

Michigan Interagency Coordinating Council (MICC)
***Early On*[®] Michigan**
(Part C of the Individuals with Disabilities Education Act)
Zoom Meeting
Thursday, February 10, 2022

Minutes

Members Present: Melody Arabo, Synthia Britton, Andrea Caron, Melissa Epstein, Monica Gaines, Judy Goth-Owens, Cheryl Granzo, Beth Jenkins, Noel Kelty, Victoria Martinez, Amy Miilu, Lisa Perugi, Michelle Williams

Members Absent: Joe Clark, Paula Johnson, Prachi Shah

Alternates Present: Kae Dubay, Jennifer Forsthoff

Staff Present: Jessica Brady, Kelly Hurshe, Tina Jones, Sheryl Kennedy, Scott Koenigsknecht, Cheryl Najm, Colleen O'Connor, Barb Schinderle, Janet Timbs

Grantees Present: Clinton County RESA Office of Innovative Projects:
Jen Champagne, Allan Knapp, Jenny Koenigsknecht
Michigan Alliance for Families
Victoria Martinez
Wayne State University (Evaluation Project):
Charo Hulleza, Jane Li, Luna Xuan

Guests: Rané Garcia, Beth Kennedy, Andrew Marsh, Meghan Shephard, Amy Wassmann, Doug Williams

Call to Order: Vice Chairperson Victoria Martinez called the meeting to order at 9:30 a.m.

Introductions: Introductions were made and everyone was welcomed.

Approval of Minutes:

A motion was made by Judy Goth-Owens and supported by Jessica Brady to approve the minutes.

Motion carried.

Approval of Agenda:

A motion was made by Synthia Britton and supported by Lisa Perugi to approve the agenda.

Motion carried.

Public Comment:

Melissa Epstein thanked the field for continuing to work through the pandemic and for their support of children and families who are still struggling.

“Worth Mentioning:”

A recommendation came from the Parent Involvement Committee to start each MICC meeting with an activity that keeps children and families at the heart of what we do, helps the MICC members, alternates, grantees, and staff get to know each other better, and allows others to understand the different perspectives that make up the MICC.

Synthia Britton shared how some important people in her life had an impact, such as her grandfather who was in a wheelchair, her grandmother who showed love through cooking, and parents who were amazing role models through being authentic and true to themselves. She also shared lessons learned from a close friend and her daughter who suffered trauma and were treated poorly by their community. These people are Synthia’s ‘why’ she does the work she does at the Michigan Department of Health and Human Services (MDHHS), despite the deep challenges in the public and mental health systems around substance abuse, mental health, trauma, and grief.

Beth Jenkins also works at MDHHS as an *Early On* consultant. She previously worked at central intake and heard a lot of hard stories, and now she’s working on the side of prevention rather than protection. She has two children, ages 3 and 7. Her mother was a special education teacher, who retired at the start of the pandemic. Beth’s brother has Tourette syndrome, and she watched her mother advocate for his rights, work closely with schools, and publish an article to help bring awareness to his disability. These experiences have shaped Beth to be an advocate and help others navigate the system to have the most positive outcomes.

Updates:

State Performance Plan/Annual Performance Report (SPP/APR)

The SPP/APR was submitted to the Office of Special Education (OSEP) prior to the deadline of February 1, 2022. Once the report is approved by OSEP it will be posted on the Michigan Department of Education’s *Early On* website (www.michigan.gov/earlyon).

Federal Monitoring as Part of IDEA in Michigan, Differentiated Monitoring System

Early On Michigan is currently being monitored by OSEP for implementation of Part C services under the Individuals with Disabilities Education Act (IDEA). The monitoring process being utilized by OSEP is referred to as Differentiated Monitoring System 2.0 (DMS 2.0). Under DMS 2.0, OSEP made a shift from monitoring based solely on compliance with IDEA requirements to monitoring and support focused on both compliance and improving results for infants, toddlers, and children with disabilities. Michigan is one of two states to begin the monitoring cycle under this revised system.

OSEP's monitoring is being conducted in three phases:

- Phase 1: Document request and interviews (December 2021-April 2022)
- Phase 2: One site or virtual visit and monitoring report (including the issuance of findings and corrective actions) (May 9-12, 2022)
- Phase 3: Close-out and follow-up (September 2022-up to a year)

Content of monitoring:

States are being monitored on their general supervision systems which includes the state's responsibility to ensure that intermediate school districts (ISDs) and all sub-grantees meet the requirements of IDEA. There are five specific components or protocols OSEP will be monitoring. These are:

- Fiscal management
- Integrated monitoring
- Sustaining compliance and improvement
- Dispute resolution
- Data systems

Professional development is embedded in all the above components.

Michigan has already met with OSEP to discuss our data systems and will meet again in February to discuss dispute resolution. We will focus on integrated monitoring in March and sustained compliance in April. OSEP is planning to come to Michigan May 9-12, 2022, and will conduct interviews with stakeholders and monitor implementation procedures.

Early Childhood Comprehensive Systems (ECCS) Update

The ECCS grant kicked off its first Advisory Committee. A diverse group of family members, early childhood, health, and behavioral health professionals came together to orient to the grant and set the foundation for collaborating across sectors while staying rooted in health equity. Meetings will be held quarterly, and future updates will continue to come to the MICC.

SPP/APR:

After the MICC approved the data for the SPP/APR in November, data for Indicator 8 changed. The change was because it was discovered that some records were not included in the master file received from CEPI due to a conflict within the business rules. The business rules were adjusted, and the file was re-run. It impacted Indicators 1 and 8. For Indicator 1, the numerator and denominator changed, but the percentage remained the same. For Indicator 8, the numerators and denominators changed, and the percentages increased slightly.

Indicator 8: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSPs with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;

- B. Notified the SEA and the LEA where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.

A. IFSPs with transition steps and services

FFY 2020- 99.44% Target- 100%

99.44% of transition records reported had a timely transition plan with steps and services.

8,187 divided by 8,233 = .9944 X 100 = 99.44%

Data source: Michigan Student Data System (MSDS)

B. Notification to SEA and LEA, if child potentially eligible for Part B preschool services

FFY 2020- 100% Target- 100%

4,191 divided by 4,191 = 1 X 100 = 100%

Data source: Michigan Student Data System (MSDS)

C. Transition conference, if child is potentially eligible for Part B

FFY 2020- 99.16% Target- 100%

99.16% of transition records reviewed had a transition conference, if child was potentially eligible for Part B preschool services.

4,127 divided by 4,191 = .9916 X 100 = 99.16%

Data source: Michigan Student Data System (MSDS)

A motion was made by Andrea Caron and supported by Cheryl Granzo to approve the data for Indicator 8.

Motion carried.

MDE, Office of Diversity, Equity, and Inclusion (DEI):

Rané Garcia is the director of the Office of Diversity, Equity, and Inclusion at MDE. She’s been at MDE for six months and was previously an educator for 31 years. DEI and people with disabilities have commonalities, they don’t belong in just one spot, but every space.

There are three ‘faces’ of the work:

Inter Department: In 2019 the governor passed a directive saying every state department would have an equity and inclusion officer. At least 14 other directors like Rané work together and grow reflective practices for the 55,000 state employees.

Within Department: Rané is an office of one but works within the entire department, which makes it a team of 500. Her role is to lift knowledge and understanding and help MDE employees look at themselves and reflect on how they can be more aware and inclusive of others.

LEA/Student Focused: This goal is around how to help support students in reaching their goals.

Priority areas around DEI include diversity in literature, diversity in teachers, and comprehensive history. Rudine Sims Bishop coined the phrase, "Mirrors, Windows, and Sliding Glass Doors," which means having books where children can see themselves reflected in the characters. Rané shared a graphic from 2018 showing the percentage of books depicting characters from diverse backgrounds and the data show:

1% American Indians/First Nations
5% Latinx
7% Asian Pacific Islander/Asian Pacific American
10% African/African American
27% Animals/Other
50% White

Within Michigan, 90.5% of teachers are white even though students of color make up 35% of the population. African American students are more likely to enroll in college if they have African American teachers.

Schools haven't provided a comprehensive history and more learning is needed. Rané encouraged the MICC to learn from different perspectives, such as through <https://www.history.com/this-day-in-history>.

State Systemic Improvement Plan (SSIP):

The SSIP report was submitted to OSEP on February 1, 2022. The following data were included and discussed as part of the SSIP work:

Child Outcomes, Family Outcomes, Electronic Devereaux Early Childhood Assessment (eDECA) and fidelity checklists, Pyramid Model trainings, Child Outcome Summary (COS) reporting rates, B-5 Child Outcomes Trainings, and Community of Practice calls.

For child outcomes, Cohort 1 was better able to weather the statewide decline due to the pandemic. The statewide data went down by 2.4% but the cohort showed a very slight decrease of 0.10%. The results could be associated with all the work being done around social emotional outcomes.

Cohort 1: Bay-Arenac, Eaton, Gratiot-Isabella, Ionia, Kalamazoo, Kent, Macomb, Manistee, Montcalm, St. Joseph, Tuscola, and Wayne

The same activities will be implemented with Cohort 2, which began in November 2021 and include the following service areas: Branch, COOR, Delta Schoolcraft, Hillsdale, Saginaw, and Shiawassee.

Wellness Activity:

Amy Wassmann, social and emotional learning consultant at MDE shared her presentation, "Practicing Self-Care: Strategies to Stay Well." She was formerly the whole child program director at Saginaw ISD and has been at MDE since November 2021. Amy led the MICC through several activities that can be shared with other groups when working with children and families, as well as with friends and family. Activities included:

- 4,3,2,1
- Two Word Check In
- My Five Senses
- Self-Care Wheel

These activities plus more are described in the presentation slides sent to MICC members.

COVID-19 Update:

Michigan Alliance for Families (MAF) is offering a free, four-part series of online workshops will help parents understand the important role they have in positions of leadership. To learn more, click the following link for the flyer:

<https://www.michiganallianceforfamilies.org/wp-content/uploads/2021/12/Building-Parent-Leadership-Skills-ECE-2022-Feb-Mar.pdf>

(<https://www.michiganallianceforfamilies.org/wp-content/uploads/2021/12/Building-Parent-Leadership-Skills-ECE-2022-Feb-Mar.pdf>), and to register, here is the link: <https://tinyurl.com/229arffv> (<https://tinyurl.com/229arffv>).

The pandemic has made the transition from Part C to Part B more difficult and MAF is getting more calls from families who have questions and need help.

As part of the statewide Michigan Preschool Development Grant, MDE is completing a needs assessment focused on better understanding the needs of children who transition from *Early On* services at three years old. MDE is working with the American Institutes for Research (AIR) to complete this research. AIR's researchers conducted focus groups on this topic including individuals who understand and play a part in supporting children's transition from *Early On* services and/or have experienced this transition as a parent. The focus groups took place in early February 2022.

Synthia Britton shared that Parent Leadership in State Government (Parents Partnering for Change) and MAF are coming together and seeing how they align to train and support parents in Michigan.

Public Comment:

Allan Knapp shared that there is an *Early On* data webinar Monday, February 14, 2022 at 2 pm. Register at: <https://eotta.ccrea.org/Event.php?id=4314> (<https://eotta.ccrea.org/Event.php?id=4314>). MICC Members are welcome to attend, and the webinar will focus on past and future MSDS data collections.

Melissa Epstein invited MICC members to share ideas around DEI for Rané Garcia, and she will compile them and send them as a whole. Melissa would like to share her thoughts around how disability sometimes gets lost in DEI and how there are similarities.

Adjourn:

A motion to adjourn was made by Noel Kelty.

Motion carried.