



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

MEMORANDUM

DATE: February 7, 2022

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 (MDE) Office of Great Start (OGS) 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 number of families and children served during the preceding school year with Section 32p funds. The attached Section 32p report fulfills this requirement.

During 2020-2021, 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 165 of 2020 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), which serve all 56 ISD geographical areas. Of the total amount appropriated, \$8,689,058 was budgeted toward the operations and responsibilities of the GSC/GSPC, and \$2,210,942 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 that 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

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young children and their families. A primary focus of every locally developed plan is to increase 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 165 of 2020 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 sixth year of implementation in August 2021. Fiscal Year (FY) 2021 funds were also distributed to the same 15 GSCs that were awarded FY2021 grants, with each receiving level funding for a total of \$2,498,273. Data collected revealed that 1,330 families and 1,635 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, reduce the number of pupils requiring special education services, improve positive parenting practices, improve family economic self-sufficiency, and reduce the impact of high-risk factors through community resources and referrals.

For additional questions, you may contact:

Dr. Sheryl Kennedy
Legislative Liaison
Michigan Department of Education
KennedyS7@michigan.gov
517-241-7017

Attachment

cc: Michael F. Rice, Ph.D., State Superintendent



Section 32p Early Childhood Grants

2020-2021 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 2020, the Michigan Legislature allotted \$13.4 million to continue this valuable early childhood systems building work and much needed home visitation services across Michigan.



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2020-2021 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) 2021 were budgeted to meet the statutory requirements.

\$8,689,058 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.

\$532,846 was allocated for use towards local early childhood programming, not including home visiting programs.

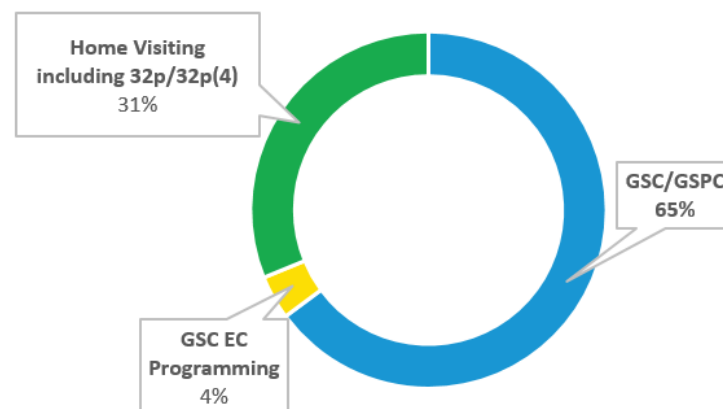
Each GSC/GSPC must allocate a minimum amount of funding to support early childhood programming within their service area. The program(s) selected for these funds is identified through the GSC's Strategic Plan and/or community needs and gap analysis and is supported by the GSC.

\$4,177,672 was allocated to implement 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, and
- to improve family economic self-sufficiency while reducing the impact of high-risk factors through community resources and referrals.

FY2021 Section 32p Allocation Breakdown



Early Childhood Outcomes and Strategic Education Plan Alignment

The goal of each GSC/GSPC is to ensure the coordination and expansion of local early childhood systems and programs allowing every child in the community to achieve the early childhood outcomes outlined by former Governor Snyder through Executive Order 2011-8. These are achieved through a strategic planning process, inclusive of district, community, faith-based, business, and other community-based partners. The early childhood outcomes align with several goals within Michigan's Top 10 Strategic Education Plan. Each GSC/GSPC is required to work toward all of the early childhood outcomes and align with the Michigan's Top 10 Strategic Education Plan, while addressing the unique gaps and opportunities within their community. Refer to the table below for alignment between the early childhood outcomes and the Strategic Education Plan Goals.

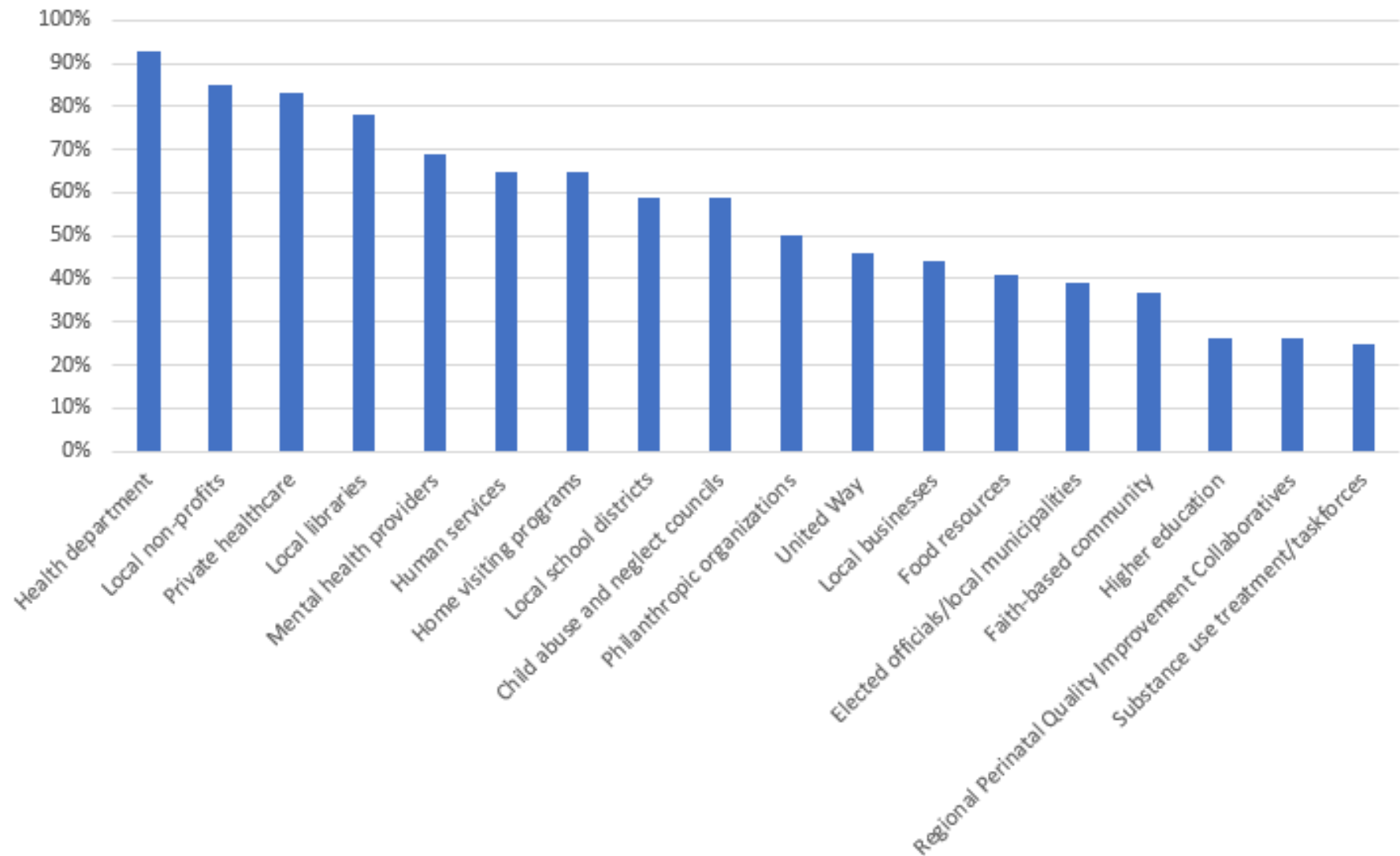
Early Childhood Outcome	Top 10 Strategic Education Plan Goal
1-Children born healthy	Improve health, safety, and wellness of all learners
2-Children healthy, thriving, and developmentally on track from birth to third grade.	Improve health, safety, and wellness of all learners Expand early childhood learning opportunities
3-Children developmentally ready to succeed in school at the time of school entry.	Improve health, safety, and wellness of all learners Expand early childhood learning opportunities
4-Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.	Improve early literacy achievement Expand early childhood learning opportunities



Commonly Reported Community Partners

Each GSC/GSPC engages their community as they work to improve the early childhood system. All GSCs/GSPCs reported partnerships with their intermediate school district, the Great Start Readiness Program, Head Start, and the ten Great Start to Quality Resource Centers. The following chart demonstrates partnerships reported by at least 25 percent of the GSCs/GSPCs.

Community partners reported by 25-93% GSCs/GSPCs



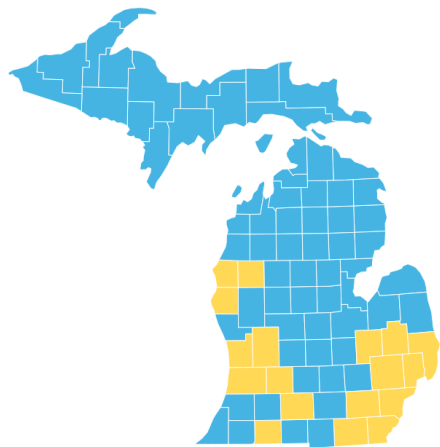
Commonly Reported Strategies and Community Partners by Early Childhood Outcome

Outcome 1: Children born healthy

Examples of commonly reported strategies under Outcome 1:

- Prenatal and perinatal education, including completing childbirth classes and attending early and regular prenatal appointments
- Parental/maternal mental health
- Expanding access to home visiting services, including programs serving pregnant persons
- Reducing substance use during pregnancy and preconception and reducing the number of babies exposed to toxic substances
- Early childhood systems navigation including partnerships with 2-1-1 and/or implementing Help Me Grow
- Systems change impacting health disparities, in particular reducing black infant mortality and black maternal mortality rates
- Importance of safe sleep
- Importance of prenatal and early dental care

17 Great Start Collaboratives implemented Help Me Grow as a systems navigation and care coordination strategy



Most frequently reported community partners under Outcome 1:

Parents

Health departments

Department of Health and Human Services

Home visiting programs

Private healthcare, including dental providers

Regional Perinatal Quality Improvement Collaboratives

Local non-profits

Commonly Reported Strategies and Community Partners by Early Childhood Outcome

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

Examples of commonly reported strategies under Outcome 2:

- Developmental screenings, including Ages and Stages Questionnaires
- Increasing the number of foster families and kinship care
- Trauma Informed communities including work related to Adverse Childhood Experiences (ACEs), Healthy Outcomes for Positive Experiences (HOPE), Handle with Care, and Strengthening Families Protective Factors
- Social emotional learning supports for families
- Diversity, equity, and inclusion across the early childhood system

Michigan ranks as one of the top five states for Universal Screening*



*according to 2021 Brookes Publishing data

Most frequently reported community partners under Outcome 2:

Parents

Health departments

Department of Health and Human Services

Home visiting programs

Private healthcare

Local non-profits

Mental health providers

Child care providers

United Way

Early On®

Early Head Start/Head Start

Great Start Readiness Program

Faith-based community

Food resources

Substance use treatment/taskforce

Child abuse and neglect councils

Commonly Reported Strategies and Community Partners by Early Childhood Outcome

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

Examples of commonly reported strategies under Outcome 3:

- School Readiness Advisory Committee
- Preschool and kindergarten transitions
- Joint recruitment and enrollment for preschool options
- Supporting child care providers to increase their level of quality, including removing barriers to higher education for current and future child care providers, and providing professional development
- Emergency child care plans to assist families searching for child care during the pandemic
- Child care access and quality, including expanding child care options for families, and subsidy referrals

Most frequently reported community partners under Outcome 3:

Parents

Great Start to Quality Resource Center

Local non-profits

Child care providers

Head Start

Great Start Readiness Program

Private preschool

Local school districts including teachers and administrators

Intermediate school districts

Higher education

Faith-based community



Commonly Reported Strategies and Community Partners by Early Childhood Outcome

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

Examples of commonly reported strategies under Outcome 4:

- Talking is Teaching, now in 50 out of 54 GSCs engaged with at least one campaign
- Access to books and literacy information including mobile libraries, Little Free Libraries, 1,000 Books Before Kindergarten, Raising a Reader, Dolly Parton's Imagination Library, and library partnerships
- Text programs to engage families including Ready4K, Text4Baby, Bright By Text, and Ready Rosie
- Engaging fathers
- Supporting the Early Literacy Essentials

Most frequently reported community partners under Outcome 4:

Parents

Libraries

Home visiting programs

Department of Health and Human Services

Local businesses

Local non-profits

Faith-based community



TALKING IS
TEACHING.

TALK
READ
SING



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 Public Act (PA) 165 of 2020.

FY2021 Section 32p Funded Early Childhood Programs

Program	FY21 Funds Budgeted*	# families served	# children served
Center for Early Literacy Learning (CELL)	\$126,695	1821	1968
Centering Pregnancy	\$5,000	5	7
Conscious Discipline®	\$18,300	101	253
Dolly Parton Imagination Library™	\$17,000	250	400
Early Childhood Scholarships	\$84,040	74	76
<i>Early On</i>	\$141,171	173	212
Family Outreach	\$15,500	100	250
Making Parenting a Pleasure® - iParent Workshops	\$16,410	10	25
Jumpstart to Preschool & Kindergarten	\$9,565	29	44
Love & Logic®	\$11,065	45	86
Mom Power	\$15,000	28	68
Music Therapy	\$5,000	287	380
Nurturing Parent	\$14,000	92	161
Partners for a Healthy Baby – Welcome Baby Program	\$18,600	66	66
Postpartum Depression Support Group	\$7,500	5	7
Practice Based Coaching	\$15,000	12	12
Reach Out and Read	\$3,000	250	250
Ready, Set, Learn	\$10,000	3	3
Totals	\$532,846	3,351	4,268

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

Children and Families Served in Home Visiting

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.

1,330

Families served in FY2021



16,031

Total Home Visits in FY2021



Home Visiting Model	FY2021 Home Visiting Budgeted*	Funding Source	# families served	# children served
Early Head Start-Home Based (EHS-HB)	\$478,658	32p	24	25
		32p(4)	51	69
Healthy Families America (HFA)	\$268,098	32p	14	14
		32p(4)	51	52
Nurse Family Partnership (NFP)	\$166,427	32p	25	28
		32p(4)	34	22
Parents as Teachers (PAT)	\$3,147,489	32p	704	861
		32p(4)	385	522
Play and Learning Strategies-Infant (PALS-Infant)	\$117,000	32p	25	25
		32p(4)	17	17
All Models	\$4,177,672		1330	1635

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

Home Visiting Across Michigan—Where are the Programs?

Early Childhood Home Visiting programs are located in 31 Great Start Collaboratives across Michigan. Each Great Start Collaborative allocated Section 32p and/or Section 32p(4) funding to provide high quality home visitation services to the children and families in their communities.

Great Start Collaborative	HV MODEL
Barry ISD	PAT
Bay-Arenac ISD	PAT
Berrien RESA	PAT
Branch ISD	PAT
Calhoun ISD	PAT
COP ESD	PAT
Copper Country ISD	EHS
Delta-Schoolcraft ISD	PAT
Eastern Upper Peninsula ISD	PAT
Eaton RESA	PAT
Genesee ISD	PAT
Huron ISD	PAT
Ingham ISD	PAT
Kalamazoo RESA	PAT
Kent ISD	EHS, PAT, PALS-Infant
Lenawee ISD	PAT

Great Start Collaborative	HV MODEL
Lewis-Cass (Heritage SW)	PAT
Livingston ESA	HFA
Macomb ISD	PAT, NFP
Monroe ISD	PAT
Muskegon Area ISD	EHS
Newaygo County RESA	PAT
Oakland Schools	PAT, NFP
Ottawa Area ISD	PAT
Saginaw ISD	PAT
Sanilac ISD	PAT
St. Clair County RESA	PAT
Van Buren ISD	PAT
Washtenaw ISD	EHS, PAT
Wayne RESA	PAT
Wexford-Missaukee ISD/Manistee	PAT, HFA

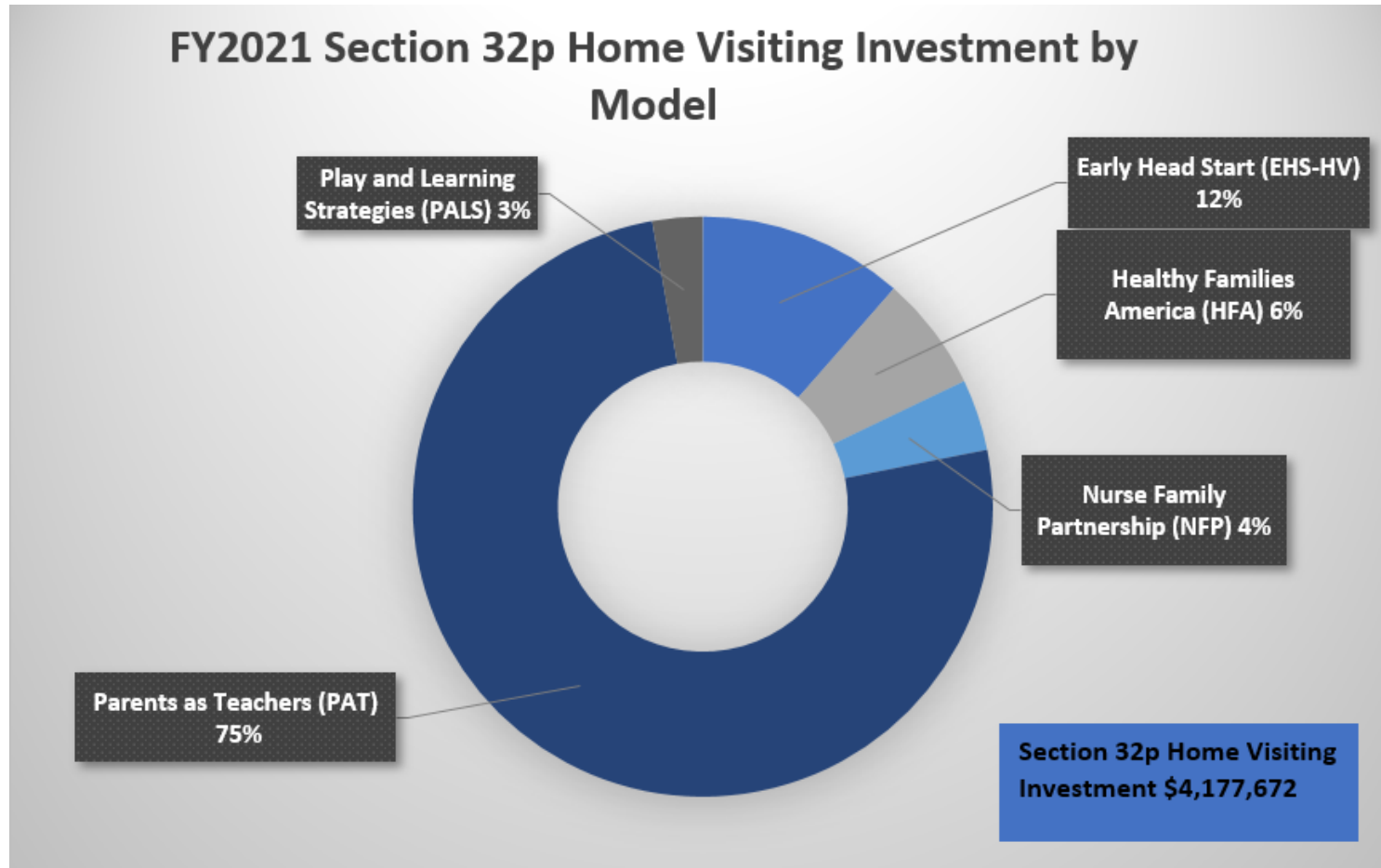
In order to best meet the needs of families receiving home visiting services, several evidence-based home visiting models have been approved. These home visiting services combine slightly different methods of support, dosage, goals, and content of services. In general, they combine parenting and health care education, child abuse prevention, and early intervention and school readiness. Five home visiting models were implemented in FY2021 using Section 32p and 32p(4) funding: Early Head Start (EHS), Healthy Families America (HFA), Nurse Family Partnership (NFP), Parents as Teachers (PAT), and Play and Learning Strategies-Infant (PALS-Infant).

What are the Home Visiting Models?

MODEL	INTENSITY	POPULATION SERVED	OUTCOMES
Early Head Start—Home Based (EHS-HB)	Weekly home visits (a minimum of 48 visits annually) of 90 minutes each. Two group socialization activities per month.	Parents who are lower-income and their children from prenatal through age three.	Promotes child development and school readiness, reductions in child maltreatment, positive parenting practices, family self-sufficiency, and service referrals.
Healthy Families America® (HFA)	During pregnancy, families receive visits either bi-monthly or weekly. Following birth, families receive one home visit per week for six months. After the first six months, visits depend on the families' needs. Home visits generally last 60 minutes.	Families at risk for adverse childhood experiences, including child maltreatment. Services start prenatally or within three months after the baby's birth and are available until age five.	Promotes child health, maternal health, child development and school readiness, reductions in child maltreatment, reductions in juvenile delinquency, positive parenting practices, family self-sufficiency, and service referrals.
Nurse-Family Partnership (NFP)	Families receive weekly, biweekly, or monthly visits dependent initially on length of enrollment and then age of the child. Visit schedule is determined by the family and can change based on family needs.	First-time mothers (enrolled before the 28th week of pregnancy) and their children to age two.	Promotes child health, maternal health, child development and school readiness, reductions in child maltreatment, reductions in juvenile delinquency, positive parenting practices, and family self-sufficiency.
Parents as Teachers (PAT)	Families with one or fewer stressors receive at least 12 personal visits annually and families with two or more stressors receive at least 24 visits annually. Home visits are 60 minutes in duration.	Parents and their children from prenatal through kindergarten.	Increases parent knowledge of early childhood development and improves parent practices, provides early detection of developmental delays and health issues, prevents child abuse and neglect, and increases children's school readiness and success.
Play and Learning Strategies Infant (PALS-Infant)	Families participating in PALS-Infant receive 10 weekly home visits lasting a minimum of 90 minutes.	Families participating in PALS-Infant receive 10 weekly home visits lasting a minimum of 90 minutes.	Strengthens the attachment between parent and child stimulates early language, cognitive, and social development.

FY2021 Section 32p Home Visiting Investment by Model

In FY2021, the total investment in home visiting was \$4,177,672. Thirty three Parents as Teachers programs were implemented for a total of \$3,147,489, which equals 75% of the FY2021 investment in home visiting. The remaining 25% of the funds, \$1,030,183, were comprised of the other models listed in the chart below.



Summary

FY2021 concludes the GSCs and GSPCs eleventh year of statewide implementation as the local early childhood system building bodies throughout Michigan. The locally-driven GSCs respond to the needs and data of their community as developed through implementing strategic plans inclusive of family voice and engagement. At least 20 percent of GSC membership is 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), completed their sixth year of implementation in FY2021, the focus will continue to be to provide high-quality services. Programs continue to improve data collection efforts to demonstrate improved outcomes outlined for young children. 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. This combined report ensures a comprehensive and aligned overview of all Michigan home visiting programs, regardless of funding streams, ensuring 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