewide Stakeholder Survey designed to identify primary concerns of families with special education issues.
- AAOM and Northern Michigan University completed a survey on the experiences of behavior analysts working with schools in the state of Michigan and shared the results of more than 250 participants with the Autism Council. The survey highlighted frequently experienced barriers to service coordination and provided considerations for policy and training changes.
- Michigan Parent, Advocate, and Attorney Coalition (MiPAAC) increased its membership to 300 participants.

C *Training and Education*

- 1. Provide intensive team-based training.**
 - 2. Convene a forum to address challenges with the sustainability of professional learning.**
 - 3. Provide parents resources and information to support engagement as a member of the IFSP/IEP team.**
 - 4. Complete a review and analysis of Institutes of Higher Education program outcome data.**
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- The START Project provides resources, support, and training to school district personnel and families of students with autism. This initiative is ongoing and trains more than 5,000 school staff each year.
- AAOM held five “Know your Rights” workshops for families with more than 100 participants.

D *Service Provision and Access*

- **Schools provide intensive special education programs and services in LRE to achieve goals as measured through progress monitoring.**
- 1. Collaborate with service providers outside of the school system.**
 - 2. Schools use effective assessment and planning process to support individualized transition service plans.**
-

- MDE-OSE has developed guidance specific to Least Restrictive Environment (LRE) requirements, including LRE in virtual settings, LRE in nonacademic and extracurricular settings, the LRE requirements package, IEP development, and a case study.
- ISD and LEA staff use the IEP process to establish goals, monitor progress, and make LRE decisions.
- The START Project has developed trainings and tools to support schools to understand Free Appropriate Public Education and the LRE process to inform IEP decisions, placement, educational programming, and supplemental aides and services.
- The START Project provided a multi-session transition series to school-based transition leaders and educators to support the use of transition resources in schools.

FOCUS AREA 4: Adult Supports and Services

A

Coordination and Collaboration of Systems, Services and Resources

- 1. Improve coordination across service systems.**
 - 2. Support implementation of Employment First.**
 - 3. Create a data collection process to evaluate outcomes for adults.**
-

- Michigan Rehabilitative Services (MRS) is part of the Michigan Interagency Transition Team (MITT), a state-level, cross-agency collaborative infrastructure developed to align supports and services that ensure a seamless transition for all students with disabilities in the K-12 system into adult life (up to age 26).
- MRS continues to support and participate in Employment First initiatives in partnership with the Developmental Disabilities (DD) Council, MDHHS, MDE, BSBP, and community rehabilitation organizations. Evidenced through the usage of supported employment funds, implementation of customized employment pilots, and contracted services with Griffin & Hammis.

B

Development and Dissemination of Information and Resources

- 1. Develop user-friendly information about adult service systems.**
 - 2. Establish an information hub to navigate and locate adult services and community opportunities.**
-

- No significant activities or new initiatives were identified this year.

C

Training and Education

- 1. Disseminate standardized and Evidence Based (EB) training materials for health care, education, employers, public safety/first responders, and service providers.**
 - 2. Increase focus of MRS on pre-employment training.**
-

- Autism Alliance of Michigan's Federal American Rescue Plan Act (ARPA) grant to address immunization education was administered to increase awareness of vaccine safety and to broaden education of and access to physical/mental health care and wellness across the state.

Pre-employment:

- MRS provides pre-employment transition services across all 83 counties related to job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education, workplace readiness training, and instruction in self-advocacy (including peer mentoring) to learn about self-determination skills, on-the-job disability disclosure and how to ask for help or special accommodations at work.
- For MCTI, students can be referred statewide to and prior to enrollment many have received transition services while in high school. MCTI works with intermediate school districts to develop local programs using evidence-based practices.

D

Service Provision and Access

1. **Coordinate with the business community to expand employment models.**
 2. **Collect and analyze information on housing and living option models to increase access.**
 3. **Improve public and private transportation.**
-

- MRS/MCTI continue to develop and implement US Department of Labor (DOL) apprenticeship across, MRS developed more than 15 apprenticeships in FY23.
- FY23 - More than 5,500 businesses received support, such as talent acquisition, retention, and incumbent worker training to advance and promote qualified workers with disabilities. MRS also provided technical support, virtual disability awareness trainings, virtual job fairs, and subject-matter expertise to more than 780 businesses.
- The business community saved at least \$345,000 in direct service costs by accessing technical guidance and support services rendered by MRS.
- MRS partnered with the Small Business Association of Michigan, American Society of Employers, and the Michigan chapter of the National Diversity Council to deliver training that promotes the intersectionality of disability and diversity as well as the value of disability employment. This collaboration led to opening opportunities for Vocational Rehabilitation customers and potential for VR support to various businesses/employers across the state, particularly federal contractors, and the small business community.
- MRS and Bureau of Services for the Blind either participated and/or facilitated the following events to help promote disability employment hiring and retention:
 - a. SBAM Hidden Talent Workshop exclusively for Michigan businesses.
 - b. State of Michigan (departments) virtual job fairs.
 - c. Multiple in-person job fairs in partnership with various Michigan Works! offices across the state.
- MRS held 91 training and disability awareness sessions during the month of October 2023 to promote Disability Employment Awareness Month (NDEAM). Audiences included both the public and businesses. MRS also partnered with the Michigan Department of Labor & Economic Opportunity (LEO) Communications Team to develop additional promotional materials via social media during NDEAM.
- Michigan Reconnect Program, a LEO-funded program that provides free tuition for community college and certificate-seeking students, lowered the eligibility age from 25 to 21. More than 113,000 Reconnectors have been accepted and more than 24,000 people have enrolled in a program. To date, 2,000 people have completed a degree or skills certificate.

- LEO launched Michigan.gov/WorkplaceMentalHealth, a centralized workplace mental health hub to share resources and strategies aimed at helping employees and employers across the state address mental health in the workplace.
- LEO provided \$500,000 in grant funding available to Michigan small businesses for enhanced worker protections.
- BSBP and MRS hosted their respective 15th Annual Champion Awards ceremony honoring Michiganders with disabilities and local businesses.
- Empowering Students for Success Program, a collaboration with Bay Area-ISD and Do All, increased from six students last year to 22 students in 2023. This program prepares students for employment, training, and/or post-secondary training options.
- MCTI partnered with Grand Rapids Community College-TRIO Program to support first-generation, low-income students, and students with disabilities throughout their post-secondary experience.
- MichiganWorks! Association Conference presented a high-level overview of BSBP and MRS services, as well as their relevance to individuals with a disability and obtaining/maintaining employment.
- The MSU Eli Broad College of Business partnership with Peckham and MRS hosted its first Abilities, Opportunities, and Future of Work (AoFoW) Conference in August through a National Science Foundation grant.
- General Motors (GM) partnered with MRS during FY23 to help develop an ongoing forum of panel experts to provide feedback and consultation to the design engineers on various concepts and design ideas on accessibility. This forum was referenced as “GM Zero Barriers Accessibility.” This panel consisted of experts from both the public and private sectors with ranges of expertise in assistive technology, rehab transportation, occupational therapy, education, deaf and hard of hearing, low vision and blindness, vocational rehabilitation, neurodiversity, and health care to provide insight on real-time challenges and solutions for individuals with disabilities when it comes to transportation in general, including public transit. In return, GM shared their ongoing efforts including marketing and research for accessibility in the automotive industry.
- MRS implemented STEMM-Up, which is an extensive job readiness program that aims to get people with disabilities from underserved communities into science, technology, engineering, mathematics, or medicine (STEMM). The grant is intended to target 510 MRS customers in Detroit, Eastern, Marquette, Northern, Oakland, and Wayne regions. MRS has received 100 referrals since March 2023 for the program. STEMM-Up is supported 100% by the U.S. Department of Education through the Disability Innovation Fund (grant #H421C210010) for \$15,825,520.

FOCUS AREA 5: Physical, Mental, and Behavioral Health Care

A *Coordination and Collaboration of Systems, Services and Resources*

- 1. Promote a system of integrated care.**
 - 2. Increase facilities that provide high-quality, EB assessment, and intervention.**
-
- No significant activities or new initiatives were identified this year.

B *Development and Dissemination of Information and Resources*

- 1. Distribute user-friendly documents to guide access to physical, behavioral, and mental health services.**
 - 2. Develop a media and awareness campaign to promote available services and treatment options.**
-

- Child Welfare Medical and Behavioral Health developed the Child Welfare Medical and Behavioral Health Resources website that provides a variety of informational resources targeting services/supports/information relevant to children and families served by foster care.
- AAOM provided presentations on choking prevention and shared informational documents on choking guidelines for autism, choking emergency protocols, and a health and safety alert for choking.

C *Training and Education*

- 1. Increase university curriculum and specific training opportunities for health care and human welfare service professionals.**
 - 2. Provide continuing education opportunities to health care and human welfare service professionals.**
 - 3. Promote a framework to build capacity for evaluations and service delivery by region.**
-

- MDDHS and Dr. Kara Booklier completed a 2023 webinar series, including four three-hour webinars with 1,000 participants and two eight-hour workshops on topics relating to evidenced-based best practices and considerations in diagnosing ASD.
- Michigan universities maintained [13 verified course sequences](#), recognized by the Association for Behavior Analysis, International, that meet the standards for Licensure of Behavior Analysis (LBA) established by LARA. These programs include Grand Valley State, University of Michigan-Dearborn, University of Detroit Mercy, Wayne State University, Michigan State University-East Lansing, Michigan School of Psychology, Western Michigan University, Northern Michigan University, Oakland University, Saginaw Valley State University, and Eastern Michigan University.
- Michigan universities maintained [three verified course sequences](#), recognized by the Association for Behavior Analysis, International, that meet the standards for Licensure of Assistant Behavior Analysts (LABA) established by LARA. These programs include Wayne State University and Oakland University.

- The Upper Peninsula Association for Behavior Analysis (UPABA) hosted its Third Annual Conference in Marquette with a focus on assent-based practices, medication management, and supervision. UPABA was attended by 80 participants and offered 13 continuing education hours for BACB, the National Association of Social Workers, and SCHECH.
- The 11th Michigan Autism Conference, held in Kalamazoo, hosted a three-day continuing education event. MAC’s mission is to disseminate information and training on scientifically validated, behaviorally based treatments to parents, caregivers, and professionals who work with and care for autistic individuals with ASD, and to promote awareness and training of closely related conceptual, scientific, and ethical issues.
- The Michigan Leadership Education in Neurodevelopmental and Related Disabilities program trains emerging leaders who will improve the health of infants, children, and adolescents with or at risk for neurodevelopmental disabilities and other related healthcare needs through a partnership with seven Michigan universities and the Family Center for Children & Young with Special Health Care Needs.

D

Service Provision and Access

3. Monitor and improve timely access to behavioral, psychiatric, and psychological services.

4. Increase workforce capacity across professions.

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- FY 2023 State Budget allocated \$292,562,600 for Autism Services.
 - FY 2024 State Budget allocated \$279,257,100 for Autism Services.
 - Michigan increased the number of Licensed Behavior Analysts (LBA) by 602 since last year with a total of 2151 (+4.9%) LBAs currently licensed in the state. Michigan also increased the number of LBAs from 116 in 2022 to 138 (+1.8%) in 2023.
 - MDE-OSE has made available a tuition reimbursement option for teachers who are interested in obtaining an endorsement in special education, including autism.
 - MDE-OSE has supported the use of waivers to allow teachers with EI, CI, or Learning Disabled endorsements to teach in ASD programs while obtaining their endorsement in ASD.
 - MDHHS is continuing to support trainings of autism diagnosticians to improve quality of evaluations.
 - BPHASA and State Hospital Administration are working together to develop the Intensive Crisis Transition Services (ICTS) to expand community placement for adults and youth in crisis who have either lost community placement or are at high risk of losing placement.
 - Medicaid Policy removed recurring three-year re-evaluation diagnosis and medical necessity requirement for autism services.

- Western Michigan Autism Training Program was awarded a \$4 million grant in the FY24 State Budget to develop a day program for ASD adolescents and young adults with severe and challenging behaviors.
- Comprehensive Autism Care Center received a \$2.5 million grant from the FY24 State Budget to establish an Autism Care Center for the Oakland County Healthcare Network.
- The MI-LEND program trains emerging leaders who will improve the health of infants, children, and adolescents with or at risk for neurodevelopmental disabilities and other related healthcare needs through a partnership with seven Michigan universities and the Family Center for Children & Young with Special Health Care Needs.

FOCUS AREA 6: INFRASTRUCTURE—SYSTEM, SERVICE, AND RESOURCE COORDINATION

A

Coordination and Collaboration of Systems, Services and Resources

1. **Continuation of the Autism Council with statewide representation.**
2. **Advocate for coordination of public policies, activities, and funding allocations across the service system.**
3. **Create a forum to align initiatives and activities across stakeholders.**
4. **Expand private- and public-funded insurance service code designation to include consultation.**
5. **Develop autism hub teams to build service capacity.**
6. **Create a statewide network of regional collaborative autism teams.**
7. **Plan a summit of university faculty to coordinate efforts.**

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- Michigan Autism Council held six full-council meetings during 2023 and maintained membership with state-wide representation.
 - Michigan Autism Council developed guidance documents to clarify council member responsibilities and increase engagement of the council network.
 - MDHHS Financial Operations Administration announced the implementation of Section 250, which serves as a process change in grant administration, offers more transparency in boilerplate language, ensures fiscal stewardship, offers consistency in the implementation of boilerplate statewide and assures adherence to grant administration and procurement policies.
 - Child Welfare Medical and Behavioral Health partners with the MDHHS Public Health Administration on several issues related to the impacts of lead exposure. These collaborations included facilitating discussions with the Autism Council on the intersection of autism spectrum disorder, pica, and lead exposure.
 - START supports 15 Regional Collaborative Networks to liaise with ISD and local schools to provide resources, training, and support for students with autism.

B

Development and Dissemination of Information and Resources

1. **Develop and disseminate web-based information to families and service providers.**
2. **Create a plan to address the gap in information and resources.**
3. **Create materials and processes for health care providers to provide information to families.**

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- MDE-OSE has an information line that disseminates information to individuals who call or email with requests for information.
 - MDE-OSE keeps its website and catamaran training site updated with technical assistance and guidance and maintains the ABA in school training.
 - The START Project website, Gvsu.edu/autismcenter, provides information and materials for school teams, providers, and families.

Tasks To be Completed

- The Michigan Alliance for Families provides information to families through web-based resources and on-demand training.
- MDHHS and AAOm are developing a robust directory of service providers and qualified evaluators that will be accessible through a web-based platform.
- MDHHS continues to provide technical assistance to evaluators, providers, and administrators.

C *Training and Education*

- 1. Support models and initiatives that deliver evidence-based (EB) training using various modalities that include coaching and TA.**
 - 2. Convene a forum of university faculty providing pre-service training to infuse EB information and services.**
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- MDE-OSE continues to provide grant funding for the START Project to support districts in the identification and implementation of evidence-based practices in the school setting.
- START provides funding to regional collaborative networks to support training, coaching, and resource dissemination through regional trainers and coaches.
- Autism Diagnostician Training Series, a \$85,000 grant working with Dr. Kara Booklier to develop a training series for autism spectrum disorder (ASD) diagnosticians, was funded through the Michigan Public Health Institute (MPHI). Thus far, the contract is completed, and a schedule was developed to start training in January 2024.
- A collaboration of university programs, facilitated by the Autism Council's state universities representative, held six meetings throughout the year. This collaborative meets every two months, and meetings are attended by faculty members from universities statewide. The meetings allow for two-way communication between the council and behavior analytic programs across the state.

D *Service Provision and Access*

- 1. Create and disseminate materials and access maps of EB service across the lifespan.**
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- **Create a process to collect, review, analyze, and synthesize data to improve delivery and coordination of diagnostic, treatment, and educational services.**
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- MDHHS is in the process of establishing data collection and analytic teams to better identify service utilization and needs across the state.

Appendix A: Legislative Activities

Senate Bills and Resolutions

- **SB 27**: Provides equitable coverage for behavioral health and substance use disorder Treatment. (*Anthony*).
 - *Status*: Referred to House Insurance and Financial Services, awaiting a hearing (10/18/2023).
- **SB 28**: Expands the definition of restraint in the Mental Health Code to include chemical restraint. (*Anthony*).
 - *Status*: Referred to Senate Health Policy (1/18/2023).
- **SB 29**: Allows a certain number of excused mental health days from school attendance. (*Anthony*).
 - *Status*: Referred to Senate Education (1/18/23).
- **SB 204**: Provides penalties for coercing a vulnerable adult into providing sexually explicit visual material. (*Klinefelt*).
 - *Status*: Referred to Senate Civil Rights, Judiciary, and Public Safety (3/16/2023).
- **SB 227**: Modifies emergency safety intervention in a children’s therapeutic group home. (*Lauwers*).
 - *Status*: passed the House, ordered enrolled (11/9/23).
- **SB 483**: Creates the Prescription Drug Cost and Affordability Review Act. (*Camilleri*).
 - *Status*: 9/12 Introduced, Passed Senate (10/4/23), Referred to House Insurance and Financial Services (10/04/23).
- **SB 484**: Requires compliance with the Prescription Drug Cost and Affordability Review Act. (*Klinefelt*).
 - *Status*: Passed Senate (10/04/23), Referred to House Insurance and Financial Services (10/04/23).
- **SB 485**: Requires compliance with the Prescription Drug Cost and Affordability Review Act. (*McDonald Rivet*).
 - *Status*: Passed Senate (10/04/23), Referred to House Insurance and Financial Services (10/04/23).
- **SB 547**: Modifies definition of child neglect. (*Irwin*).
 - *Status*: Introduced and referred to Committee on Housing and Human Services (10/03/23).
- **SB 548**: Modifies definition of child abuse. (*McBroom*).
 - *Status*: Introduced and referred to Committee on Housing and Human Services (10/03/23).
- **SB 567**: Provides prescreening for dyslexia in public schools. (*Irwin*).
 - *Status*: Introduced and referred to Committee on Education (10/04/23).
- **SB 625**: Modifies requirements for supervised postgraduate experience for limited license psychologists (*Webber*).
 - *Status*: Referred to Senate Health Policy (11/01/23).

- **[SB 641](#)**: Changes provisions of the Open Meetings Act relating to virtual attendance and participation of members of public bodies. (**McBroom**).
 - *Status: Referred to Senate Oversight (11/07/23).*

House Bills and Resolutions

- **[HB 4081](#)**: Establishes a minimum number of school counselors to be employed by a school district, intermediate school district, or public-school academy. (**Brabec**)
 - *Status: Received hearing in House Committee on Policy (2/15/23).*
- **[HB 4089](#)**: Creates a school safety and mental health commission. (**Meerman**).
 - *Status: Referred to House Education (2/15/23).*
- **[HB 4097](#)**: Requires each intermediate school district to employ one emergency and safety manager and at least one mental health coordinator. (**Breen**).
 - *Status: Referred to House Education (2/15/23).*
- **[HB 4101](#)**: Modifies temporary licensing of speech-language pathologists. (**VanderWall**).
 - *Status: Reported from House Committee on Policy with recommendation w/ H-1 substitute, referred to second reading (10/5/23).*
- **[HB 4131](#)**: Modifies coverage for health care services provided through telemedicine. (**Liberati**).
 - *Status: passed the House (11/09/23), referred to Senate Health Policy (11/14/23).*
- **[HB 4213](#)**: Provides a definition of distant site for telemedicine visits. (**Morse**).
 - *Status: passed the House (11/9/23), referred to Senate Committee on Health Policy (11/14/23).*
- **[HB 4389](#)**: Allows a certain number of excused mental health days from school. (**Arbit**).
 - *Status: Referred to House Committee on Education (4/12/2023).*
- **[HB 4523](#)**: Modifies eligibility for mental health court for those with violent offenses. (**Hope**).
 - *Status: Passed the House (10/31/23), referred to Senate Committee on Civil Rights, Judiciary and Public Safety Committee (11/01/23).*
- **[HB 4576](#)**: Provides for a specialty integrated plan for behavioral health services. (**VanderWall**).
 - *Status: Referred to House Committee on Health Policy (5/16/2023).*
- **[HB 4577](#)**: Provides updates regarding the transition from specialty prepaid inpatient health plans to specialty integration plans. (**VanderWall**).
 - *Status: Referred to House Committee on Health Policy (5/16/2023).*
- **[HB 4579](#)**: Requires reimbursement rate for telehealth visits to be the same as office visits. (**Price**).
 - *Status: Passed the House (11/09/23), referred to Senate Committee on Health Policy (11/14/23).*

- [**HB 4580**](#): Requires reimbursement rate for telehealth visits to be the same as office visits. (**Brabec**).
 - *Status: Passed the House (11/09/23) and referred to the Senate Committee on Health Policy (11/14/23).*
- [**HB 4649**](#): Required height-adjustable, adult-sized changing tables in public restrooms. (**Stone**).
 - *Status: Received a hearing in the House Committee on Regulatory Reform (5/23/23).*
- [**HB 4745**](#): Expands petition for access to assisted outpatient treatment to additional health providers. (**Begole**).
 - *Status: Referred to House Committee on Health Policy (6/14/2023).*
- [**HB 4746**](#): Provides outpatient treatment for misdemeanor offenders with mental health issues. (**Steele**). *Status: Referred to House Committee on Health Policy (6/14/23)*
- [**HB 4747**](#): Expands hospital evaluations for assisted outpatient treatment. (**Kuhn**).
 - *Status: Referred to House Committee on Health Policy (6/14/23).*
- [**HB 4748**](#): Allows the use of mediation as a first step in dispute resolution. (**Tisdell**).
 - *Status: Referred to House Committee on Health Policy (6/14/23).*
- [**HB 4749**](#): Provides community mental health oversight of competency exams for defendants charged with misdemeanors. (**Harris**).
 - *Status: Referred to House Committee on Policy (06/14/23).*
- [**HB 4893**](#): Creates Micare Act. (**Rheingans**).
 - *Status: Referred to House Committee on Insurance and Financial Services. (07/19/23).*
- [**HB 4909**](#): Modifies requirements to be appointed as guardian or conservator. (**Breen**).
 - *Status: House passed (10/24/23), Referred to Senate Committee on Civil Rights, Judiciary, and Public Safety (10/25/23).*
- [**HB 4910**](#): Modifies duties of guardians, conservators, and guardians ad litem. (**Tsernoglou**).
 - *Status: House passed (10/24/23), Referred to Senate Committee on Civil Rights, Judiciary, and Public Safety (10/25/23).*
- [**HB 4911**](#): Modifies appointment procedure. (**Filler**).
 - *Status: House passed (10/24/23), Referred to Senate Committee on Civil Rights, Judiciary, and Public Safety (10/25/23).*
- [**HB 4912**](#): Modifies appointment of a temporary guardian; modifies procedure and modifies procedure for removing a conservator. (**Borton**).
 - *Status: House passed (10/24/23), Referred to Senate Committee on Civil Rights, Judiciary, and Public Safety (10/25/23).*
- [**HB 4944**](#): Requires coverage for hearing aids for children. (**Zorn**).
 - *Status: Referred to Committee on Insurance and Financial Services (9/7/23).*
- [**HB 4963**](#): Requires coverage of hearing-related services and devices. (**Steckloff**).

- *Status: Referred to Committee on Insurance and Financial Services (9/12/23).*
- **[HB 5047](#)**: Creates office of state guardian. (*Coffia*).
 - *Status: passed House (10/24/23), Referred to Senate Committee on Civil Rights, Judiciary, and Public Safety (10/25/23).*
- **[HB 5063](#)**: Allows students to be treated with marijuana-infused products and cannabidiol products during school. (*Wegela*).
 - *Status: Introduced and referred to Committee on Regulatory Reform (9/28/23).*
- **[HB 5064](#)**: Allows students to be treated with medical marijuana and CBD products during school. (*Wegela*).
 - *Status: Referred to Committee on Regulatory Reform (9/28/23).*
- **[HB 5111](#)**: Enacts sentencing guidelines for abuse of a vulnerable child. (*O'Neal*).
 - *Status: Referred to Committee on Criminal Justice (10/10/23).*
- **[HB 5112](#)**: Increases penalties for abuse of a vulnerable child. (*Zorn*).
 - *Status: Referred to Committee on Criminal Justice (10/10/23).*
- **[HB 5114](#)**: Expands the definition of mental health professional to include physician assistants, certified nurse practitioners, and clinical nurse specialists-certified, and allows them to perform certain examinations. (*Rheingans*).
 - *Status: Referred to Committee on Health Policy (10/10/23).*
- **[HB 5135](#)**: Requires at least one teacher trained in the Orton-Gillingham methodology at each public school to (*Schmaltz*).
 - *Status: Introduced and referred to Committee on Education (10/12/23).*
- **[HB 5343](#)**: Requires insurance providers to panel a mental health provider within a certain period of the application process. (*Arbit*).
 - *Status: Referred to House Committee on Policy (11/14/23).*
- **[HB 5344](#)**: Requires nonprofit healthcare corporations to panel a mental health provider within a certain period of the application process. (*Brabec*).
 - *Status: Referred to House Committee on Policy (11/14/23).*
- **[HB 5346](#)**: Requires certain annual reports of health insurers related to mental health parity. (*Coffia*).
 - *Status: Referred to House Committee on Policy (11/14/2023).*
- **[HB 5347](#)**: Requires certain annual reports of nonprofit healthcare corporations related to mental health parity. (*Mentzer*).
 - *Status: Referred to House Committee on Policy (11/14/23).*
- **[HB 5371](#)**: Provide certification and funding for certified community behavioral health clinics. (CCBHCS) (*Brabec*).
 - *Status: Referred to House Committee on Policy (11/14/23).*
- **[HB 5372](#)**: Provide certification and funding for certified community behavioral health clinics (CCBHCS) (*Green*).

- *Status: Referred to House Committee on Policy (11/14/23).*

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