

Michigan Interagency Coordinating Council (MICC)
***Early On*[®] Michigan**
(Part C of the Individuals with Disabilities Education Act)
Hybrid Meeting
Thursday, February 9, 2023

Minutes

Members Present: Nerita Adams-Spillers, Synthia Britton, Kae Dubay, Monica Gaines, Judy Goth-Owens, Cheryl Granzo, Stephanie Hirschert-Walton, Beth Jenkins, Andrea LaFramboise, Salina Mann, Tori McIntosh, Tami Mannes, Amy Miilu, Susan Morningstar, Lisa Perugi, Prachi Shah, Cara Sutliff, Jonnie Taton, Vicki Thomas, Michelle Williams

Members Absent: Joe Clark

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

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

Guests: 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 Judy Goth-Owens and supported by Amy Miilu to approve the minutes.

Motion carried.

Approval of Agenda:

A motion was made by Kae Dubay and supported Tori McIntosh to approve the agenda.

Motion carried.

Public Comment: None.

“Worth Mentioning:”

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

Rather than only the parents sharing their story at the beginning of each Council meeting, this would allow everyone in the room a chance to share so that it isn't always the parents being the only ones who share and make themselves vulnerable.

At each MICC meeting, two people will share why the work they do in early intervention is a passion of theirs. They may also include something they've done recently that they are proud of, why they like being part of the MICC, and what brings them to the table.

Allan Knapp began as a math major and later received a Ph.D. in Systems Science, studying large scale problem solving. He concentrated on data processing management. When younger, he was paralyzed with Guillain Barré Syndrome and on a ventilator for two weeks, which resulted in the need for physical therapy. During physical therapy, his two-year old daughter helped teach him how to crawl. At that time, there was no Part C of the Individuals with Disabilities Education Act (IDEA). One of his first jobs as a contractor was creating a disc operating system (DOS) data collection system for intermediate school districts to submit data to the state to satisfy federal reporting requirements. He really likes the *Early On* systematic approach, solving problems, improving data quality, and the translation of data. Allan values Christianity which helps him stay grounded and connected to his work.

Andrea LaFramboise has a broad medical/science background. She was both an Ohio Valley Conference and National Collegiate Athletic Association champion in the sport of rifle during her collegiate athletic career at Jacksonville State University in Alabama. She got married in 2016 and soon after had their first set of twin boys in 2017. One of those boys was later diagnosed with periventricular leukomalacia that later resulted in cerebral palsy and an ongoing list of other medical conditions that go along with his diagnosis.

Andrea has continuously fought for Liam to get the help and services he needs to be as strong as his body will let him. It wasn't until her family received *Early On* services that she felt as though everything started to finally come together instead of falling apart. Andrea states that her two sets of twins wouldn't be where they are today developmentally if it wasn't for *Early On*! She was educated, listened to, provided a shoulder to cry on, received countless resources, and most importantly, the providers loved her boys as if they were their own. Andrea is excited to be part of the MICC in hopes to ensure this program does the same for other families. She thanks the MICC for allowing her to be a part of this outstanding committee and for

allowing parents to have a voice in what goes on in their children's early educational and developmental lives.

Updates:

MICC Appointments

Governor Whitmer announced appointments to the MICC.

Lisa Perugi, current member and service provider from Wayne County was appointed chairperson.

Four parent members were appointed and include:

Andrea LaFramboise, Bay County

Salina Mann, Wayne County

Tori McIntosh, Oakland County

Cara Sutliff, Kent County

Stephanie Hirschert-Walton was appointed to represent service providers and she works for Eaton RESA.

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

The SPP/APR was submitted to the Office of Special Education Programs (OSEP) prior to the deadline of February 1, 2023.

Social Emotional Learning (SEL) and the State Systemic Improvement Plan

The SEL work continues with cohorts 1 and 2 as they implement the electronic Devereux Early Childhood Assessment (eDECA), continue to be trained and utilize the skills learned through the five Pyramid Model modules, attend monthly Community of Practice meetings, and share resources with families around social emotional development.

Cohort 3 is now underway. The service areas include Allegan; Calhoun; Clinton; Cheboygan, Otsego, and Presque Isle (COP); Jackson; Saginaw; and Wexford-Missaukee. Wayne County, part of cohort 1, will be expanded to include Detroit Public Schools. Mary Mackrain provided live virtual trainings around the DECA, eDECA, and Pyramid Model throughout January and February.

Some interesting data points include:

1. Meeting the target for the State Identified Measurable Result which measures the percent of infants and toddlers across the state who were functioning within age expectations by the time they exited *Early On*.

Positive social emotional skills (including social relationships)

Target- APR 3A: 52.22% Data- APR 3A: 52.45%

2. Cohort 1 began in January 2020. In looking at data for the 12 cohort 1 sites, there was a statistically significant increase in children's social emotional outcomes from 2019, which was 42.78% to 49.29% in 2022. During that same time period, the rest of the state showed a statistically significant decrease.

Cohort 1's earlier participation in SSIP activities may have increased their resilience to the effect of the pandemic OR they have had much more time to implement strategies.

The state staff are looking forward to monthly Community of Practice calls with the cohorts and offering monthly office hours to provide additional technical assistance and support.

Opening the Pipeline of Talent into Michigan's Special Education (OPTIMISE)

94D OPTIMISE: Energy into Action is a legislative bill to put together a task force, consisting of 24 members, a Core Team, and an Action Team, to look at Michigan's workforce. They will look at:

- Identifying the barriers to attracting and retaining high quality personnel;
- Higher Education/Educator Prep considerations;
- Licensing requirements; and
- Attrition rates.

The task force will develop a multi-year strategic plan.

Think Babies Michigan

Think Babies is conducting an analysis to evaluate the cost of *Early On*.

MICC Leadership:

Due to member terms expiring and new appointments being made, there were vacancies for leadership positions on the MICC, including vice-chairperson and secretary. Information was sent to MICC members and two members expressed interest in filling these roles.

Tori McIntosh, parent representative, expressed interest in filling the vacancy for vice-chairperson of the MICC.

Duties for vice-chairperson include co-facilitating the MICC meetings, becoming a member on the Executive Committee and attending both MICC and Executive Committee meetings. [From MICC Bylaws](#): Section 6.4. [Vice-Chairperson](#). The Council may select from among its members a vice-chairperson. The vice-chairperson shall assume the duties of the chairperson in his/her absence or at the chairperson's discretion. If the governor-appointed chairperson is not a parent representative, then the vice-chairperson shall be a parent member.

A motion was made by Synthia Britton and supported by Tami Mannes to accept Tori McIntosh as vice-chairperson to the MICC.

Motion passed.

Andrea LaFramboise, parent representative, expressed interest in filling the vacancy for secretary of the MICC.

Secretary duties include proofreading the minutes, sending thank you notes to presenters, becoming a member of the Executive Committee and attending both MICC and Executive Committee meetings. [From MICC Executive Order](#): Under

Operations of the Council: The Council shall select from among its members a secretary. Council staff shall assist the secretary with recordkeeping responsibilities.

A motion was made by Synthia Britton and supported by Salina Mann to accept Andrea LaFramboise as secretary of the MICC.

Motion passed.

DeafBlind Central Letter of Support:

DeafBlind Central (DB Central) is a grant housed at Central Michigan University and provides free services, year-round, for both families and professionals who support students who have combined vision and hearing loss from ages birth to 26.

DB Central receives 100 percent of their funding from the United States Department of Education, OSEP. They applied for a five-year grant to continue operating services to support individuals who are deafblind.

Beth Kennedy, director, asked the MICC for a letter of support for the five-year grant. On behalf of the MICC, the Executive Committee approved a letter to support DB Central, which was due February 3, 2023.

The Executive Committee asked for a motion from the MICC to approve the actions they took.

A motion was made by Tori McIntosh and supported by Cara Sutliff to support DB Central and the Executive Committee, who acted on behalf of the MICC.

Motion passed.

Discussion:

A revised Request for Applications was released by OSEP which included more money for the DeafBlind grants.

Differentiated Monitoring System (DMS) 2.0:

Janet Timbs shared information about the DMS monitoring that took place for Michigan's Part C of IDEA program by OSEP. Michigan Part C was in the first monitoring cohort that began in December 2021; beginning with regular calls with OSEP, providing documentation, and preparing for the May 2022 onsite visit.

The monitoring consisted of the following components:

1. Monitoring and Improvement (integrated monitoring and sustained compliance)
2. Data including the SPP/APR
3. Fiscal Management: Single Line of Responsibility
4. Dispute Resolution (complaints, due process, mediation)
5. Child Find (embedded)

In January 2023, the letter of findings was received. Findings were found in monitoring and improvement, fiscal management, and dispute resolution.

Finding 1.1 Monitoring and Improvement

OSEP finds that MDE does not have a general supervision system that is reasonably designed to monitor the provision of IDEA Part C services.

This means the state must monitor the implementation of services as written in the Individualize Family Service Plan (IFSP).

Required actions within 90 days:

1. Update policies and procedures for monitoring and oversight of local service agencies for the provision of early intervention (EI) services, including the length, duration, frequency, intensity, and method of EI services.
2. Evidence of any system updates and/or monitoring protocols that has been developed to provide oversight of IFSP implementation and provision of EI services.
3. A timeline for monitoring or other oversight activities.

Required actions as soon as possible but no later than one year:

1. Provide evidence of implementation of revised policies and procedures.
2. Provide evidence of actual monitoring reports or data demonstrating the MDE has provided monitoring and oversight of this requirement.

Finding 2.1 Fiscal Management: Single Line of Responsibility

OSEP finds that the state does not conduct fiscal monitoring for two areas: payor of last resort requirements and system of payment (SOP) requirements.

This means the state must ensure the IDEA Part C funds are not used for services that would have been otherwise paid for from another public or private source in its local service areas as required under the payor of last resort requirements.

Required actions within 90 days:

Develop a corrective action plan (CAP) that includes:

1. Timelines of activities to ensure consistent implementation of system of payments using payor of last resort requirements; and
2. A list of supporting documentation to be submitted to OSEP.

Required actions as soon as possible but no later than one year:

1. Training and implementation for each of the remaining 13 service areas on accessing Medicaid for eligible infants and toddlers consistent with the MDE's system of payments; and
2. Implementation of MDE's statewide SOP policy in service areas impacted by their lack of access to Medicaid funding for EI services.

Finding 3. Dispute Resolution- Mediation

- 3.1 OSEP finds that the state does not select mediators on a random, rotational, or other impartial basis.
- 3.2 OSEP finds that the state's mediation policies and procedures are not consistent with the requirement that discussions that occur during the mediation process must be confidential.

Required actions within 90 days:

1. Documentation that procedures and practices are designed to meet the IDEA dispute resolution requirements.

Specifically:

- a. Provide evidence that mediators are selected on a random, rotational, or other impartial basis.
- b. Provide evidence that discussions occurring during the mediation process, whether in-person or virtual, are confidential.

Recommendations:

- Better define the practice of using facilitation and mediation as an early dispute resolution option and have a more concise and consistent intake practice for determining use of these dispute resolution options.
- Change language to reflect that if parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement.
- Better define the service agreement with Special Education Mediation Services (SEMS) to include general oversight mechanisms.

Next steps:

- Michigan Part C staff will meet with OSEP on February 16, 2023 to get clarification on parts of the letter.
- Michigan Part C will begin working on the CAP which is due April 11, 2023.

SPP/APR Data, Indicators 5 and 6:

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: 1.07%

FFY 2021- 1.26% Target- 1.07%

The percent of children birth to 1 served in Michigan for FFY 2021 was 1.26%. The 56 local early intervention programs served a snapshot total of 1,291 children aged birth to one year. The number of births in 2021 was 102,347.

Source: Annual State Resident Population Estimate for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021.

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

Results Indicator Target: 3.0%

FFY 2021- 3.44% Target- 3.00%

The percent of children birth to three served in Michigan for FFY 2021 was 3.44%. The 56 service areas served a snapshot total of 11,030 children aged birth to three years old. The total number of children age birth-three for 2022 was 320,698.

Source: Annual State Resident Population Estimate for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021.

A motion was made by Judy Goth-Owens and supported by Stephanie Hirschert-Walton to approve the data for the APR.

Motion passed.

Discussion:

Allan Knapp shared that October 2022 data for the indicators:

Indicator 5 1.28%

Indicator 6 3.90%

Early On Personas and the Center for Higher Education:

Kari Holmberg works for the Office of Innovative Projects at Clinton County RESA. The *Early On* Center for Higher Education supports faculty who prepare students to work in the early intervention field. The *Early On* Center has many activities as webinars, a website, early intervention community of practice, resource and professional development opportunities, Sharing Our Stories, and Voices of Early Intervention.

The newest activity is the Michigan Personas which began in spring 2021. When access to observations and hands on experiences with families disappeared during the pandemic, personas (case studies) were developed. Personas are short stories about a child and family and include details about the child and insights into who the child is as a learner.

Teams were put together across different regions of the state to draft a set of ten personas. After the personas were developed, they were field tested with faculty during the fall 2021 semester. Feedback was compiled from faculty and students and an eBook was launched. A second eBook was launched in the fall of 2022.

An alignment framework was developed which aligns the personas with state and national standards.

The personas were developed for faculty to use with students, professional development and training, and local service areas can use them with staff for training and teaming. They can be found on the *Early On* Center website, <http://earlyoncenter.org>.

Within the personas there is a table of contents that displays the child's name with tags such as dual language learners. MICC members inquired about a persona that would help providers who are working with an unhoused family. The personas are a work in progress and Kari shared that there is always room for more.

Michigan Student Data System (MSDS) Presentation:

Allan Knapp, Part C data manager, gave an overview of the MSDS data system including:

- Commonly used acronyms
- Data field flow chart showing rules for different reports

- Local Student Information Systems (data systems used by ISDs)
- MSDS structure- data is collected three times per year
- Platinum file and processing rules
- *Early On* data reports and data partners

For each local service area, all data that come in from MSDS are available at www.earlyondata.com. Data includes data portraits, trends, and rankings based on different indicators. Child outcomes, family outcomes, child outcomes summary (COS) reporting rates, eligibility, and services provided have been recently added.

Some data shared included monthly trends for IFSPs, child find for birth-three, and period and cumulative counts. These data took a dip in April 2020; however, the trend is increasing in those areas. Allan shared that there are typically more IFSPs in the spring and fall.

The largest percentage of children in *Early On* are eligible based on communication needs. The 12-month period count showed there were 24,353 children receiving services and those children receive about ten hours of service per month.

Discussion:

MSDS has been in place for 12 years. An idea was shared about tracking children over the years to see how they did long term.

There is a data webinar on February 13, 2023 at 2 pm. Registration can be completed on the website: <https://eotta.cresa.org/Event.php?id=4449>.

Members were also invited to join the *Early On* data group listserv by sending an email to Allan Knapp at allangknapp@gmail.com.

Early On Cost Study:

Ashley Pierson and Iliana Brodziak De Los Reyes from American Institutes for Research (AIR) gave an overview of the *Early On* cost study.

The four-part study includes:

- Reviewing evidence-based practices in early intervention (EI),
- Creating a definition of high-quality EI,
- Determining the cost associated with providing high-quality EI across the state, and
- Providing technical assistance on braiding and blending funds to provide high-quality EI.

Four expert panels were created based on regions of the state and their task is to define and determine the cost of high-quality EI.

A goal statement was shared: A high-quality early intervention system that empowers families, supports providers, and creates informed communities to work together to promote equitable access to early intervention services and help each child thrive.

The program design contains the following components:

- State Supports
- State Referral
- Local Referral
- Eligibility Determination
- IFSP Creation and Modification
- Service Provision and Coordination
- Transition

Ashley and Iliana shared more detail about each component and asked the MICC to think about what might be missing and reach out to provide more input. An idea was shared about creating an early intervention credential.

Janet Timbs shared that there is group at the state working with the Michigan Chapter of the American Academy of Pediatrics (MIAAP) to help streamline physician referrals.

Next steps:

AIR will continue to meet with the four panels to identify the resources needed to implement a high-quality EI system. AIR will determine the cost of each activity and provide it to MDE.

Public Comment: Janet Timbs acknowledged that there was a great deal of information shared and wondered if members would like more information about any of the topics. The Council is interested in learning more about the longitudinal data. A suggestion was made to invite someone from the Center for Educational Performance and Information (CEPI) to talk with the MICC about developing reports using local data, rather than just the canned reports currently available. Colleen O'Connor will reach out to CEPI.

Adjourn:

A motion to adjourn was made by Tori McIntosh.

Motion carried.