

**Michigan Interagency Coordinating Council (MICC)**  
**Early On<sup>®</sup> Michigan**  
**(Part C of the Individuals with Disabilities Education Act)**  
**Michigan Department of Education (MDE)**  
**608 W. Allegan Street, Lansing, MI 48909**  
**State Board of Education Room, 4<sup>th</sup> Floor**

**Thursday, September 14, 2023**

**Minutes**

**Members Present:** Joe Clark, Kae Dubay, Monica Gaines, Judy Goth-Owens, Cheryl Granzo, Stephanie Hirschert-Walton, Beth Jenkins, Andrea LaFramboise, Irma Lopez-Barajas, Salina Mann, Tori McIntosh, Susan Morningstar, Lisa Perugi, Cara Sutcliffe, Jonnie Taton, Vicki Thomas

**Members Absent:** Nerita Adams-Spillers, Synthia Britton, Tami Mannes, Amy Miilu, Prachi Shah

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

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

**Grantees Present:** Clinton County RESA Office of Innovative Projects:  
Jen Champagne, Kari Holmberg, Allan Knapp,  
Jenny Koenigsknecht  
Michigan Alliance for Families:  
Victoria Martinez  
Wayne State University (Evaluation Project):  
Charo Hulleza, Muhammad Moiz, Luna Xuan  
**Guests:** Beth Kennedy, Meghan Shephard

**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 Andrea LaFramboise and supported by Tori McIntosh to approve the minutes.**  
**Motion carried.**

**Approval of Agenda:**

**A motion was made by Bethany Jenkins and supported by Kae Dubay 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.

Stephanie Hirschert-Walton is a lifelong learner with a passion for working with children, families, and all those that support them within the child welfare and educational systems. Stephanie spent five years as a foster care caseworker, provided kinship care, and is a licensed foster parent.

Stephanie and her husband have three children. Their twin boys were in *Early On* and received services. Stephanie has been in both roles as a receiver of services as well as a provider of services. Her children are now grown and taller than she is.

She currently works for Eaton RESA as a social worker/service provider and is grateful to be part of the MICC.

Cara Sutcliffe is a parent from Grand Rapids. She learned to advocate for herself from a young age because she is dyslexic. She remembered how difficult school was when the class was given tasks such as 'word search' activities.

Cara has four children who were in *Early On* and received speech therapy. Her first son was born premature and is hard of hearing. Cara was working in a daycare when he was born. She learned to speak up, not only for herself and her son, but also for other mothers. She realized she could make a difference through advocating.

**Updates:**

**State Systemic Improvement Plan (SSIP)**

The SSIP work continues and is beginning Cohort 4 this fall. Invitations went out to the 33 service areas who have not yet participated in the SSIP work. An informational webinar will take place September 28, 2023 from 1-2:00 p.m.

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.

Participation in Cohort 4 is an 18-month commitment of time, energy, and resources beginning September 2023 through March 2025. Ongoing state level support will be provided after the initial time commitment.

As a result of participating in the SSIP work:

- Service providers' competence and confidence about social emotional learning has increased.
- Service providers are more comfortable talking about social emotional development and sharing strategies with families.
- e-DECA results entered online generate strategies to enhance a child's development and support caregivers specific to the area of need. Pre and post assessments have demonstrated growth in social emotional development.
- Service areas have created infrastructure to support SSIP activities.
- After implementing activities for two years, service areas in Cohort 1 showed a statistically significant increase in child outcomes data from 2019 to 2022. The percent of infants and toddlers who were functioning within age expectations for positive social emotional skills by the time they exited *Early On* increased from 42.79% in 2019 to 49.29% in 2022.

### **Michigan Department of Lifelong Education, Advancement, and Potential**

The Office of Great Start, including *Early On*, will be moving to the newly formed Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP). MiLEAP will consist of three offices.

- The Office of Early Childhood Education, focused on helping all kids meet their milestones and enter kindergarten ready to thrive.
- The Office of Higher Education, focused on achieving the governor's sixty by 30 goal (60 percent of all adults ages 25-64 with a postsecondary credential of some sort) and helping all Michiganders get the education that they need to Make it in Michigan.
- The Office of Education Partnerships, focused on strengthening partnerships with communities to help kids succeed.

The move is expected to happen in December 2023. When the *Early On* staff learn more it will be communicated to the MICC.

## **MICC Membership**

The following MICC members' terms are expiring October 31, 2023 and September is their last meeting:

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

The MICC is appreciative of their service and time spent on the Council. The governor's office is in the process of appointing new members to fill the vacancies.

Tori McIntosh and Lisa Perugi's terms also expire October 31, but they are interested in being reappointed.

Michelle Williams is stepping aside from her role as MDE's director designee for the coordinator of education for homeless children and youth. Irma Lopez-Barajas will represent Dr. Rice in this role.

## **Part C Data Manager**

With bittersweet feelings and so much appreciation, we share with you that the Part C Data Manager, Dr. Allan Knapp, will be retiring at the end of September. Allan's contributions to the early intervention system are significant as he was responsible for the development of the first database for special education and Part C of IDEA in Michigan, called Michigan Compliance Information System (MICIS). He also developed EETRK, specifically for Part C/*Early On* coordinators to help with tracking and management of child information. Allan supported the *Early On* field as we transitioned to using the Michigan School Data System for data collection and reporting. Allan helpfully shared his expertise with MDE, technical assistance providers, local data managers, *Early On* coordinators, and personnel in the field through regular data webinars and conversations and initiatives on systems improvements, always with a smile and a good joke to share. Allan earned his Ph.D. in Systems Science from Michigan State University and is known as Zoomer to his grandchildren. We wish him well in his retirement!

Although Allan will be greatly missed, the Office of Great Start/Early Childhood Development and Family Education is pleased to announce Colleen O'Connor has accepted the responsibilities of the Part C data manager. Most of you know Colleen because of her work as one of our MDE consultants. She will continue to work in the Office of Great Start, but her responsibilities will shift primarily to data management. Colleen has a wealth of experience with both the *Early On* programs and data, therefore, making her a perfect candidate to step into this role. Under her leadership and understanding of the *Early On* data, we will continue to improve supports and outcomes for children and families across Michigan.

## **Approval of MICC Meeting Dates, 2024:**

**A motion was made by Joe Clark and supported by Vicki Thomas to approve the following meeting dates for 2024: February 22, May 23, September 26, and December 5.**

**Discussion:** The dates were acceptable to the members.

**Motion passed.**

## **Clinton County RESA:**

Allan Knapp shared information about the Part C/*Early On* data, child count trends, and data profiles for reporting received services.

Allan created a series of eight video tutorials describing how to access useful features and information with the [EarlyOnData.com website](https://eotta.ccesa.org/EarlyOnData.com).

<https://eotta.ccesa.org/Resources.php?id=4209&Resources=1>

- Introduction
- Profiles
- Rankings
- 618 Tables and public reporting
- Basic profile calculations
- Advanced profile calculations
- COS reporting and ranking additions
- Services definitions and calculations

Child count numbers for children age birth-three have been increasing since the pandemic but may be reaching a plateau. The monthly trend for IFSPs also showed a slight decrease, which parallels the child count and could mean a plateau is occurring.

Information about the percentage of services children received was shared, service coordination being the highest.

A question was asked as to why the percentage of speech therapy was so low. Due to many intermediate school districts (ISDs) using the Primary Service Provider model, services are sometimes combined into the special instruction percentage. There could also be co-visits to a family with multiple providers at one visit.

Some family members shared that they were not offered services during the summer months as consistently as throughout the year. *Early On* is a year-round program and there should not be a lapse in the summer. MDE has been working with ISDs to ensure services are provided throughout the summer and is also monitoring for this. If the IFSP states that services should be provided, then that's what should happen.

Allan showed the data website, [www.earlyondata.com](http://www.earlyondata.com), which is where the services and enrollment, along with a lot of other important data, are found.

Jen Champagne, Kari Holmberg, and Jenny Koenigsnecht shared information about the rebranding for *Early On* public awareness, updates to the referral website, and upcoming events and opportunities. Kris Kasperski was hired as the new technical assistance specialist and has over 25 years of experience in the early intervention and early childhood field.

Gud Marketing met with the Parent Involvement Committee, MDE, and Clinton County RESA staff and engaged in word sorting activities. The words 'trust' and 'support' rose to the top and could be used in the new tagline. The rebrand will also feature new colors and real people in a natural environment. Clinton County RESA will be doing a photo shoot to ensure families are represented accurately. A suggestion was made to include children with invisible disabilities, consider families

of various economic status, and include photos of two-parent African American families.

Jenny shared some features of the new referral website that went live in July, [www.Miearlychildhood.org](http://www.Miearlychildhood.org).

Planning for the 2024 *Early On* Conference is underway. It is held every other year and will be in Traverse City in November 2024.

An evaluation framework is underway to better understand how Clinton County RESA can grow and improve their work and share it with the field.

The *Early On* Center for Higher Education received American Rescue Plan Act (ARPA) funding and has worked with a marketing firm to produce a recruitment video and slides to share with higher education programs at universities and career and technical education (CTE) programs at ISDs. The goal is to support careers in early intervention.

The Preschool Development Grant Birth-Five (PDG B-5) supports child find and service provision in child care settings. Four online modules are being developed and will be launched this fall.

#### **Family Outcomes Recommendation:**

The MICC learned how Michigan Part C reports family outcome data to the Office of Special Education Programs (OSEP) as part of the State Performance Plan/Annual Performance Report (SPP/APR) a year ago in September 2022. MDE asked the MICC to revisit the information and make a recommendation for consideration. Indicator 4 targets will need to be revised, based on the recommendation.

Charo Hulleza, Muhammad Moiz, and Luna Xuan from Wayne State University (WSU) provided an overview of the family survey data, revisited how data are reported to OSEP, and what options MDE may consider for reporting in future years.

MDE/*Early On* has contracted with WSU to conduct the family survey for over 20 years. The Rasch analysis process is used for analyzing data around family outcomes. It is a very rigorous process that considers the questions in the family survey and how they cycle and build off each other. This process causes Michigan's data to appear lower than other states who do not use the Rasch analysis. Michigan would like to provide and analyze data in a way that aligns with how other states are reporting, so nationally Michigan's data are comparable to other states. MDE asked WSU to provide alternative options for SPP/APR Indicator 4 reporting. The MICC is being asked to share their recommendation for which questions from the survey to use to provide data to OSEP.

Charo Hulleza shared slides that contained three different scenarios/approaches for consideration by the MICC. The three scenarios suggested different ways to analyze data using either three, eight, or 15 threshold items from the NCSEAM survey. The pros and cons are listed below:

Alternative	Pros	Cons
1. Use Threshold Items	<ul style="list-style-type: none"> <li>• Simple and straightforward.</li> <li>• Introduced by NCSEAM as an alternative.</li> <li>• Adopted by some states (i.e., Utah, West Virginia, New York, and Maryland).</li> </ul>	<ul style="list-style-type: none"> <li>• Single items do not fully capture the three C4 indicators and it fails to interpret what parents are saying via other survey items.</li> <li>• NCSEAM also points out that the percent on indicator should not be based on parents' responses to a single item.</li> <li>• Parents who do not answer the threshold item cannot be included when determining the score.</li> </ul>
2. Use Items at and below the Threshold Items	<ul style="list-style-type: none"> <li>• Avoid shortcomings of using single item resulting in fewer missing values.</li> <li>• Take more NCSEAM survey items into consideration and also account for item difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Only partially uses the NCSEAM survey items, eight out of 22 items were included and items with calibrations over 556 are not included.</li> <li>• Items for three indicators are largely overlapping (accumulated).</li> </ul>
3. Use Defined Group Items	<ul style="list-style-type: none"> <li>• Avoid the shortcomings of using single item resulting in fewer missing values.</li> <li>• Take more NCSEAM survey items into consideration (15 out of 22 in total).</li> </ul>	<ul style="list-style-type: none"> <li>• Item grouping has no theoretical basis but based on item face validity and logical relatedness.</li> <li>• Partially uses the NCSEAM survey items, 15 out of 22 items were included and items with highest calibrations (higher than 625) are not included.</li> </ul>

Wayne State University / Center for Urban Studies

	Rasch (FFY2021 reported results)	Approach 1 Use Threshold Items	Approach 2 Use Items at and below Threshold Items	Approach 3 Use Defined Group Items	FFY2020 National Average Results
A. Know their rights	72.22%	92.09%	90.83%	86.18%	89%
B. Communicate needs	66.15%	92.31%	89.34%	89.41%	90%
C. Help develop and learn	85.38%	93.59%	93.82%	88.25%	91%

**Discussion:**

Luna Xuan shared data around response rates and sample sizes from the states that use Approach 1, in comparison to Michigan.

Response rates FFY2021:

Michigan 35%  
Maryland 33%  
New York 13%

Utah 44%  
W. Virginia 21%

Sample size of family respondents FFY2021:

Michigan 2,365  
Maryland 3,632  
New York 2,333  
Utah 1,975  
W. Virginia 350

Janet Timbs shared that WSU will continue to provide the deeper Rasch analysis which will be used for statewide data analysis, planning, and improvement so Michigan will be able to compare trends in the data.

MDE will provide OSEP with an explanation for the change in reporting data as well as revised targets.

Members went around the table and expressed their preference for the three approaches. The first round's results were two votes for Approach 1 and five votes for approaches 2 and 3.

A run off for the second and third approaches took place, and the results were seven votes for Approach 2 and six votes for Approach 3.

**A motion was made by Salina Mann and supported by Stephanie Hirschert-Walton to recommend Approach 2, using items at and below the threshold for reporting data to OSEP around SPP/APR Indicator 4.**

**Discussion: New targets will be set to be closely aligned with the data reported to OSEP.**

**Motion passed.**

**Appreciation for Outgoing Members and Friends:**

MICC members Judy Goth-Owens, Prachi Shah, and Michelle Williams, along with Allan Knapp, Part C data manager, were thanked for their contributions to the MICC and *Early On* and wished all the best in their future endeavors.

**Public Comment:** None.

**Adjourn:**

**A motion to adjourn was made by Judy Goth-Owens.**

**Motion carried.**