

Special Education Advisory Committee (SEAC)

2020-2021 Annual Report



Michigan Department of Education
Special Education Advisory Committee

Table of Contents

Special Education Advisory Committee (SEAC) 2020-2021 Annual Report..	4
Introduction.....	4
SEAC Mission.....	4
The Purpose of the Committee	4
SEAC Annual Priorities for 2020-2021	5
Priority 1:	6
Priority 2:	6
SEAC Learning.....	6
Ad Hoc Committee:	9
Executive Committee:.....	10
Legislative Committee:	10
Membership Committee:	11
Mission Committee:.....	11
Operating Procedures (formerly Bylaws) Committee:.....	12
Office of Special Education Programs (OSEP) State Advisory Panel (SAP) Committee:	12
Technology and Website Committee:	12
2020–2021 SEAC Work Relative to Six IDEA Duties	13
Function #1: Unmet Needs.....	17
Function #2: Public Comment.....	17
Function #3: SPP.....	17
Function #4: CAP.....	17
Function #5: SSIP.....	18
Function #6: Review Due Process.....	18
2020–2021 SEAC Participants	18
Delegates.....	19
Alternates	21
Ex-Officio Members	22
Ex-Officio Alternates.....	23
Support Personnel	24
Appendix A.....	25

Appendix B..... 28
Appendix C..... 32

Special Education Advisory Committee (SEAC)

2020-2021 Annual Report

Introduction

The Michigan Special Education Advisory Committee (SEAC) is the federally mandated state advisory panel, designed to advise the Michigan Department of Education (MDE) and State Board of Education (SBE) on matters related to the education of students with disabilities. As part of its duties, the committee annually submits a report on its activities to the State Education Agency (SEA). Additionally, the report is made available to the public summarizing its activities for each school year.

SEAC Mission

The 2021 updated mission of the SEAC is to promote positive outcomes for all Michigan students with disabilities by:

- Gathering, sharing, and disseminating information on a state and national level.
- Communicating with a diverse group of stakeholders.
- Identifying unmet needs.
- Collaborating with the Office of Special Education (OSE).
- Engaging with various offices in the MDE seeking feedback and input.
- Advising the SBE.

The Purpose of the Committee

The SEAC is Michigan's *Individuals with Disabilities Education Act* (IDEA) 2004 mandated State Advisory Panel (SAP) to the MDE and SBE. The State Advisory Panel must:

§300.169 Duties

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
- (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

§300.513(d)(1)

- (a) Decision of hearing officer on the provision of FAPE.

(d) Findings and decision to advisory panel and general public. The public agency, after deleting any personally identifiable information, must—

(1) Transmit the findings and decisions referred to in §300.512(a)(5) to the State advisory panel established under §300.167.

SEAC members are nominated by their organizations, agencies, or themselves to fill seats. Opportunities to participate on the SEAC are regularly posted at the [SEAC website](http://www.michigan.gov/mde-seac) (www.michigan.gov/mde-seac). Nominees are asked to complete applications which are then reviewed by the SEAC Executive Committee and/or the Committee as a Whole as required in the SEAC Operating Procedures.

Nominees are sent to and appointed by the SBE and represent a broad diversity of stakeholders—administrators, providers, advocates, parents, and consumers—concerned with the education of all children, including students with disabilities (see pages 18-24 for 2020-2021 SEAC participants). By federal statute, at least 51 percent of the membership must be individuals with disabilities or parents of children with disabilities under 26 years of age who currently receive special education services under the IDEA.

SEAC is a group of individuals representing various statewide organizations and interests engaging in learning to build a shared understanding around a host of complex topics affecting students with disabilities. Due to the COVID-19 pandemic, the 2020-2021 school year began a new journey of providing all meetings through a virtual platform. Meetings were streamlined to occur in two half days versus the full day previously offered. During the year, the SEAC engaged in a variety of learning opportunities in order to make recommendations to the MDE and SBE.

As a basis for structuring these learning opportunities, members identified what is going well and what needs enhancement in terms of communication from constituent groups to the SEAC and from the SEAC to constituent groups. It is key to the SEAC's effectiveness the conversations at SEAC meetings reflect member organizations' concerns, not just the concerns of the individual delegate. Similarly, SEAC learning has limited impact if the new learning is not shared back with the member organizations. The Executive Committee routinely reminds the members of this responsibility, and this informs the monthly agenda.

Additional input regarding the development of the 2020-21 priorities was sought specifically from the Directors of the MDE P-20 Systems and the OSE.

SEAC Annual Priorities for 2020-2021

SEAC is charged with identifying unmet needs within special education and bringing them to the attention of the SBE and the MDE. The unmet needs the SEAC studied in 2020-2021 focused on inequities discovered during the course of the COVID-19 pandemic. When the SEAC selects issues such as those outlined below as priority

unmet needs, members first analyze the scope of the problem by reviewing related data. They then identify areas of consensus and generate a data-guided document for consideration by the MDE and SBE.

The priorities for 2020-2021 were as follows:

Priority 1:

Advise our members to speak with their constituents to ask Congress to fully fund (40 percent) costs for students with disabilities.

Priority 2:

Assist SEAC members by locating and cultivating special education resources for sharing with their constituents and posting on SEAC's website.

SEAC Learning

Given the diversity of SEAC members and the prior knowledge they bring to the work, SEAC learning establishes a shared understanding to ensure decisions reflect those shared understandings and beliefs. This year, in addition to routine special education updates from the OSE director and the policy supervisor, reports from the Michigan Teacher of the Year (MTOY), and legislation updates from the MDE Legislative Liaison, the information presented was designed to prepare the SEAC members for their advisory role. Additional learning included:

1. *Special Education Funding*—Dr. Scott Koeningsknect, Deputy Superintendent, P-20 System and Student Transitions at the MDE and John Andrejack, OSE Program Finance Supervisor at the MDE OSE. This work included:
 - Increased member understanding of Michigan's three special education funding pots.
 - Increased understanding of statistics concerning special education funding in Michigan, what the repercussions are, and what recommendations have previously been made.
 - Using the knowledge learned to:
 - i. Encourage members to speak with their constituents to ask Congress to fully fund (40 percent) costs for students with disabilities.
 - ii. Prepare for the MDE a list of updated funding recommendations originally made in a report to then Lt. Governor Brian Calley entitled, "Special Education Funding Subcommittee Report, November 2017." The SEAC final document, "SEAC Recommendations to the MDE" reflected the work of six SEAC subcommittees led by several statewide professionals with knowledge of funding implications and was submitted to Dr.

Koenigsknecht in May 2021. See Appendix A for a brief summary of the recommendations provided in the document.
iii. monitors student progress and the success of those interventions.

2. Monthly [OSE updates](#) are provided to the SEAC. The following updates occurred in this past year:
- OSE and State Systemic Improvement Plan (SSIP) updates from Teri Rink (monthly).
 - Program Accountability and Due Process updates from Rebecca McIntyre (monthly).
 - Finance updates from John Andrejack as needed to fulfill the understanding of priorities.
 - State Performance Plan (SPP); additional information provided on pages 14-16.
 - Resources—a complete online library was created for SEAC members to improve access to and understanding of special education. We additionally welcomed speakers from each of the groups below preceded by an asterisk (*). This includes:
 - MDE and OSE Grant Funded Initiatives
 - *Alt+Shift
 - *Catamaran
 - *Low-Incidence
 - *Michigan Alliance for Families
 - *Family Matters
 - *Michigan School for the Deaf
 - *Multi-Tiered Systems of Supports
 - *Special Education Mediation Services
 - *START Project
 - SEAC Organizations/Agencies
 - 11 Agencies
 - 23 Organizations
 - Special Populations
 - American/Alaskan Indian
 - *Bilingual-ESL Learners
 - *Early Childhood/Preschool
 - *Effective Instruction & Academic Enrichment
 - *English Learners/Immigrants
 - *Equitable Practices
 - *Foster Care
 - *Homeless
 - *LGBTQ+
 - *Migrant

- *Neglected/Delinquent
 - *Online/Distance Learners
 - *Rural
 - *Section 31a At-Risk
 - *Trauma
- Support contacts and resources for special education assistance at the national, state, and local levels.
 - Vendors—over 50 vendors from Michigan sent tchotchkes and/or written materials to share with all members.
3. Update on [Family Matters](#) documents providing parents and families with information about special education and other resources. Stacie Rulison presenting.
 4. Bi-monthly updates from the Michigan Teacher of the Year. Owen Bondono presenting.
 5. Grab `n Know Activity – provided members with materials from national, state, and regional companies holding an interest Michigan’s special education population.
 6. Legislative Reviews – Caroline Liethen and Dr. Sheryl Kennedy, Legislative Liaison for the Office of Public and Governmental Affairs (OPGA) in the MDE.
 7. Sub-Committee work (Ad Hoc, Executive, Legislation, Membership, Mission, Operating Procedures, OSEP State Advisory Panel, Web/Tech).
 8. Provided public comment on proposed changes to *Michigan Administrative Rules for Special Education* (MARSE) [R 340.1708 and R 340.1721e](#).
 9. Shared with members the [MDE COVID-19 Education Information and Resources](#) including specific guidance and resources for the special education community.
 10. Members collaborated with the national SAP in the United States Department of Education (USED), Office of Special Education Programs (OSEP).
 11. SBE member Dr. Judy Pritchett joined us on two occasions, once to welcome new members in September and again to say farewell to the members leaving in June.
 12. SEAC membership experiences 1/3 turnover each year of our members at large and our organizations. While we are federally mandated to maintain a membership reflecting a 51 percent membership of people with disabilities and/or parents of students with an active Individualized Education Program (IEP) we additionally strive to ensure a diverse population of members sitting on SEAC. During our spring monthly meetings as a membership shift began to occur, SEAC members worked as a learning community, developing and sharing information regarding diversity in our organizations/agencies as it relates to the SEAC’s work. SEAC members provided a written summary of what they would themselves commit to, and what their agency/organization

would commit to regarding increasing the diversity of members sitting on SEAC.

- See Appendix B for a document entitled “Diversity Actions” showing the renewed commitment of members to seek diversity in our committee population. This document is now sent to all people and organizations seeking to fill an empty SEAC seat for consideration prior to submitting their application.
- The annual report will additionally begin providing the document shown in Appendix C, Diversity Reporting 2020-2021” to assist in documenting the progress made in creating a diverse group of stakeholders. This report is an overall view of both voting and non-voting members.

SEAC members welcome and encourage SBE suggestions and nominations for SEAC membership as well in the event they know someone who would be a good fit for SEAC, can meet the 51 percent requirement to serve as a “defined” member, and who would be willing to accept the three-year commitment to serve.

The MDE legislative liaison provided one update to the SEAC Committee of the Whole on pending legislation with a potential impact for students with IEPs prior to her vacating her position. The newly hired replacement, Dr. Sheryl Kennedy, spoke with SEAC at the final meeting to introduce herself, describe her background in education and with special education students, and to offer her assistance in the 2021-2022 school year. This served to provide a helpful backdrop to the SEAC’s readiness to provide informed advice.

Each year, Ex-Officio delegate and alternate seats are filled by the Michigan Teacher of the Year. This is a one-year appointment. Owen Bodono, the 2020-2021 Teacher of the Year provided bi-monthly updates at regular business meetings regarding effective practices he has used to support progress among students with IEPs. He further used his voice in the LGBTQ+ community to inform SEAC members of practices in working with this special population of students.

An additional strategy to engage members and help members learn about one another’s work was the convening of eight ongoing subcommittees: Ad Hoc, Executive, Legislation, Membership, Mission, Operating Procedures, OSEP State Advisory Panel, and Web/Technology. Details about the committee work in 2020-2021 follows below.

Ad Hoc Committee:

From Committee Chair, Rebecca McIntyre and Co-chair, Teri Rink - *An ad hoc committee is formed for a specific purpose. In the context of special education,*

SEAC's Ad Hoc Committee serves as a temporary committee formed to help the OSE with particular projects. The committee members are given certain tasks and are asked to report back to the Chairs with their findings or recommendations.

1. Became familiar with the following documents:
 - a. [Special Education Teacher Assignments](#)
 - b. [Special Education Teacher Approvals: How They Work](#)
 - c. [How Can I Become a Special Education Teacher in Michigan?](#)
 - d. Teacher Certification Routes v2 document
 - e. Special Education Generalist - National Data
2. Assisted in the OSE's exploration of a Special Education Generalist Teacher certification program.

Executive Committee:

From Committee Chair, Dr. Donna Case - During the 2020-2021 year, the Executive Committee worked with the committee of the whole to:

- Identify priorities for the year.
- Facilitate the SEAC's work around the identified priorities.
- Development of document around the first identified priority.
- Provide feedback to the MDE OSE for 11 SPP/Annual Performance Report (APR) targets that required review and resetting.
- Identification of unmet needs.
- Provide public comment to proposed policies and rules.
- Review Due Process Hearings findings.

Executive Committee members attended monthly SBE meetings to provide information to the committee as a whole and maintain an open line of communication with the SBE.

Additionally, the Executive Committee:

1. Met monthly to set and review agendas.
2. Led sub-committee work.
3. Provided input on a number of needs/issues throughout the year from public comment to adding time prior to meetings to encourage a time of chatting amongst members.

Legislative Committee:

From Committee Chair, Charlie Hollerith - It was great to be able to work with such a diverse, skilled, and experienced group of professionals committed to making a difference. The committee was dedicated to bringing our best ideas forward through a collaborative process. I sincerely appreciated the work of committee members as

we were able to make thoughtful recommendations to help students, families, and educators in our state.

Additionally, the Legislative Committee:

1. Encouraged SEAC members to contact their legislators as related to Priority 1 for the 2020-2021 school year.
2. Invited the MDE Legislative Liaison to address the Committee of the Whole.

Membership Committee:

From Committee Co-Chair, Sarah Vander Baan - The membership committee met a few times this year to analyze our membership and members' commitment to SEAC. We discussed how we can engage more diverse members from around Michigan on the SEAC. We are looking forward to continuing this work next year.

In addition, the Membership Committee:

1. Mentored new members.
2. Reviewed attendance logs and contacted members who missed multiple meetings to try to re-engage them. Planning for recruiting applicants for vacant SEAC organizational and member at large seats.
3. Planning for recruiting applicants for vacant SEAC organizational and member at large seats.
4. Assisted in the development of diversity documents for distribution to those organizations with open seats.

Mission Committee:

From Committee Chair, Dr. Donna Case - The Mission Committee met to create a joint understanding of SEAC's mission statement. Recommendations for further action were provided to the Committee of the Whole.

1. Reviewed the existing mission statement and recommended an amended mission statement to the Committee of the Whole which was voted on and passed unanimously at the February 3, 2021 meeting. Additions to the existing mission statement are highlighted below:

The mission of the Special Education Advisory Committee (SEAC) is to promote positive outcomes for all Michigan students with disabilities by:

- Gathering, sharing and disseminating information on a state and national level.
- Communicating with a diverse group of stakeholders.
- Identifying unmet needs.
- Collaborating with the OSE.

- Engaging with various offices in the MDE seeking feedback and input.
- Advising the SBE.

Operating Procedures (formerly Bylaws) Committee:

From Committee Co-Chair, Dr. Donna Case - The Operating Procedures Committee reviewed the extensive changes made during the 2019-2020 SEAC year. No new changes were proposed or made as a result.

1. Because the work of the previous committee was approved at the May 2020 meeting, there was little to do this year in the way of recommending changes or amendments to the Committee of the Whole regarding the SEAC Operating Procedures.
2. Recommended to the Committee of the Whole the document approved in May 2020 remain "as is" for the upcoming year. Reviewed the streamlining of requirements and recommendations in the guiding document during the fall orientation.

Office of Special Education Programs (OSEP) State Advisory Panel (SAP) Committee:

From Committee Chair, Teri Pettit - The SAP committee is a national gathering of all the SEACs around the nation. The group itself has been undergoing changes at the national level and began to really take form during the 2020-2021 school year under new leadership. Two meetings were held online to inform states of best practices. Michigan was asked to specifically address the work on diversity we were completing as a best practice for other states to use. We have three "chairs" on this committee including the Michigan SEAC Facilitator (Teri Pettit), SEAC Chair (Dr. Donna Case), and another member from the Committee of the Whole (Beth Kohler, Member-at-Large). We anticipate growth in this national effort and believe Michigan will continue to be at the forefront of ingenuity and best practices for not only our members, but for our students with disabilities as well.

1. Reviewed the purpose and function of the OSEP SAP.
2. Reviewed the SAP website to determine what needed to be updated for the state of Michigan.
3. Attended two SAP nationwide online meetings to discuss best practices.

Technology and Website Committee:

This committee assists in the creation of information, understanding of SEAC's Google Docs, and provides support throughout the meetings in assisting those with technology needs.

1. Reviewed the SEAC website to determine usability in its current format, no recommendations were needed.
2. Worked to ensure SEAC Google Docs are presented in a way to allow seamless movement.
3. Created a list of ideas to further accessibility to SEAC Google Docs including:
 - a. Assigning committee members to be available for tech glitches to members during our meetings.
 - b. Encouraging everyone to have a Gmail address.
 - c. Creation of videos and impromptu trainings when needed (before or after meetings).
 - d. Continuation of use of hyperlinks which are working well.
 - e. Provision of a document on the home page that serves like a file cabinet of hyperlinks to available documents throughout Google Docs.
 - f. Surveyed members, at the February 3, 2021 meeting, to determine what additional help members needed.

2020–2021 SEAC Work Relative to Six IDEA Duties

- 1) Advise the SEA of unmet needs within the state in the education of children with disabilities.
 - a. Because of the diversity of the SEAC membership, there is considerable opportunity for staying apprised of unmet needs. The SEAC has representation from the following state agencies:
 - i. Michigan Department of Corrections (MDOC)
 - ii. MDE
 1. 619 - Preschool Education
 2. Early On
 3. Office of Educator Excellence (Michigan Teacher of the Year Program – MTOY)
 4. OSE
 5. Special Populations
 - iii. Michigan Department of Health and Human Services (MDHHS)
 1. Education and Youth Services, Child Welfare Programs, Foster Care
 2. Juvenile Justice
 3. McKinney-Vento Homeless
 4. Rehabilitation Services
 - b. Unmet needs may be discovered through public comment at SBE meetings and through specific comment by SBE members. Additional thoughts are shared by the MDE and OSE, as well as the members of SEAC.

- c. SEAC members additionally hold seats in state organizations who concern themselves with the education of students with disabilities. These include:
 - i. MDE Family Matters Engagement Workgroup.
 - ii. MDE The Path Forward Steering Committee.
 - iii. MI Education Research Institute Advisory Council.
- 2) Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.
- a. The SEAC Executive Committee provided public comment regarding proposed changes to the *Michigan Administrative Rules for Special Education* (MARSE) regarding R 340.1708 – Visual Impairment, and R 340.1721e – IEP. The Committee fully approved both changes and submitted their recommendations to the OSE.
- 3) The SEAC will provide advice to the SEA on the target resetting for SPP Indicators.
- a. The SPP consists of 17 performance indicators that measure the state’s progress. Targets for the results indicators are determined by the MDE OSE with input from the SEAC and other stakeholder groups. In order to provide helpful input into the target setting process, SEAC members must have an understanding of indicators for which targets are to be set.
 - b. For each of the indicators studied, the OSE provided data collection methodology, data collection analysis and results, and historical data trends.
 - c. Proposed targets must meet the OSEP standards:
 - i. Must be rigorous yet achievable.
 - ii. Must show improvement over baseline data.
 - iii. COVID is expected to impact this reporting cycle and the next.
 - iv. It is unknown what the impact of the additional students who are five and in kindergarten will be.

The SEAC added additional meetings in the 2020-2021 school year to accommodate the number of target setting requirements to be reviewed per the federal OSEP. This included target resetting for SPP Indicators delineated below. Updates from the OSE Performance Reporting Unit staff led by Jessica Brady and Julie Trevino included target setting work sessions for:

- November 2020 - Graduation & Dropout with Jerry Cullum, Julie Trevino.
 - Graduation
 - Percent of youth with IEPs graduating from high school with a regular diploma.
 - Dropout
 - Percent of youth with IEPs dropping out of high school.

- December 2020 - Suspension & Expulsion, Resolution Session Agreements, Mediation Agreements with Nancy Rotarius, Marci VanHorn
 - Suspension & Expulsion:
 - Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the state, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
 - Resolution Session Agreements:
 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
 - A resolution session is a meeting held when a parent files a due process complaint requesting a hearing against a school district. The purpose of the resolution session is to provide the parent and the district an opportunity to discuss the parent's complaint and to reach a prompt and early resolution of the dispute without going to a hearing.
 - Mediation Session Agreements:
 - Percent of mediations held that resulted in mediation agreements.
- February 2021 - Statewide Assessment with Jerry Cullum, Marcia O'Brien
 - Statewide Assessment
 - Participation and performance of students with an IEP on statewide assessments.
 - Three new proficiency measures proposed for federal reporting:
 1. Alternate Test Proficiency Rate for Students with IEPs.
 2. General Test Proficiency Rate for Students with IEP.
 3. Special Education Gap in Proficiency Rates on General Test Compared to Overall Proficiency Rate for All Students.
- March 2021 - Educational Environments ages 6-21 with Beth Cooke, John Robertson
 - Percent of students age 5 who are in kindergarten and ages 6 through 21 with an IEP served inside the general education class and in public/private separate schools, residential, homebound/hospital placements.
- April 2021 - Postsecondary Outcomes with Shawan Dortch, Marci VanHorn
 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - Enrolled in higher education within one year of leaving high school;

- Enrolled in higher education or competitively integrated employed within one year of leaving high school; or
 - Enrolled in higher education or in some other postsecondary education or training program; or competitively integrated employed or in some other employment within one year of leaving high school.
 - As a result of the *Workforce Innovation and Opportunity Act* (WIOA) and the reauthorization of the Rehabilitation Act, there has been a shift in the definition of competitive employment to competitive 'integrated' employment.
- May 2021 - Facilitated Parent Involvement, Postsecondary Outcomes with Charo Hulleza from Wayne State University, Janet Timbs, Marci VanHorn
 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- 4) Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act.
 - a. There were no findings resulting in corrective action plans for the 2020-2021 school year, so no advising was required.
 - 5) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
 - a. The Path Forward work of the SEA included participation of SEAC. The advice provided in developing and implementing policies may be found in [The Path Forward Strategic Action Plan](#), most recently updated January 31, 2020. The development and implementation of policies were discussed in each of the following areas:
 - i. Improved instruction in inclusive learning environments.
 - ii. Multiple pathways to graduation (diploma options).
 This work was shared with the SEAC Committee of the Whole as a reminder and to provide an update of the continuing work.
 - b. The SEAC additionally advises the SBE. The SEAC facilitator, accompanied by one (rotating) member of the SEAC Executive Committee attend each of the SBE meetings and report back to the SEAC Committee of the Whole regarding what was learned at the meeting, and what (if any) action SEAC might take in assisting the SBE in their understanding of the needs of students with disabilities.
 - c. The SEAC regularly invites members of both the SEA and SBE to present and participate in various meetings throughout the school year.
 - 6) The SEAC will receive findings and decisions of all completed due process hearings related to special education (34 CFR 300.509(d)(1)) by receiving summary information on fully adjudicated due process complaints. The SEAC

received decisions made between July 1, 2020 and May 1, 2021. The SEAC participated in detailed discussion of the hearings reflecting on patterns of unmet needs, ultimately providing their thoughts to OSE personnel. See the [MDE Office of Administrative Law website](#).

- a. Reviewed Kalamazoo Public Schools v K.S.F.
- b. Reviewed Traverse City Area Public Schools vs LG & SB o/b/o J.B.

The SEAC Committee of the Whole receives monthly updates regarding the OSE helpline including number of calls received, topics covered, those making the calls, etc., so they are able to see trends and patterns over a year's time.

In summation, each of the functions of SEAC were discussed, presented, and/or fulfilled in the months listed below.

*Note: The September 2020 Orientation Retreat took place to familiarize members of work for the year. In January 2021, SEAC subcommittee meetings took place; no regular business meeting.

Function #1: Unmet Needs

- October 2020
- November 2020
- December 2020
- February 2021
- March 2021
- April 2021
- May 2021
- June 2021

Function #2: Public Comment

- April 2021

Function #3: SPP

- October 2020
- November 2020
- December 2020
- February 2021
- March 2021
- April 2021
- May 2021

Function #4: CAP

N/A

Function #5: SSIP

- October 2020
- December 2020
- February 2021
- March 2021
- May 2021

Function #6: Review Due Process

- October 2020
- February 2021

In addition, this past year, SEAC members reported the following accomplishments:

1. Increased communications between SEAC and member organization constituents about the legislative opportunities for comment, particularly the underfunding of IDEA for Michigan students with IEPs.
2. Continued communications between SEAC and the SBE.
3. Increased understanding of working together through virtual environments.
4. Increased understanding of the vast resources available to the special education community at the federal, state, and local levels.

2020–2021 SEAC Participants

The SEAC welcomed two new agencies in the 2020-2021 year.

1. MDE *Early On* - *Early On* specializes in evaluating and treating children, birth to three years of age, who are not developing at the same rate as other children. This can include physical, mental, communication, adaptive, social, or emotional development. *Early On* builds upon and provides supports and resources to assist family members and caregivers to enhance eligible children's learning and development through every day learning opportunities.
2. MDE 619 Preschool - Michigan Early Childhood Special Education (ECSE) services include special instruction and related services provided to young children, ages three through five, who qualify under the *Individuals with Disabilities Act* (IDEA, Part B, Section 619). Through its 56 intermediate school districts (ISDs) Michigan's ECSE program ensures the provision of a Free and Appropriate Public Education (FAPE) to all eligible children at no cost to their families, and in the Least Restrictive Environment (LRE).

SEAC additionally added a Member at Large reserve seat. This member regularly attends each of the meetings and has the ability to vote if a regular member at large is absent.

Delegates

**defined members*

Organization/Role	Additional Participation	Name and Community
Member At-Large	N/A	Anne Barna* (Mason)
Member At-Large	Executive Committee, Web/Tech Committee Chair	Justin Caine* (Lansing)
Member At-Large	N/A	Xavier DeGroat* (never participated)
Member At-Large	OSEP State Advisory Panel	Beth Kohler* (Monroe)
Member At-Large	Legislative Committee	Joe Kukulski (Marquette)
Member At-Large	Legislative Committee	Kimberly Love (Berkley)
Member At-Large	N/A	Lori Skibbe* (Ann Arbor)
Member At-Large	Executive Committee, Membership Committee Chair	Kara Tiethof* (Allendale)
Member At-Large (Reserve)	N/A	Cindy Van Neste (Charlotte)
Member At-Large	Web/Tech Committee	Erica Willard* (Lansing)
American Federation of Teachers Michigan	Legislative Committee, Operating Procedures Committee	Rebecca Gibson* (St. Clair Shores)
Autism Society of Michigan	Membership Committee	Amy Trahey* (Grand Ledge)
Down Syndrome Association of West Michigan	Legislative Committee	Katherine Mills* (Kalamazoo)
Learning Disabilities Association of Michigan	Operating Procedures Committee	Meredith Schindler (Ypsilanti)
Michigan Alliance for Families	Mission Committee	Stacie Rulison* (St. Johns)
Michigan Association for Supervision and Curriculum Development	N/A	Anne-Marie Sladewski (Eastpointe)
Michigan Association of Administrators of Special Education	Executive Committee, Legislative Committee Co- Chair	Nichole Moore* (Garden City)

Organization/Role	Additional Participation	Name and Community
Michigan Association of Intermediate School Administrators	N/A	Deborah Kadish (Bay City)
Michigan Association of Nonpublic Schools	Ad Hoc Committee	Kathy Krause (Farmington Hills)
Michigan Association of Public School Academies	Executive Committee, Membership Co-Chair	Sarah Vander Baan (Ada)
Michigan Association of School Boards	N/A	Kathleen Moore (Battle Creek)
Michigan Association of School Psychologists	Executive Committee Ex-Officio, Legislative Committee	Jennifer Headley-Nordman (Holland)
Michigan Association of School Social Workers	Legislative Committee	Stephene Diepstra* (Wyoming)
Michigan Association of School Superintendents and Administrators	Ad Hoc Committee	Mary Finnigan* (Shelby Township)
Michigan Association of Secondary School Principals	Executive Committee, Legislative Committee (Chair)	Charlie Hollerith* (Bloomfield)
Michigan Council for Exceptional Children	Membership Committee	Candace Bush (Bellevue)
Michigan Education Association	Web/Tech Committee Co-Chair	Chandra Madafferi* (South Lyon)
Michigan Elementary and Middle School Principals Association	Membership Committee	Tammy Reich* (Dexter)
Michigan Occupational Therapy Association	Executive Committee Chair, All Committees	Dr. Donna Case* (Northville)
Michigan Speech-Language and Hearing Association	Web/Tech Committee	Alyssa Wirth (Webster) (Sterling Heights)
Michigan Transition Services Association	Legislative Committee	Eileen Brandt* (Livonia)
Student Advocacy Center of Michigan	Executive Committee, Operating Procedures Committee Chair	LaKeya Martin* (Ypsilanti)
The Arc Michigan	Ad Hoc Committee, Legislative Committee	Andrea Beachneau* (Lansing)

Alternates

**defined members*

Organization/Role	Additional Participation	Name
American Federation of Teachers Michigan	Ad Hoc Committee	Lois Lofton-Doniver (Detroit)
Autism Society of Michigan	N/A	Anne Carpenter* (Okemos)
Down Syndrome Association of West Michigan	N/A	Nancy Spanski* (Lakeview)
Learning Disabilities Association of Michigan	N/A	Debrah Houde* (Saline)
Michigan Alliance for Families	N/A	Kenya Harper* (Redford)
Michigan Association for Supervision and Curriculum Development	Operating Procedures Committee	Sara Park (Cassopolis)
Michigan Association of Administrators of Special Education	N/A	Sara Winslow* (Okemos)
Michigan Association of Intermediate School Administrators	N/A	Bill Brown* (Allegan)
Michigan Association of Non-Public Schools	N/A	Kim Primus (Grand Rapids)
Michigan Association of Public School Academies	N/A	Cindy Shinsky (Grand Rapids)
Michigan Association of School Boards	N/A	Don Myers (Harper Creek)
Michigan Association of School Psychologists	N/A	Katie Charbeneau (Lamb)* (Berkley)
Michigan Association of School Social Workers	N/A	Amanda Dill* (Caledonia)
Michigan Association of School Superintendents and Administrators	N/A	Blake Prewitt (Battle Creek)
Michigan Association of Secondary School Principals	Legislative Committee	Carrie Fines (Troy)
Michigan Council for Exceptional Children	N/A	Shalika Robie (Dearborn)

Organization/Role	Additional Participation	Name
Michigan Education Association	N/A	Heather Poirier* (Rochester Hills)
Michigan Elementary and Middle School Principals Association	N/A	Cassie Thelen (East Lansing)
Michigan Occupational Therapy Association	N/A	Kirsten Matthews* (Marquette)
Michigan Speech-Language and Hearing Association	N/A	D'Jaris Cole-White (Kalamazoo)
Michigan Transition Services Association	N/A	Kristen Krefeld-Freier (Holland)
Student Advocacy Center of Michigan	N/A	Ben Murphy-Smith* (Ann Arbor)
The Arc Michigan	N/A	Kanika Littleton* (Farmington)

Ex-Officio Members

Agency	Additional Participation	Name
Confederation of Michigan Tribal Education Directors	N/A	Melissa Isaac (Mt. Pleasant)
Michigan Department of Corrections	N/A	Belle Bodell (Alma)
Michigan Department of Education, 619 Preschool Education	N/A	Lisa Wascacz (Lansing)
Michigan Department of Education, <i>Early On</i>	N/A	Dr. Noel Kelty (Mt. Pleasant)
Michigan Department of Education, McKinney-Vento Representative	N/A	Sarah Orris (Rochester)
Michigan Department of Education, Office of Educational Supports, Special Populations Unit, McKinney-Vento	N/A	Michelle Williams (Grand Rapids)
Michigan Department of Education, Office of Special Education	Executive Committee	Teri Rink (Brighton)
Michigan Department of Health and Human	N/A	Ann Rossi (Lansing)

Agency	Additional Participation	Name
Services, Community Health—Foster Care		
Michigan Department of Health and Human Services, Juvenile Justice	N/A	James Thomas* (Lansing)
Michigan Department of Health and Human Services, Michigan Rehabilitation Services	N/A	Jennifer Hirst (Marshall)
Michigan Teacher of the Year	Web/Tech Committee	Own Bondono (Windsor)

Ex-Officio Alternates

Agency	Committee Participation	Name
Confederation of Michigan Tribal Education Directors	N/A	Christina Sharp (Saginaw)
Michigan Department of Corrections	N/A	Adrienne Gates (Dewitt)
Michigan Department of Education, 619 Preschool Education	N/A	Mark Kuipers (Grand Rapids)
Michigan Department of Education, <i>Early On</i>	N/A	Colleen O'Connor (Lansing)
Michigan Department of Education, Office of Special Education	Executive Committee	Rebecca McIntyre (Gowen)
Michigan Department of Health and Human Services, Community Health—Foster Care	N/A	To Be Determined
Michigan Department of Health and Human Services, Education and Youth Services	N/A	Ann Rossi (Lansing)
Michigan Department of Health and Human Services, Juvenile Justice	N/A	Dr. Terri Mileski (Esanaba)
Michigan Department of Health and Human Services, Rehabilitation Services	N/A	To Be Determined
Michigan Regional Teacher of the Year	N/A	Shantel Vander Galien (Belmont)

Support Personnel

Agency	Committee Participation	Name
MDE-OSE Contracted Facilitator	All Committees	Teri Pettit (Fenton)
Michigan Department of Education, Office of Special Education Support	All Committees	Aaron Darling (Eaton Rapids)
Michigan Department of Education, Office of Special Education Support	All Committees	Ashley Reed (Lansing)

Respectfully submitted to the State Board of Education by Teri Rink, Special Education Director, Michigan Department of Education, Office of Special Education, and Teri Pettit, SEAC Facilitator, October 2021.

Appendix A

Special Education Advisory Committee Recommendations to the Michigan Department of Education

April 2021

In an effort to fulfill the Special Education Advisory Committee's (SEACs) first priority for the 2020-2021 school year, *Advise our members to speak with their constituents to ask Congress to fully fund (40 percent) costs*, we studied the November 2017 *Special Education Funding Subcommittee Report* submitted to then Lt. Governor Brian Calley.

Timeline:

November 2020 – Dr. Scott Koenigsknecht

- Final steps in carrying SEAC's funding message; understanding Michigan's Legislature, Congress, and SEAC's role.
- Broke into six focus groups (one for each of the recommendations) to review the *Special Education Funding Subcommittee Report* and create a SWOT analysis through a mapping process. These workgroups were overseen by members of the SEAC Legislative Committee.

January 2021 – SEAC Legislative Committee

- Met to discuss next steps in understanding the current landscape for special education funding in Michigan.

February 2021 – John Andrejack, Paul Bodiya, Dr. Steve Goodman, Kanika Littleton, Rebecca McIntyre, Sarah Winslow, Michael Zivsak

- Brought in guest facilitators for each of the focus groups to assist us by answering questions and guiding our newly obtained knowledge in updating each of the six recommendations to reflect current need.

April 2021 –

- Draft copy of this report submitted to the Executive Committee for their comment/approval in order to make the document available to our members and their constituents.

June 2021 – Final Distribution of Document

- Recommendation 1 produced by the original subcommittee referred to providing funding for 0-3 *Early On* Michigan. This recommendation refers to Part C of the *Individuals with Disabilities Education Act (IDEA)*. Because

SEAC's responsibility is for Part B of the IDEA, this recommendation was not considered by the committee of the whole.

The remaining recommendations (2-7) may be reviewed on the following pages.

Short Term Recommendations for additional areas of investment to improve educational outcomes for students with disabilities:

Recommendation 2

- **Subcommittee's Original Recommendation:** Provide targeted funding for Pre-K and K-12 to incentivize best practices.
- **SEAC's Updated Recommendation:** Best Practices – the realities are that it is more than just providing training and telling them what to do. This is not enough. Just giving them money to do the right thing is not enough to have best practices. Performance issues could compete with other issues or priorities, thus even if skills have been acquired the best practices may not happen. Training can be very effective if knowledge isn't there, but nurturing environments must be created to ultimately make sure that best practices are implemented over time.

Recommendation 3

- **Subcommittee's Original Recommendation:** Provide targeted funding for community-based supported employment services for transition age youth while ensuring a FAPE.
- **SEAC's Updated Recommendation:** Fund and support a statewide, comprehensive, coordinated, multi-disciplinary, interagency, collaborative team to make system level changes in order to equitably improve the programming and quality of life for students with disabilities regarding transition-related matters, and which targets community based supported employment services for transition-age youth.

Recommendation 4

- **Subcommittee's Original Recommendation:** Provide targeted funding and appropriate oversight for teacher education programs aimed at preparing new teachers to teach and meet the academic, behavioral, and social/emotional needs of all learners.
- **SEAC's Updated Recommendation:** Provide targeted funding and appropriate oversight for teacher education programs aimed at preparing new teachers to teach and meet the academic, behavioral, and social/emotional needs of all learners. Using grant funds, expand the teaching to all existing teachers.

Recommendation 5

- **Subcommittee's Original Recommendation:** Increase the section 56 equity categoricals.
- **SEAC's Updated Recommendation:** Increase Section 56 equity categoricals allowing the funding to continue with the intent that over the course of X number of years, you meet X minimum level of increased mileage and/or other sources. Rather than a special education FTE as is written in the recommendation, use 1) special education cost as the denominator in the funding formula and 2) bottom-up/buy-in from legislative bodies.

Recommendation 6

- **Subcommittee's Original Recommendation:** Provide both the 28.61 percent reimbursement associated with special education expenses funding and the foundation allowance for all students with disabilities.
- **SEAC's Updated Recommendation:** Special education finance is a complex topic; one that cannot be easily or quickly digested. Throughout the Special Education Funding Subcommittee's time together, the subcommittee continually stressed the need to spend additional time thinking more broadly about more holistic, longer term reforms. A review of other special education finance systems across the country reveals some best practices in special education that should serve as key principles for further study when considering next generation of funding special education.

Recommendation 7

- **Subcommittee's Original Recommendation:** Fund regional Family Support Service Resource Centers that cover the state.
- **SEAC's Updated Recommendation:** Fund Family Service Resource Center (in Michigan this is Michigan Alliance for Families) with stable and adequate funding in order to allow them to equitably serve the diverse needs of families in Michigan and collaboratively partner with relevant stakeholders including intermediate school districts (ISDs) and local educational agencies (LEAs).

Appendix B

SEAC Diversity Actions

Developed by the SEAC Committee of the Whole, Spring 2021.

We want SEAC to be an environment where we are free to be who we are and to be appreciated for our unique contributions.

In continuing to create an environment and membership which embraces diversity, we have agreed to take the following actions:

Marketing

Group Actions

- a) Direct recruitment strategy, making sure that we are reaching out to all individuals. Improve our visibility.
- b) Produce a short video, PowerPoint, one page document, or other resources members of organizations or members at large could use to help their supervisors understand the importance of and grant permission for their participation in SEAC.
- c) Marketing representation (i.e. logo displayed) having more representation so individuals feel as though they belong (i.e. males, diverse ethnic groups).
- d) When SEAC reaches out to organizations for new delegates/member-at-large, and or in any marketing, indicate that SEAC is searching for a diverse committee.
- e) Work with each ISD parent advisory committee for representation. Possibly recruit parents who work in school districts or recruit parents from school districts that have children with various disabilities.
- f) Target specific regions with low representation through a targeting marketing campaign. Also target specific organizations that are representative of diverse groups.
- g) Inviting more groups connected to general education to share the understanding of special education.
- h) Current members identify people in their home district they could invite, i.e., principal rep goes home and asks parent to consider applying.
- i) Liaison for connecting out to many groups/agencies/communities that have diverse populations, as it is difficult to have diverse populations within some agencies/organizations who represent SEAC. Liaison has the very intentional job to connect with groups throughout Michigan who can bring diversity to our table without requiring membership. This could provide perspectives but not add more members who need to attend monthly meetings, (i.e., Youth who can share thoughts/concerns/ideas without the monthly commitment.) What other parent organizations are out there that a liaison could connect with?

- j) Intense and intentional networking to ask potential representatives.

Individual Actions

- a) Personally meet with and invite at least one person to apply.
- b) Speaking with decisions makers in organizations about diversity with choosing someone to represent on SEAC. Try to have more diversity in our own org to be able to replace members once their time is up with SEAC.

Demographic Considerations

Group Actions

- a) Review state data on demographics and how it correlates to committee representation, i.e., What are the state population/representation statistics vs the SEAC statistics? Have there been state-wide needs assessments? Look into whether or not there are identified areas of need that target diversity.
- b) Not hyper focusing on the dominant disability as being autism or disabilities connected to behavior. Representing more cognitive disability groups within SEAC.
- c) Do a reassessment of organizations/bring in new organizations. It is important to include geography when thinking about diversity.
- d) Look at communities not represented and be intentional with asking people of color to take your place. Potentially review the complexity of the SEAC membership to determine if there are structural modifications that can be made to help with diversity.
- e) Assess current diversity and organization represented. *Define diversity, age, race, religion, education level?
- f) What are the SEAC represented organizations doing to increase diversity within their own organization?
- g) Include all voting and non-voting membership in diversity reporting. The defined 51 percent of members are people with children with IEPs or a personal disability, but should there be criteria for the other non-defined 49 percent? Should SEAC develop criteria to create diversity in their membership—can't change state requirements, but revisit delegates?

Individual Actions

- a) Reach out to, work with individuals that we know personally in an attempt to recruit. Share this with our organizations (peers), when terms are ending, the goals to promote diversity within the committee.
- b) Being aware of who is already on SEAC and being intentional in seeking out who is not there. Looking at diversity in our group. This will drive us to look to see where we need more voices to be represented.

- c) Being aware of who is already on SEAC and being intentional in seeking out who is not there. Looking at diversity in our group. This will drive us to look to see where we need more voices to be represented.

Organization Considerations

Group Actions

- a) Training with the executive committee and the entire SEAC around culture competency. How do we make SEAC accessible to a more diverse population?
- b) What are the barriers for people who currently do not have a voice? Interpreter or recording meetings for those who are struggling to attend due to COVID. Barriers are a big issue with many people.
- c) Defined and undefined members might need to be expanded for more time to be on SEAC.
- d) Request process for how organizations choose/recruit/appoint delegates and alternates for SEAC. Are we trying to get the RIGHT people or just those who are willing? We know people tend to choose people like themselves, but that doesn't create change.
- e) Add to the SEAC application a question that asks what diverse perspective(s) the applicant can bring to the committee to make certain varying groups are represented within the committee

Individual Actions

- a) Share my personal story as a member of SEAC with others to encourage them to apply to become members.
- b) Speaking with decision makers in organizations about diversity with choosing someone to represent on SEAC.
- c) Work from factual data, based on self-identified diversity components.

Platform

Group Actions

- a) Continue with virtual meetings (Zoom) or as an option. Virtual meetings may allow people to participate who were unable to travel or commit to a whole day meeting.
- b) If we continue to use online platforms for meetings, we may be able to attract different people who wouldn't otherwise be able to attend, (i.e., indigenous people).
- c) Explore all the avenues virtual technology has to offer.

Individual Actions

- a) I can have targeted conversations 1:1 with individuals within our own organizations who have more diverse backgrounds. I will encourage them to be considered for this position.
- b) Find a process to identify how to advocate for parents to come to join and participate in SEAC.
- c) Considering how these values are reflected in group norms, such as self-identifying gender on zoom name.

Miscellaneous Considerations

Group Actions

- a) Continuously look at our “numbers” and ensure we are asking ourselves if we are using inclusive language.
- b) Creating a document that addresses the current barriers/needs. All documents (Due Process) should be accessible via screen reader/interpreter, translator, etc... Knowing what the openings are. Based on that information, SEAC members can personally reach out to make a push to bring in a diverse voice.
- c) Create a more defined role for the SEAC mentors that will proceed with support throughout the three years to help those with significant barriers to attending SEAC.
- d) Continue to think about length of meetings—keep main meetings shorter and have special meetings for special topics. This may be more appealing to many people and work better for them.
- e) Find members willing to participate in a group to discuss, review and develop potential criteria.

Individual Actions

- a) I can make sure that people who reflect diversity are very comfortable in meetings and their voices are heard. They understand how important their perspective is to be heard and they feel as if they belong. This will encourage them to reach out to other people from diverse backgrounds and encourage them to apply.
- b) Personally meet with and invite at least one person to apply.
- c) Work to connect with new members of SEAC.

Only by working together, caring about diversity, and encouraging an open community that embraces diversity can we do just that.

Appendix C

SEAC Diversity Reporting: Full Membership

- Speak and write English: 76 members
- Speak and write German: 1 member
- Speak and write American Sign Language: 1 member
- Speak and write Spanish: 3 members
- Speak and write Swedish: 1 member

Disability Key

Members

- Autism Spectrum Disorder: 4 members
- Deaf or Hard of Hearing: 6 members
- Other Health Impairment: 1 member
- Physical Impairment: 1 member
- Severe Multiple Impairment: 1 member
- Visual Impairment: 2 members

Members' School Aged Children With an IEP

- Autism Spectrum Disorder: 9 children
- Cognitive Impairment: 3 children
- Deaf/Blind: 1 child
- Early Childhood Developmental Delay: 1 child
- Emotional Impairment: 1 child
- Other Health Impairment: 4 children
- Severe Multiple Impairment: 1 child
- Specific Learning Disability: 3 children
- Speech and Language Impairment: 4 children
- Visual Impairment: 1 child
- No Identification: 7 children

Neither Member Nor Their Child(ren) Has a Disability

- 39 members

Race

- African American or Black: 9 members
- American Indian or Alaska Native: 3 members
- White: 64 members

Highest Grade Completed

- Doctorate degree (i.e., PhD, EdD): 7 members
- Professional degree beyond Master's degree (i.e., EDs): 14 members

- Master's degree (i.e., MA, MS, MEng, MEd, MSW, MBA): 40 members
- Bachelor's degree (i.e., BA, BS): 11 members
- Associate's degree (i.e., AA, AS): 2 members
- One or more years of college credit; no degree: 1 member
- Regular high school diploma: 1 member

Employment

- Employed full-time (40+ hours/week): 60 members
- Employed part-time (less than 40 hours/week): 7 members
- Unemployed (not seeking employment): 2 members
- Retired: 2 members
- Self-employed: 4 members

Gender

- Male: 13 members
- Female: 65 members
- Other: 0 members

Age

- 25-34 years of age: 1 member
- 35-44 years of age: 28 members
- 45-54 years of age: 24 members
- 55-64 years of age: 17 members
- 65 years and older: 4 members

ISD/ESA: Where Members Live

- Allegan Area ESA (region 3): 1 member
- Bay-Arenac ISD (region 2): 1 member
- Berrien RESA (region 3): 1 member
- Calhoun ISD (region 3): 2 members
- Clinton County RESA (region 2): 2 members
- Delta-Schoolcraft ISD (region 1a): 1 member
- Eaton RESA (region 2): 5 members
- Genesee ISD (region 2): 1 member
- Gratiot-Isabella RESA (region 2): 4 members
- Ingham ISD (region 2): 7 members
- Kalamazoo RESA (region 3): 1 member
- Kent ISD (region 3): 9 members
- Livingston ESA (region 2): 1 member
- Macomb ISD (region 4): 3 members
- Marquette-Alger RESA (region 1a): 2 members
- Midland County ESA (region 2): 1 member
- Monroe ISD (region 4): 1 member

- Montcalm Area ISD (region 3): 2 members
- Oakland Schools (region 4): 13 members
- Ottawa Area ISD (region 3): 4 members
- Saginaw ISD (region 2): 1 member
- Shiawassee Regional ESD (region 2): 1 member
- Washtenaw ISD (region 4): 5 members
- Wayne County RESA (region 4): 5 members
- Canada: 1 member

Region

- Region 1a: 3 members
- Region 1b: 0 members
- Region 2: 24 members
- Region 3: 20 members
- Region 4: 27 members
- Region 5: 0 members