



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
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MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: February 4, 2021

TO: House Appropriations Subcommittee on School Aid
Senate Subcommittee on K-12, School Aid and Education Appropriations
House Fiscal Agency
Senate Fiscal Agency

FROM: Dr. Scott M. Koenigsknecht, Deputy Superintendent
P-20 System and Student Transitions
Office of Great Start

SUBJECT: Section 32p Report

Pursuant to Section 32p(5) of the State School Aid Act (MCL 388.1632p), the Michigan Department of Education/Office of Great Start is required to submit a report to the House and Senate Appropriations Subcommittees on School Aid and to the House and Senate Fiscal Agencies which summarizes the activities provided and the families and children served during the immediately preceding school year with Section 32p funds. The attached Section 32p report fulfills this requirement.

During 2019-2020, the Section 32p Grant primarily allowed two distinct activities, as required in the statute. The funds were distributed to meet expectations for local collaborative activities, as well as to provide programming that impacts children during their early childhood years. The \$10.9 million that was appropriated in Public Act 58 of 2019 was directed to 54 of Michigan's intermediate school districts (ISD) that serve as fiduciaries for the Great Start Collaboratives/Great Start Parent Coalitions (GSC/GSPC), serving all 56 ISD geographical areas. Of the total amount appropriated, \$8,673,048 was budgeted toward the operations and responsibilities of the GSC/GSPC and \$2,216,352 was designated to provide early childhood programming. These activities operate year-round, rather than during the traditional school year.

The GSC/GSPC work is necessary to ensure the early childhood system is reaching positive outcomes in Michigan's diverse communities. Each GSC/GSPC operated from an annual work plan that tied directly to the strategic plan that each GSC/GSPC and its stakeholders created for the geographic area served. The annual work plan took into consideration the necessary changes that would improve the GSC's/GSPC's ability to impact elements of a comprehensive system that supports young children and their families. A primary focus of every locally developed plan is to increase

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access to and coordination of high-quality early childhood programs, within the comprehensive early childhood system. Access and coordination are increased by:

- Shifts in the organizational policies, practices, and procedures of the GSC member organizations to improve access, coordination, and quality of services.
- Increases in service coordination and integration across GSC member organizations.
- Expansion of the quantity and quality of programs and services offered by GSC member organizations, including the adoption of evidence-based programs and practices.

Public Act 58 of 2019 under Section 32p, subsection 4, continued the \$2,500,000 for home visitation to be awarded to the GSCs through the ISDs as fiduciaries. The GSCs that were awarded home visitation funds completed the fifth year of implementation in August 2020. Fiscal Year (FY) 2020 funds were also distributed to the same 15 GSCs that were awarded FY2019 grants, with each receiving level funding for a total of \$2,498,273. Data collected revealed that 1,311 families and 1,560 children received services through locally coordinated, family-centered, evidenced-based, data-driven home visiting. The goals of the funds are to improve school readiness, reduce the number of pupils retained in grade level, and reduce the number of pupils requiring special education services, to improve positive parenting practices, and to improve family economic self-sufficiency while reducing the impact of high-risk factors through community resources and referrals.

For additional questions, you may contact:

Mr. Stephen DeGrow
Legislative Analyst
Michigan Department of Education
DeGrowS@michigan.gov
517-241-1540

Attachment



Section 32p Early Childhood Grants

2019-2020 Legislative Report

The overall intent of Section 32p Grants is to provide funding for the Great Start Collaboratives, Great Start Parent Coalitions to continue to enhance and improve the local early childhood system and expansion of evidence based home visiting services. In 2019, the Michigan Legislature allotted \$13.4 million to continue this valuable early childhood systems building work and much needed home visitation services across Michigan.



2019-2020 Section 32p Early Childhood Grants Allocations

Statute allows the Michigan Department of Education (MDE) to determine a formula for distribution of the State School Aid funds, as well as develop criteria for the use of funds. Funds distributed in Fiscal Year (FY) 2020 were budgeted to meet the statutory requirements.

\$8,790,148 was allocated towards Great Start Collaboratives (GSCs) and Great Start Parent Coalitions (GSPCs).

Highly effective GSCs and GSPCs work together to build and reform the local early childhood system to achieve better outcomes for young children and their families. In order to effectively achieve these outcomes, each local Great Start system must include supports for children birth through age eight in physical health, social-emotional health, family supports and basic needs, parent education, and early education and care.

\$512,048 was allocated for use towards local early childhood programming, not including home visiting programs.

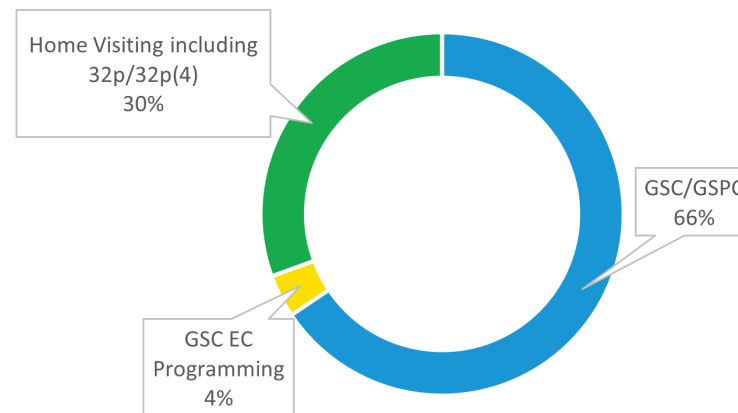
Each GSC/GSPC must allocate a minimum amount of funding to support early childhood programming within their service area. The program(s) selected for these funds is identified through the GSC's Strategic Plan and/or community needs and gaps analysis and is supported by the GSC.

\$4,096,077 was allocated towards the implementation of evidence based home visiting services, including **\$2,498,273** as outlined under Section 32p(4).

Section 32p(4) funds are awarded to 15 GSCs, selected through a competitive process, to implement home visitation services based upon a locally coordinated, family-centered, evidence-based, data-driven home visiting strategic plan. The goals of this funding are:

- to improve school readiness including a focus on developmentally appropriate outcomes for early literacy
- to improve positive parenting practices
- to improve family economic self-sufficiency while reducing the impact of high-risk factors through community resources and referrals.

FY20 Section 32p Allocation Breakdown



Early Childhood Outcomes

The goal of each GSC/GSPC is to ensure the coordination and expansion of the local early childhood system and programs that allow every child in the community to achieve the early childhood outcomes outline by former Governor Snyder through Executive Order 2011-8:

Outcome 1: Children born healthy.

Outcome 2: Children healthy, thriving, and developmentally on track from birth to third grade.

Outcome 3: Children developmentally ready to succeed in school at the time of school entry.

Outcome 4: Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Each GSC/GSPC is required to work towards each of these outcomes while addressing the unique needs and gaps within their community and as outlined within the local Early Childhood Strategic Plan. Given the distinct needs within communities, outcomes, and strategies vary. Themes often emerge, which are outlined below.

Outcome 1 examples:

- Preconception, prenatal, postnatal, and postpartum care access
- Prenatal smoking cessation
- Child birthing class access and utilization
- Addressing children born exposed and addicted to substances
- Parental mental health supports
- Safe sleep environments
- Improving home environments

Outcome 2 examples:

- Trauma informed care and community mental health supports
- Comprehensive developmental screening
- Home visiting referrals and coordination
- Common intake for all birth to age five early childhood programs and services
- Oral health and the importance of having a family dentist
- Physical activity and obesity prevention

Outcome 3 examples:

- School Readiness Advisory Committees, as outlined in Section 32d(4) (h)
- Joint recruitment and enrollment
- Educating families on the importance of quality child care and assisting to locate child care
- The availability of child care subsidy
- Increase access to quality learning and preschool settings

Outcome 4 examples:

- Talking is Teaching
- Early literacy and numeracy projects
- Community book collection and distribution
- Home-based literacy initiatives
- Book distribution through physician partners during well child visits
- Literacy summits
- Professional development opportunities focused on the Early Literacy Essentials



In October of 2019, Michigan partnered with *Too Small To Fail* to launch the first ever statewide campaign. “Talking is Teaching” is a public awareness and action campaign that aims to motivate parents and caregivers to talk, read, and sing more with their young children. Campaigns take a place-based approach to supporting early brain and language development and motivates behavior change by meeting parents and caregivers where they are. Each local campaign leverages three key strategies:

- **Trusted messengers** such as librarians, pediatricians and faith leaders, who share campaign messages with parents.
- **Environmental prompts** in the spaces that families go, including bus shelters, playgrounds, laundromats, and grocery stores, as well as paid and social media, including local public television, billboards, and text messaging.
- **Tools to facilitate change** such as developmentally appropriate books, clothing with action prompts, tip sheets, and activity books.

Over 100 GSC/GSPC staff have been trained to implement “Talking is Teaching” within their own communities. Currently, there are 46 out of the 54 GSCs/GSPCs planning or in full implementation of “Talking is Teaching,” which covers 72 of Michigan’s 83 counties.



Wayne County GSPC event



Charlevoix Emmet GSC Alanson Laundry Literacy Center

COVID-19 GSC and GSPC Impact and Response

During the COVID-19 public health emergency, the GSCs and GSPCs were, as designed, in the position to assist families, programs, and providers with locating much needed services and supports. Local COVID-19 response and relief to families, programs, and providers included:

- Distributing basic needs such as diapers, food, formula, cleaning supplies, sanitizers, masks and other PPE to families and providers.
- Real time updates to websites and social media to share information regarding pop up food pantries and community assistance.
- Utilizing free technology platforms and social media to connect families with learning opportunities at home and social connections.
- Strengthening partner relationships to ensure that children and their families receive services and supports during times of need.

“A single mother, of an infant, was struggling to provide for herself and her baby. After an emotional discussion, I told this mother that I would see what I could do to help. I was able to secure diapers from a local church, formula donations from a grocery store, food from the local food pantry, and a board book. When I arrived at her house with a trunk full of items, the mom cried tears of joy. This relationship has continued with regular phone calls, supply deliveries, and many discussions about age appropriate developmental milestones.”

-Allegan GSC Family Coach

The Wayne GSPC *Dad to the Bone* podcast provided a whole season focusing on men’s mental health during the pandemic, offering multiple episodes on the topic and promoting mental health hotlines and connections to therapy.

Delta-Schoolcraft GSPCs shifted their focus to well-being and resiliency during the pandemic. They were able to connect families virtually who were otherwise isolated. The Parent Liaisons met with families to check in on the well being of parents who were struggling with depression and isolation, and to engage the children in fun, learn at home activities. These opportunities offered concrete support in times of need, strengthened relationships within the GSPC, and buffered stress within the home.

COVID-19 GSC and GSPC Impact and Response

“The relationships we built before the pandemic were critical to the work we were able to do when the pandemic started. Once the pandemic started, there was not time to strategically reach out to new partners. While we did build new partnerships with organizations who were also on the ground doing work to support families, those relationships were built because of someone who already had working relationships with both of us and invited us to become new partners. I understand even more now that we need to continually reach out to new partners throughout the year, so we can be ready to work together in a crisis. In addition, this pandemic exposed the need to diversify our GSC and bring in more organizations led by people of color.”

-Washtenaw GSC Director

“Prior to the pandemic families struggled to cover the cost of disposable diapers especially as many programs, such as WIC and food benefits, do not cover the cost of diapers. During the pandemic this need worsened, as did the need for infant formula. The GSC distributed over 447,000 diapers and 144 cans of formula during COVID. Over 300,000 of those diapers were donated by the National Diaper Bank Network with the GSC providing funds to cover the cost of the truck and shipping. One of our Parent Liaisons applied for a grant that provided for the additional 147,000 diapers and 144 canisters of formula to be purchased. We were awarded a \$15,000 grant from the United Way’s COVID relief fund and an anonymous grant of \$12,000. The diapers and formula were distributed to 20 pantries throughout Kent County and the impact on families was immeasurable, helping tens of thousands of area families. “ -Kent GSC Director

“At the onset of COVID-19, we mobilized our coordination efforts to facilitate weekly GSC stakeholder meetings in an effort to coordinate and align our response to the needs of families in our community. This allowed us to share challenges and solutions to challenges across programs and agencies. We joined together with the National Diaper Bank Network, the Y Center, the Battle Creek Community Foundation, and Priority Health to hold weekly Diaper Distribution Drive-through events in which over 100 families are served each week.

Understanding the value of leveraging the connections of other organizations with families, we entered into a partnership with Grace Health to distribute our Early Childhood Connections bags to families coming in for immunizations, well child visits, and COVID-19 tests. As a result, we have completed visits with over 30 new families who hadn’t yet engaged in the early childhood system in Calhoun County.” -Calhoun GSC Director

Section 32p Early Childhood Programming

In addition to the funding supporting the GSC/GSPCs to attend to system-level changes, Section 32p funds for early childhood programming were also utilized by the GSC/GSPCs. In addition, 32p funds were blended with other locally determined resources, often making it impossible to report discretely on the number of families and children served. Early childhood programming funds supported programs that served children and families locally to achieve the outcomes and components outlined in PA 58 of 2019.

FY20 Section 32p Funded Early Childhood Programs

Program	FY20 Funds Budgeted*	# families served	# children served
Center for Early Literacy Learning (CELL)	\$128,827	744	1,016
Centering Pregnancy	\$10,000	12	12
Conscious Discipline®	\$13,900	38	81
Dolly Parton Imagination Library™	\$25,750	430	597
Early Childhood Scholarships	\$80,000	119	121
Early On®	\$88,317	140	151
Head Start-Trauma Smart®	\$8,000	65	65
Great Start Interagency Team (CAPTA Referrals)	\$36,750	30	54
Making Parenting a Pleasure® - iParent Workshops	\$29,980	20	33
Jumpstart to Preschool & Kindergarten	\$6,940	32	48
Love & Logic®	\$15,410	14	23
Multi-Tier Systems of Support Using the Pyramid Model	\$17,924	3	3
Music Therapy	\$5,000	150	200
Partners for a Healthy Baby – Welcome Baby Program	\$18,400	39	36
Positive Solutions Informed Choices Program	\$4,350	45	63
Postpartum Depression Support Group	\$7,500	9	13
Ready, Set, Learn	\$15,000	8	8
Totals	\$512,048	1,898	2,524

*Budgets are not submitted by program. Due to costs being shared across programs, some costs are approximate.

Home Visiting Section 32p and 32p(4)

Home visiting is a dual-generation approach that supports parents, caregivers, and children by nurturing strong parent-child relationships, promoting positive parenting practices, supporting parents in achieving life goals, and connecting families to community resources. Home visiting programs partner with families to support them during pregnancy and their child's early years.

1,311

Families served in 2019-2020



16,158

Total Home Visits in 2019-2020



Home Visiting Model	Funding Source	FY20 HV Budgeted*	# families served	# children served
Early Head Start (EHS-HV)	32p	\$130,034	31	34
	32p(4)	\$356,356	61	78
Healthy Families America® (HFA)	32p	\$16,000	13	13
	32p(4)	\$254,413	50	51
Nurse Family Partnership® (NFP)	32p	\$15,000	18	2
	32p(4)	\$180,689	47	35
Parents as Teachers® (PAT)	32p	\$1,396,770	643	777
	32p(4)	\$1,629,815	392	514
Play and Learning Strategies (PALS)	32p	\$40,000	21	21
	32p(4)	\$77,000	35	35
All Models =		\$4,096,077	1,311	1,560

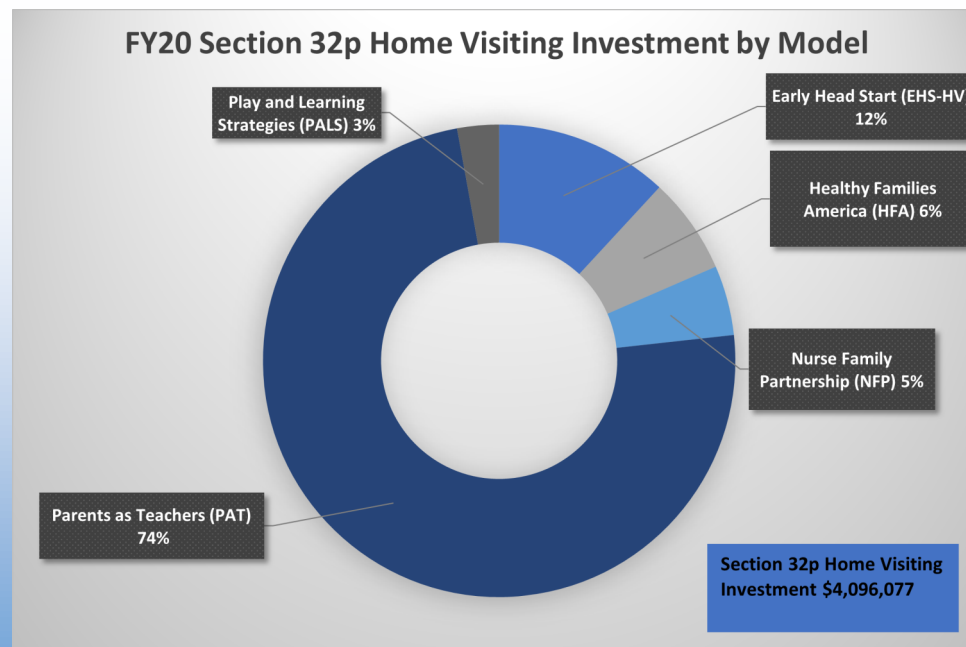
*Budgets are not submitted by model. Due to costs being shared across models, some costs are approximate.

FY20 Section 32p Home Visiting Investment by Model

Not every family needs the same type of supports and each home visiting model provides slightly different methods of support, dosage, goals, and content of services. In general, they combine parenting and health care education, child abuse prevention, and early intervention and school readiness. There are currently five home visiting models using Section 32p and 32p(4) funding:

- Early Head Start
- Healthy Families America
- Nurse Family Partnership
- Parents as Teachers
- Play and Learning Strategies-Infant

In FY2020, the total investment in home visiting was \$4,096,077. Thirty five Parents as Teachers programs were implemented for a total of \$3,026,585, which equals 74 percent of the FY2020 investment in home visiting. The remaining 26 percent of the funds, \$1,069,492, were comprised of the other models listed in the chart below.



Highlight on Home Visiting Program Quality



In order to become a Parents as Teachers affiliate, an organization must be designed to meet the Parents as Teachers model fidelity requirements called Essentials Requirements. These requirements cover affiliate leadership, staffing, services to families, and evaluation.

Each year, affiliates report implementation and services data to confirm they are meeting or exceeding the minimum levels for each Essential Requirement. Parents as Teachers also has Quality Standards that provide a comprehensive blueprint for high quality service delivery.

Together, the Essential Requirements and Quality Standards form the basis for the Parents as Teachers Quality Endorsement and Improvement Process (QEIP), which is the process that affiliates go through to demonstrate their commitment to high quality services and work to earn the Blue Ribbon designation.

All Parents as Teachers affiliates complete the QEIP every five years. To earn the Blue Ribbon, affiliates must meet all of the Essential Requirements and complete a comprehensive self-study that demonstrates they are meeting at least 75 percent of the Quality Standards. The Blue Ribbon is good for up to five years, as long as the affiliate continues to meet the Essential Requirements each year.

Programs that earn the Blue Ribbon are recognized by the National Center as exemplary affiliates, delivering high-quality services to children and families.

Michigan Parents as Teachers Blue Ribbon Affiliates

2020

Eastern UP ISD
Bay-Arenac ISD
Ottawa ISD
Lewis Cass ISD
St. Clair RESA
Kalamazoo RESA

2019

Oakland Family Services-
Oakland Schools
SOS Community Services-
Washtenaw ISD
Ingham ISD
Calhoun ISD
Bright Beginnings – Kent ISD

2018

Branch ISD

2017

Berrien RESA

COVID-19 Impacts on Home Visiting Programs

During the COVID-19 public health emergency, home visiting programs played a vital role in addressing the needs of pregnant women, young children, and families, whether in-person or virtually. The potential impacts of the emergency on pregnant women and families' access to critical health, early care and education, and family economic supports make continued connections with families essential.¹

Home visiting programs in Michigan quickly pivoted their services in order to meet the urgent needs of the families. Some ways that home visitors were able to support the families include:

- Concrete supports in times of need by providing assistance with food, housing, diapers, wipes, formula, and other supports.
- Supporting child development and learning at home through virtual home visits, porch drop off of learning kits, and literacy materials.
- Supporting social connections by facilitating virtual playgroups.
- Strengthening community partnerships: home visiting programs and community organizations worked closely to combine services to meet the urgent needs of the families.

Home visitors report that virtual visits have allowed them to empower families to lead in the support of their child's development instead of counting on home visitors to lead learning activities and create visit plans.

Home visitors report a shift in parent confidence and an increase in the parents creating learning opportunities for their children on their own.



"Our group connections brought families together that normally may not have talked. It has been nice offering connections to both counties rather than separately. We have had partnerships with MSU extension and local libraries as well."
-Delta-Schoolcraft Parents as Teachers

¹Health Resources and Services Administration. (2020, September 22). Important Home Visiting During COVID-19. Retrieved from: <https://mchb.hrsa.gov/Home-Visiting-Information-During-COVID-19#role>

Summary

The GSCs and GSPCs are now entering their tenth year of statewide implementation as the local early childhood system building bodies in Michigan. The GSCs are locally driven based on the needs and data of their community set forth in their strategic plans and through family voice and engagement. GSCs continue to have 20 percent of their membership comprised of parents, particularly those who are engaged in the early childhood system. The GSPCs are continuing to provide expertise and co-creation of improvements and enhancements to the local early childhood system through parent led strategies included yearly into the local GSC work plan.

For more information on the implementation of the Great Start Collaboratives and Great Start Parent Coalitions, please contact Rachel Pritchard, MPH at 517-275-1982 or PritchardR@michigan.gov

As home visiting services, including the expansion funds under Section 32p(4), enter the sixth year of implementation, the focus will continue to be providing high-quality services while improving upon data collection efforts in order to show improvements in the outcomes outlined in the statute. As part of the Michigan Home Visiting Initiative, 32p and 32p(4) home visiting programs provide data to be included in the PA 291 of 2012 report to ensure a comprehensive picture of all home visiting in Michigan regardless of funding streams to ensure efficient and effective home visiting services across the state.

For more information on the implementation of Section 32p and 32p(4) Home Visiting, please contact Rita Trinklein, MA at 517-275-1989 or TrinkleinR@michigan.gov