

**Michigan Interagency Coordinating Council (MICC)**  
**Early On<sup>®</sup> Michigan**  
**(Part C of the Individuals with Disabilities Education Act)**  
**Lake Michigan Room**  
**Michigan Library and Historical Center**  
**702 W. Kalamazoo Street**  
**Lansing, MI**

**Thursday, February 22, 2024**

**Minutes**

**Members Present:** Nerita Adams-Spillers, Synthia Britton, Kae Dubay, Monica Gaines, Stephanie Hirschert-Walton, Beth Jenkins, Irma Lopez-Barajas, Salina Mann, Tami Mannes, Amy Miilu, Lisa Perugi, Cara Sutcliffe, Jonnie Taton, Vicki Thomas, Janet Timbs

**Members Absent:** Joe Clark, Cheryl Granzo, Andrea LaFramboise, Tori McIntosh, Susan Morningstar

**Alternates Present:** LaSean Thompson, Jihan Young

**Staff Present:** Jessica Brady, Michele Harmala, Kelly Hurshe, Cheryl Najm, Colleen O'Connor, Barb Schinderle

**Grantees Present:** Clinton County RESA Office of Innovative Projects:  
Christy Callahan, Jen Champagne, Criss Hickey,  
Kari Holmberg, Jenny Koenigsknecht, Mark Kuipers  
Wayne State University (Evaluation Project):  
Charo Hulleza, Muhammad Moiz, Luna Xuan

**Guests:** Jocelin Bailey, Iliana Brodziak de los Reyes, Beth Kennedy, Ashley Pierson, Meghan Shepard

**Call to Order:** Chairperson Lisa Perugi 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 Jihan Young and supported by Tami Mannes to approve the minutes.**

**Motion carried.**

## **Approval of Agenda:**

**A motion was made by Kae Dubay and supported by Cara Sutcliffe to approve the agenda.**  
**Motion carried.**

## **Worth Mentioning:**

A recommendation came from the Parent Involvement Committee (PIC) 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.

Irma Lopez-Barajas represents the Michigan Department of Education (MDE) as the education consultant for homeless children and youth. She served in K-12 for over 30 years and has a passion for education and equity. She works to ensure families have an even playing field by removing barriers which will prepare them for education and a greater chance for success.

Irma is happy to be here and serve on the MICC and would welcome the opportunity to share about the McKinney Vento Act and the services they provide.

## **Updates:**

### **Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)**

- Michelle Richard is the acting director.
- MiLEAP is hiring for many positions. Job postings can be found at [Michigan Department of Lifelong Education, Advancement, and Potential \(MiLeap\)](#).
- MDE remains the lead agency until July 1, 2024.
- The new federal Part C grant will be submitted under MiLEAP (due in May 2024 and effective July 1, 2024).

### **State Systemic Improvement Plan (SSIP)**

Cohort 4 is well underway! The service areas include Calhoun, Copper Country, Dickinson Iron, Eastern UP, Huron, Livingston, Marquette Alger, Van Buren, Washtenaw, and Wayne will be expanding the number of local school districts within the county. They have completed their eDECA trainings and are near completion with the Pyramid Model trainings. Community of Practice calls are occurring monthly.

A root cause analysis is being conducted to understand what barriers are keeping Michigan from improving social emotional outcomes for infants, toddlers, and families.

This year, the monthly office hours will include topics of interest to cohort members. The new title is called Topic Focused Office Hours, which take place the third Thursday of each month and are open to all cohort participants.

Four key activities are part of the SSIP work to improve social emotional outcomes for children in *Early On*:

- Training and coaching on the [Pyramid Model](#) for promoting social emotional competence in infants and young children;
- Training on the [DECA-I/T](#), as well as user privileges and an orientation to the e-DECA system. The e-DECA system provides access to electronic and printable assessments, scoring capability, DECA strategies for planning, and analysis;
- Virtual Community of Practice (CoP) meetings for *Early On* coordinators and SSIP leads to share successes and work through any barriers encountered; and
- Materials communicating the importance of social emotional development for use with families in *Early On*, including a Social Emotional Toolkit and Social Emotional Developmental Wheels.

### **MICC Membership**

The governor's office is in the process of appointing new members to fill the vacancies for:

- Judy Goth-Owens- representative for Higher Education
- Prachi Shah- represents 'other stakeholders' as a developmental pediatrician

Tori McIntosh and Lisa Perugi's terms are also up for reappointment, but they are interested in being reappointed.

### **Early On Conference**

The *Early On* Conference, Ripples to Waves: The Power of Early Intervention will be held at the Grand Traverse Resort in Acme, Michigan. The preconference date is November 12, 2024, and the conference is November 13-14, 2024.

### **Early On Family Survey**

The annual *Early On* Family Survey is conducted by Wayne State University (WSU) and will be distributed in April 2024. The PIC created a flyer last year that will be circulated again this year to help increase the response rate for all families. The family survey data are reported to the federal Office of Special Education Programs (OSEP) in the Annual Performance Report (APR) Indicator 4, that measures family outcomes.

### **Differentiated Monitoring System (DMS) 2.0 Update**

The one-year period of correction for the findings issued to Michigan Individuals with Disabilities Education Act (IDEA) Part C ended mid-January. Michigan completed all required activities of correction and submitted evidence to OSEP. OSEP is conducting a review of the evidence, with anticipation of being able to close the remaining findings. A formal letter of closing will be forthcoming. A number of the improvement activities that were conducted have ongoing components which will remain a part of our ongoing system of support to, and general supervision of, local service areas.

## **State Performance Plan/Annual Performance Report (SPP/APR) Submission**

The SPP/APR was due to OSEP on February 1, 2024, and was submitted ahead of time.

### **SPP/APR:**

At the November MICC meeting, final data for APR Indicators 5 and 6 were not available. The final percentages were calculated and are listed below.

► **Indicator 5:** Percent of infants and toddlers birth to one year with IFSPs.

#### **Results Indicator Target: 1.14%**

FFY 2022- 1.29% (1.28) Target- 1.14%

The percent of children birth to 1 served in Michigan for FFY 2022 was 1.29%. The 56 local early intervention programs served a snapshot total of 1,348 children aged birth to one year. The number of births in 2022 was 104,605.

Sources: [www.earlyon.com](http://www.earlyon.com) Michigan Student Data System (MSDS) and Michigan Birth Registry

► **Indicator 6:** Percent of infants and toddlers birth to three years with IFSPs.

#### **Results Indicator Target: 3.1%**

FFY 2021- 3.92% (3.90) Target- 3.10%

The percent of children birth to three served in Michigan for FFY 2022 was 3.92%. The 56 service areas served a snapshot total of 12,371 children aged birth to three years old. The total number of children age birth-three for 2023 was 315,673.

Sources: [www.earlyon.com](http://www.earlyon.com) Michigan Student Data System (MSDS) and Michigan Birth Registry

### **A motion was made by Tami Mannes and supported by Stephanie Hirschert-Walton to approve the data for the APR.**

#### **Motion passed.**

**Discussion:** None.

### **Child Outcomes Data Discussion:**

Mark Kuipers shared a presentation to support the MICC's learning around understanding child outcomes and collecting and using data. Child outcomes became an SPP/APR indicator when IDEA was reauthorized. OSEP worked with policy makers, family members, and educators to develop the three child outcomes. The goal was to measure if children were improving as a result of participation in Part C and what benefit to the child resulted from that participation.

Three child outcomes:

- Positive social emotional skills (heart)

- Acquisition and use of knowledge and skills (head)
- Use of appropriate behaviors to meet their needs (hands)

The outcomes do not focus on disability but measure the child's functionality.

Data is collected through the Child Outcome Summary Process (COS) and is measured at beginning of the child's experience in *Early On* and when the child exits *Early On*.

Mark discussed how the measurement is done which includes four essential components:

1. Talking with families and gaining their input.
2. Professional expertise.
3. Selected assessment tool.
4. Seven-point rating process.

An exit progress question asks if the child's skills increased; and for most children this answer will be yes, even if the child didn't reach age expectations.

A video was shared that was developed by OSEP to outline the COS process in a clear and concise manner.

Michigan has done very well increasing matched records (from entry and exit), from 30 percent in 2014 to 84 percent last year. However, in looking at the data, Michigan did not meet any of the six measurements for child outcomes.

When looking at the data around race and ethnicity, the data showed a 10 percent decline for black children. A question was asked about the race/ethnicity of service providers, and if other factors such as COVID and the legalization of marijuana are considered as having an impact. Mark shared that the forerunners who developed child outcomes wanted the family's experience and culture to dictate the COS process. For example, in some cultures, eye contact may not be expected for a child, and this should be considered when scoring the child. Also, a decline for black children is an inequity in the system that we have to address. This work is about ensuring that all children have the same opportunities and outcomes.

Training:

Clinton County RESA (CCRESA) offers statewide virtual child outcomes B-5 training, which can be found on their website: [CCRESA Office of Innovative Projects | CCRESA Office of Innovative Projects: Home](#).

They also offer in person child outcomes trainings. Better practices in rating and application have been noted, as result of the trainings.

The Birth-5 COS Process Manual and COS Data Manual are being updated and are used during the child outcomes trainings.

Reflections:

MICC members would like to know more about the categories for race/ethnicity that are used in child outcomes, MSDS, and the family survey.

**American Institutes for Research (AIR) *Early On* Cost Study:**

Iliana Brodziak de los Reyes and Ashley Pierson presented the findings from the *Early On* Cost Study, conducted by AIR. The purpose was to determine the cost of a high-quality early intervention system. The study was commissioned with funding from the Preschool Development Grant (PDG) Birth-Five.

The four-part study:

- Reviewed national and state policies and programs and evidence-based best practices in early intervention (EI).
- Created shared definition of high-quality EI services.
- Determined resources and costs of providing high-quality EI across the state.
- Conducted technical assistance sessions on funding to provide high-quality EI.

Four expert panels, which included input from stakeholders across the state as well as individuals from CCRESA, MDE, and the MICC, were held across regions of the state.

Findings:

The annual average per child cost of providing a full year of high-quality early intervention is \$17,949. Almost 90 percent of the cost is for personnel, with travel costs being around 7 percent, and equipment costs around 4 percent. The total overall cost of high-quality early intervention is \$230 million.

There is variation across the regions of the state because of the number of children and the geographic characteristics. The lowest costs were in the Western region which includes Grand Rapids, Kalamazoo, and Muskegon. The highest costs were in the Northern region which includes the Upper Peninsula and northern lower Michigan, due to the larger geographic area. The slides showed graphs with the costs for different regions across the state.

Additional resources may be needed in key areas of the system to enhance quality:

- More parent/guardian involvement in outreach activities.
- Staff financial incentives to conduct outreach activities during evening/weekend events.
- Additional time for professional development for *Early On* staff.
- More travel resources to attend professional development and training sessions.
- During and after the child transitions from Part C services to other programs, additional time to continue supporting the family and child.

Policy implications:

- Support staff and build a stronger recruitment pipeline;
- Increase outreach to families;

- Provide more state services to ISDs in areas of common need;
- Consider ways to align eligibility across the system; and
- Take steps to smooth transitions and transfers for families and children.

Possible next steps:

Consider using cost estimation tools in tandem with this cost study to further explore early intervention system costs under different assumptions and scenarios.

Analyzing existing allocations and expenditures for *Early On* and reviewing them against cost study results can help policymakers better understand areas where the system may need additional resources to ensure high-quality services.

**Public Comment:**

Cara Sutcliffe shared information she heard at a Coffee and Connect event that did not show *Early On* in a positive light. Cara was advised to contact the local Part C coordinator and let her know what she heard from a parent in the district.

Barb Schinderle shared that the state has been involved in a diversity, equity, and inclusion study through a grant with WSU and CCRESA over the past year titled, *Examination of Michigan's Part C Early On<sup>®</sup> System Through a Lens of Diversity, Equity, and Inclusion: DRAFT Plan for Professional Learning and Local Equity Support*.

The findings are now complete and a plan to address disparities within the system is being developed. The data and plan will be shared with the MICC in the near future.

**Adjourn:**

**A motion to adjourn was made by Jihan Young.**

**Motion carried.**