

**Michigan Interagency Coordinating Council (MICC)**  
**Early On<sup>®</sup> Michigan**  
**(Part C of the Individuals with Disabilities Education Act)**  
**Thursday, November 4, 2021**  
**9:30-12:00 pm**  
**Zoom Meeting**

**Minutes**

**Members Present:** Melody Arabo, Synthia Britton, Andrea Caron, Joe Clark, Melissa Epstein, Monica Gaines, Judy Goth-Owens, Cheryl Granzo, Bethany Jenkins, Paula Johnson, Noel Kelty, Tami Mannes, Victoria Martinez, Amy Miilu, Lisa Perugi, Prachi Shah

**Members Absent:** Michelle Williams

**Alternates Present:** Kae Dubay

**Staff Present:** Laura Goldthwait, Kelly Hurshe, Sheryl Kennedy, Cheryl Najm, Colleen O'Connor, Barb Schinderle, Janet Timbs, Jan Weckstein

**Grantees Present:** Clinton County RESA, Office of Innovative Projects:  
Christy Callahan, Jen Champagne, Kari Holmberg,  
Allan Knapp, Jenny Koenigsknecht  
Wayne State University, Qualitative Compliance  
Information Project (QCIP)  
Jane Li, Luna Xuan

**Guests:** Beth Kennedy, Tori McIntosh, Meghan Shepard

**Call to Order:** Chairperson Melissa Epstein 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 Tami Mannes and supported by Noel Kelty to approve the minutes.**

**Motion carried.**

**Approval of Agenda:**

**A motion was made by Noel Kelty and supported by Lisa Perugi to approve the agenda.**

**Motion carried.**

**Public Comment:** The Ann Arbor Parent Advisory Committee met and the Michigan Alliance for Families parent mentor attended the meeting to introduce herself and share information. It was a comprehensive presentation. One topic included transition from *Early On* to special education, and Melissa Epstein was able to share her experiences and enjoyed the presentation.

**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.

Jenny Koenigs knecht shared that she's currently the public awareness coordinator and child find lead for birth to three in the Office for Innovative Projects at Clinton County RESA. Some of the favorite parts of her job include supporting the work of the State Systemic Improvement Plan (SSIP) messaging workgroup and being a parent speaker for the Sharing Our Stories initiative of the *Early On* Center for Higher Education project.

Jenny is the mother of five children ranging in age from 9 to 23, and she and her husband are expecting their first grandchild in February. Their son, Cooper, was diagnosed with autism at 2 ½ years of age. In the beginning, the diagnosis was difficult to accept but after time Jenny started seeing the benefits of early intervention. She did everything she could to prepare Cooper for mainstream kindergarten, including driving to his elementary school every day of the summer to help him learn the routine and to familiarize him with the new environment. Jenny's story is one where personal and professional circles of life intersect, as she relates to families, advocating for children like her own, and educating people about the importance of inclusion.

Janet Timbs always knew she wanted to be a teacher and work in the field of special education. She began her career working in mental health, providing support for individuals in residential care by helping to set up group homes and apartments. She taught children with cognitive impairments at the Bay-Arenac school district before moving to Saginaw ISD where she was the Millet Center principal. Janet also worked with *Early On* locally and saw first-hand the struggles parents went through and she worked closely with them to provide support.

While in Saginaw, Janet became the ISD transition coordinator working with older children before moving into the position of special education director. Five years ago, Janet came to MDE's Office of Special Education where she focused on secondary transition, compliance, and monitoring. When the Part C manager position in the Office of Great Start became available, Janet moved into that role, which she currently holds and enjoys being part of this work and is learning a lot.

## **Updates:**

### **Established Conditions List**

Section 8 of the Established Conditions list has been updated, according to the Center for Disease Control (CDC), to reflect a change in the venous blood lead level from 5 µg/dL to 3.5 µg/dL. The updated Established Conditions list will be shared with the MICC.

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

Within the SSIP Implementation Cohort, the 12 service areas are expanding the number of service providers implementing the e-DECA and using the social emotional developmental wheels with children and families. The fourth quarter of e-DECA fidelity checklists are being completed at this time and data will be reviewed to ensure progress is being made.

The SSIP leads continue to meet monthly during the Community of Practice calls with Mary Mackrain, Kelly Hurshe, and Barb Schinderle to talk about bright spots and pain points. In addition, office hours are being offered monthly for deeper questions and technical assistance.

Six service areas were selected to be part of the SSIP Implementation Cohort 2. The welcome call will take place in November, and they will begin with Pyramid Model trainings, e-DECA trainings, and be introduced to the social emotional wheels.

### **Early Childhood Comprehensive Systems Grant**

In August of 2021, the Michigan Department of Health and Human Services was awarded an Early Childhood Comprehensive Systems Grant from the federal Health Resource Services Administration. The purpose of this five-year project (2021-2026) is to foster the development and integration of maternal and early childhood systems of care that are equitable, sustainable, comprehensive, and inclusive of the health system.

Starting in January 2022, this grant will begin hosting an Advisory Council, which will invite five family leaders who have experience navigating health and education services prenatally through the first 18 months of their child's life. They will also be seeking a family co-chair to lead this advisory. There will be an application process released soon that can be shared with families. If you know of someone who might be interested, please feel free to share broadly. Each family member will be asked to serve for a two-year term. Additional details will be available with the application. If you have any questions, please feel free to contact Synthia Britton at [brittons@michigan.gov](mailto:brittons@michigan.gov).

### **Early On Referral Data**

During the pandemic in 2020, the number of *Early On* referrals declined. The following chart shows an uptick in referrals through October 8, 2021.

### Early On Public Awareness referrals

	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>March</b>	1,678	987	1,728
<b>April</b>	1,563	505	1,679
<b>May</b>	1,631	805	1,493
<b>June</b>	1,332	1,190	1,596
<b>July</b>	1,460	1,266	1,661
<b>August</b>	1,551	1,293	1,632
<b>September</b>	1,633	1,403	1,700
<b>October</b>	1,725	1,490	642 as of Oct. 8, 21
<b>TOTALS</b>	<b>12,573</b>	<b>8,939</b>	<b>12,313</b>

### **Preschool Inclusion**

The Statewide Preschool Inclusion Work Group under the co-sponsorship of Deputy Superintendent, Dr. Scott Koenigsknecht, and Preschool Special Education Coordinator, Lisa Wasacz, commenced its first meeting March 3, 2021. The Inclusion Work Group consists of members of the Core Planning Team, members from the Preschool State Leadership Team, and various other local education agency and intermediate school district personnel representing both special and general education perspectives, for a total of 55 different voices present in this work. This work embarked on conversation and thinking outside of the box when it comes to inclusive opportunities for children across the state.

This is process driven work that first focuses on a vision of preschool inclusion which then moves into discussion around barriers and concludes with action steps. This is an ongoing process, and the State Inclusion Workgroup met via online a few times a month while completing asynchronous activities outside of the meetings.

The work of this group resulted in a draft version of the Preschool Inclusion Collaborative Action Plan. This draft was sent to seven external reviewers for their insight into the work. The comments and recommendations from the external reviewers resulted in updates to the original version.

The plan reflects the contributions and wisdom of many stakeholders representing a variety of perspectives from across the state. It was co-constructed utilizing a rigorous, democratic process in which every voice was equal.

Nine ideal features of a high-quality, comprehensive, and equitable preschool system for all children, with emphasis on full inclusion of children with disabilities, were identified through a robust, collaborative process:

- \*INCLUSIVE MINDSETS AND SHARED VALUES
- \*FREE, UNIVERSAL, AND EQUITABLE ACCESS TO INCLUSIVE, HIGH-QUALITY EARLY CARE AND EDUCATION SETTINGS
- \*COLLABORATIVE TEAMS
- \*SUPPORTIVE POLICIES
- \*AUTHENTIC FAMILY PARTNERSHIPS

- \*COHESIVE CONTINUUM OF TRAINING AND SUPPORT
- \*VALUED WORKFORCE
- \*ALIGNED, EQUITABLE, FULLY FUNDED, AND RESOURCED SYSTEM
- \*COLLECTIVE RESPONSIBILITY

As this work continues and finalizes, additional updates will be provided to the MICC.

**Additional membership on Executive Committee:**

The MICC Executive Committee is in need of two new members, secretary and member at large. Duties are as follows:

*Secretary*

From MICC Bylaws: Section 6.5. Other Officers.

The Council shall select from among its members a Secretary. Council staff shall assist the Secretary with recordkeeping responsibilities.

Other duties include:

The secretary will partner with the MICC Staff Liaison to complete and review the minutes and quick notes as well as send thank you notes or messages to presenters after MICC meetings. Additionally, the secretary is a member of the Executive Committee and attends regularly scheduled meetings.

*Member at Large*

From MICC Bylaws: Section 7.1. Executive Committee.

The Executive Committee of the Council shall consist of all officers of Council, the designated state coordinator of Part C of IDEA, chairpersons of all Council Standing Committees, and two members at large.

The Executive Committee shall act on behalf of the Council between Council meetings. All actions of the Executive Committee shall be approved by the full Council at the next regular Council meeting following such action.

Executive Committee meetings may be called by the chairperson and one other member of the Executive Committee. Members at large attend regularly scheduled meetings.

Executive Committee meeting dates for 2022 are: January 13, April 21, August 18, and October 13.

Andrea Caron is interested in being the MICC secretary and Prachi Shah is interested in being the Executive Committee member at large.

**A motion was made by Victoria Martinez and supported by Judy Goth-Owens to elect Andrea Caron as secretary and Prachi Shah as member at large.**

**Motion carried.**

**Office of Innovative Projects (OIP) at Clinton County RESA:**

Christy Callahan, Jen Champagne, Kari Holmberg, and Jenny Koenigsknecht shared a presentation from the Office of Innovative Projects. They gave an overview of the Support to the *Early On* Field projects, which included:

- *Early On* Training and Technical Assistance (EOT&TA)
- *Early On* Public Awareness
- *Early On* Center for Higher Education

When the pandemic hit, OIP pivoted to support the field in many ways, including:

- Providing communication through guidance, memos, and the latest information regarding COVID on their website,
- Hosting weekly TeleTuesdays webinars for service providers which are now *Early On* and Preschool Special Education combined webinars,
- Shared professional development related to tele-intervention,
- Brought in experts to host learning series through Zoom,
- Focused on completing evaluations and assessments remotely,
- Continued providing and updating online modules related to training and learning; and
- Updated software to send and receive referrals without the need to print.

November 10-12, 2021, is the Virtual *Early On* Conference: Strong Foundations for Early Intervention, and 952 people have registered.

A [promotional video](https://www.youtube.com/watch?v=TLqn2sotvgM) (<https://www.youtube.com/watch?v=TLqn2sotvgM>) emphasizing that *Early On* is still open was developed and shared.

A Caregiver Coaching Cohort is coming soon and funded by the Preschool Development Grant Birth through Five. Through this partnership 30 master mentor coaches will be developed to support child care providers in caring for and including children with IFSPs and IEPs.

**State Performance Plan/Annual Performance Report (SPP/APR):**  
**Early On Annual Performance Report (APR) Data and Targets through 2025**

► **Indicator 1:** Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

**Compliance Indicator Target: 100%**

<b>Actual Data</b>	<b>Targets:</b>
FFY 2018- 99.89%	Target- 100%
FFY 2019- 99.92%	Target- 100%
FFY 2020- 99.95%	Target- 100%

Number of infants and toddlers with IFSPs who receive early intervention services on their IFSPs in a timely manner (18,450) divided by the total number of infants and toddlers with new services on IFSPs (18,459) times 100.

$18,450/18,459 \times 100 = 99.95\%$

Data source: Michigan Student Data System (MSDS)

► **Indicator 2:** Percentage of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

**Results Indicator Target: 94%**

<b>Actual Data</b>	<b>Targets:</b>
FFY 2018- 96.95%	Target- 94.00%
FFY 2019- 96.61%	Target- 94.00%
FFY 2020- 97.54%	Target- 94.00%
FFY 2021	Target- 95.00%
FFY 2022	Target- 95.30%
FFY 2023	Target- 95.60%
FFY 2024	Target- 96.00%
FFY 2025	Target- 96.30%

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children = 9,409

Total number of infants and toddlers with IFSPs = 9,646

Data source: [www.earlyondata.com](http://www.earlyondata.com) October 2020 data

► **Indicator 3:** Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

**Summary Statement 1:** Of those infants and toddlers who entered Part C below age expectations in each Outcome, the percent who **substantially increased** their rate of growth by the time they exited.

**Results Indicator**

<b>Actual Data</b>	<b>Targets:</b>
FFY 2018	
APR 3A: 76.74%	APR 3A: 76.50%
APR 3B: 79.33%	APR 3B: 80.50%
APR 3C: 78.67%	APR 3C: 79.80%
FFY 2019	
APR 3A: 77.73%	APR 3A: 76.50%
APR 3B: 80.23%	APR 3B: 80.50%
APR 3C: 79.32%	APR 3C: 79.80%
FFY 2020	
APR 3A: 76.19%	APR 3A: 75.19%
APR 3B: 78.04%	APR 3B: 77.60%
APR 3C: 78.70%	APR 3C: 78.24%

FFY 2021  
APR 3A: APR 3A: 75.29%  
APR 3B: APR 3B: 77.60%  
APR 3C: APR 3C: 78.34%

FFY 2022  
APR 3A: APR 3A: 75.39%  
APR 3B: APR 3B: 77.88%  
APR 3C: APR 3C: 78.44%

FFY 2023  
APR 3A: APR 3A: 75.49%  
APR 3B: APR 3B: 78.16%  
APR 3C: APR 3C: 78.54%

FFY 2024  
APR 3A: APR 3A: 75.59%  
APR 3B: APR 3B: 78.44%  
APR 3C: APR 3C: 78.64%

FFY 2025  
APR 3A: APR 3A: 75.69%  
APR 3B: APR 3B: 78.73%  
APR 3C: APR 3C: 78.74%

**Summary Statement 2:** The percent of infants and toddlers who were functioning **within age expectations** in each Outcome by the time they exited.

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

<b>Actual Data</b>	<b>Targets:</b>
FFY 2018	
APR 3A: 53.24%	APR 3A: 60.90%
APR 3B: 48.12%	APR 3B: 54.10%
APR 3C: 50.65%	APR 3C: 60.20%

FFY 2019	
APR 3A: 55.05%	APR 3A: 60.90%
APR 3B: 48.58%	APR 3B: 54.10%
APR 3C: 50.46%	APR 3C: 60.20%

FFY 2020	
APR 3A: 52.63%	APR 3A: 52.00%
APR 3B: 45.68%	APR 3B: 45.50%
APR 3C: 47.32%	APR 3C: 47.20%



FFY 2021  
APR 3A: APR 3A: 52.22%  
APR 3B: APR 3B: 45.50%  
APR 3C: APR 3C: 47.20%

FFY 2022  
APR 3A: APR 3A: 52.44%  
APR 3B: APR 3B: 45.94%  
APR 3C: APR 3C: 47.30%

FFY 2023  
APR 3A: APR 3A: 52.67%  
APR 3B: APR 3B: 46.38%  
APR 3C: APR 3C: 47.40%

FFY 2024  
APR 3A: APR 3A: 52.90%  
APR 3B: APR 3B: 46.82%  
APR 3C: APR 3C: 47.50%

FFY 2025  
APR 3A: APR 3A: 53.13%  
APR 3B: APR 3B: 47.28%  
APR 3C: APR 3C: 47.60%

► **Indicator 4:** Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children’s needs; and
- C. Help their children develop and learn.

**Results Indicator**

**Actual Data**

**Targets:**

FFY 2018  
APR 4A: 71.20% APR 4A: 59.40%  
APR 4B: 64.86% APR 4B: 54.40%  
APR 4C: 85.33% APR 4C: 78.40%

FFY 2019  
APR 4A: 73.35% APR 4A: 59.40%  
APR 4B: 66.59% APR 4B: 54.40%  
APR 4C: 87.22% APR 4C: 78.40%

FFY 2020  
APR 4A: 69.37% APR 4A: 67.31%  
APR 4B: 62.92% APR 4B: 61.13%  
APR 4C: 83.02% APR 4C: 82.38%

FFY 2021  
APR 4A: APR 4A: 67.31%  
APR 4B: APR 4B: 61.13%  
APR 4C: APR 4C: 82.38%

FFY 2022  
APR 4A: APR 4A: 67.50%  
APR 4B: APR 4B: 61.28%  
APR 4C: APR 4C: 82.53%

FFY 2023  
APR 4A: APR 4A: 67.69%  
APR 4B: APR 4B: 61.43%  
APR 4C: APR 4C: 82.68%

FFY 2024  
APR 4A: APR 4A: 67.88%  
APR 4B: APR 4B: 61.58%  
APR 4C: APR 4C: 82.83%

FFY 2025  
APR 4A: APR 4A: 68.07%  
APR 4B: APR 4B: 61.73%  
APR 4C: APR 4C: 82.98%

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

**Results Indicator Target: 1.27%**

FFY 2018- 1.27%	Target- 1.27%
FFY 2019- 1.41%	Target- 1.27%
FFY 2020- 1.04%	Target- 1.00%
FFY 2021	Target- 1.07%
FFY 2022	Target- 1.14%
FFY 2023	Target- 1.21%
FFY 2024	Target- 1.28%
FFY 2025	Target- 1.35%

The percent of children birth to 1 served in Michigan for FFY 2020 was 1.04%. The 56 local early intervention programs served a snapshot total of 1,126 children aged birth to one year. The number of births in 2020 was 107,912.

Sources: U.S. Department of Education, EDFacts Metadata and Process System (EMAPS): "IDEA Part C Child Count and Settings Survey," 2020.

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

**Results Indicator Target: 3.0%**

FFY 2018- 3.26%	Target- 3.00%
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FFY 2019- 3.48%	Target- 3.00%
FFY 2020- 2.93%	Target- 2.90%
FFY 2021	Target- 3.00%
FFY 2022	Target- 3.10%
FFY 2023	Target- 3.20%
FFY 2024	Target- 3.30%
FFY 2025	Target- 3.40%

The percent of children birth to 3 served in Michigan for FFY 2020 was 2.93%. The 56 service areas served a snapshot total of 9,646 children aged birth to three years old. The total number of children age birth-three for 2020 was 329,508.

Sources: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS): "IDEA Part C Child Count and Settings Survey," 2020.

► **Indicator 7:** Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

**Compliance Indicator Target: 100%**

FFY 2018- 99.20%	Target- 100%
FFY 2019- 99.62%	Target- 100%
FFY 2020- 99.92%	Target- 100%

Calculation:  $10,704/10,713 \times 100 = 99.92\%$

Data Source: Michigan Student Data System (MSDS)

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

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

**Compliance Indicator Target: 100% for A, B, and C**

**A. IFSPs with transition steps and services**

FFY 2018- 98.96%	Target- 100%
FFY 2019- 99.25%	Target- 100%
FFY 2020- 99.42%	Target- 100%

**99.42%** of transition records reported had a timely transition plan with steps and services.

$$8,349/8,398 = .9942 \times 100 = 99.42\%$$

Data source: Michigan Student Data System (MSDS)

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

FFY 2018- 100%                      Target- 100%

FFY 2019- 100%                      Target- 100%

FFY 2020- 100%                      Target- 100%

Given that Michigan is a birth mandate state and the Part C local lead agency is the intermediate school district, notification from Part C is internal and takes place as the child is identified as potentially Michigan Special Education eligible at any time from birth to age three. Any child found eligible for Michigan Special Education is automatically transitioned into Part B Special Education by age three. The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed upon time and place. Michigan Special Education Rule R 340.1721c. Therefore, LEAs are notified of **100%** of children potentially eligible for Part B preschool services. Per Transition Intra-agency agreement, LEAs act on behalf of the SEA for purposes of SEA notification. Therefore, the SEA is notified of **100%** of children potentially eligible for Part B preschool services. Confirmation of the SEA notification takes place when the child's information is entered into the Michigan Student Data System (MSDS).

$$3,402/3,402 = 1 \times 100 = 100\%$$

Data source: Michigan Student Data System (MSDS)

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

FFY 2018- 98.52%                      Target- 100%

FFY 2019- 98.58%                      Target- 100%

FFY 2020- 99.09%                      Target- 100%

**99.09%** of transition records reviewed had a transition conference, if child was potentially eligible for Part B preschool services.

$$3,371/3,402 = .9909 \times 100 = 99.09\%$$

Data source: Michigan Student Data System (MSDS).

**► Indicator 11**

New SiMR: To increase the social and emotional outcomes for infants and toddlers as measured by Indicator 3a, Summary Statement 2, by a half of a percentage point by 2025.

Measures the percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they exited.

A. Positive social-emotional skills (including social relationships)

<b>Data</b>		<b>Targets</b>
FFY 2020	APR 3A: 52.63%	APR 3A: 52.00%
FFY 2021	APR 3A:	APR 3A: 52.22%
FFY 2022	APR 3A:	APR 3A: 52.44%
FFY 2023	APR 3A:	APR 3A: 52.67%
FFY 2024	APR 3A:	APR 3A: 52.90%
FFY 2025	APR 3A:	APR 3A: 53.13%

**A motion was made by Andrea Caron and supported by Joe Clark to accept the FFY 2020 data for the APR. Motion carried.**

**A motion was made by Judy Goth-Owens and supported by Victoria Martinez to approve the APR targets through 2025. Motion carried.**

**COVID-19 Update:**

Lisa Perugi shared that in Wayne County they are trying to stay positive even though they are dealing with staff shortages, a stressed workload, illnesses, and worrying about the health of the children they serve.

Tami Mannes shared that in Ottawa County they created a self-reflection survey for their families to see if the frequency of visits was matching the needs of families. Many positive comments by families were shared.

Cheryl Granzo shared that even though they are providing face-to-face services, they don't look the same. They are committed to their families and are offering many types of support to keep families engaged. It's especially tough when there's a COVID case in the home of a family, and the in-person services may not resume for months, depending on how many people in the family come down with COVID.

The *Early On* team at MDE hears the stress from the MICC leaders and wants to do all they can to offer support from a policy standpoint. MDE is working to get more teachers into the field and sees this as a priority in across all offices.

**Public Comment:** None.

**Adjourn:**

**A motion to adjourn was made by Tami Mannes. Motion carried.**