

Michigan Interagency Coordinating Council (MICC)
***Early On*[®] Michigan**
(Part C of the Individuals with Disabilities Education Act)
Microsoft Teams Meeting
Thursday, May 7, 2020

Minutes

Members Present: Melody Arabo, Anne Blankenhorn, Andrea Caron, Kristina Donaldson, Melissa Epstein, Judy Goth-Owens, Cheryl Granzo, Rachel Harmon, Paula Johnson, Stuart Jones, Noel Kelty, Victoria Martinez, Amy Miilu, Karin Nanos, Nancy Peeler, Stephanie Peters, Prachi Shah, Deana Strudwick, Michelle Williams

Members Absent: Barbara Corbin, Laura McKechnie

Alternates Present: Amy Brauer

Staff Present: Synthia Britton, Laura Goldthwait, Scott Koenigs knecht, Cheryl Najm, Colleen O'Connor, Barb Schinderle, Meghan Schmelzer

Grantees Present: *Early On* Training and Technical Assistance:
Christy Callahan, Allan Knapp, and
Nancy Surbrook Goins
Michigan Alliance for Families
Clare Brick
Inter-Tribal Council
Susan Morningstar
Wayne State University (Evaluation Project):
Charo Hulleza, Luna Xuan

Guests: Beth Kennedy, Meghan Shepherd, Karen Wisinski

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 Judy Goth-Owens and supported by Prachi Shah to approve the minutes.

Motion carried.

Approval of Agenda:

A motion was made by Nancy Peeler and supported by Deana Strudwick to approve the agenda.
Motion carried.

Public Comment: None.

“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.

Melody Arabo taught third grade in the Walled Lake School District for 15 years, and she was named Teacher of the Year in 2014-15. She was a member of the Special Education Task Force and was an ambassador to the United States Department of Education under two administrations.

Melody is the parent of twins who have special needs. After her children attended preschool special education, the school district did not permit them to start kindergarten in their home district, but instead recommended the children attend school in a self-contained classroom. Melody filed a state complaint and the district prevented the complaint from moving forward by filing due process against the family and moving the dispute into the courts, forcing the need for legal counsel and significant costs. Michigan Protection and Advocacy Service (MPAS) took on the case because they saw it as a systemic issue that would impact families across the state. After a three-year legal dispute, MPAS and the family were successful and won a settlement which resulted in changes that caused the school district to look at their segregation practices. Melody is now a MPAS board member and is a very passionate advocate for children with special needs and their rights.

Christy Callahan is the director of Clinton County RESA Office of Innovative Projects (OIP), which includes *Early On* Training and Technical Assistance, *Early On* Public Awareness, and the *Early On* Center for Higher Education. Additional OIP projects include Build Up Michigan and MichiganPreschool.org, as well as training and TA for Preschool Special Education, Great Start Readiness Program, and Eastern Early Childhood Support Network. She began working in the field of early intervention in 1991 and she has felt the passion of being of service to others throughout her journey.

In addition to directing multiple programs for children and families, Christy wears many hats in her personal life—including wife, mother, daughter, granddaughter, and community member. Christy’s brother, Tim, is a major reason she is so passionate about supporting children with disabilities and their families. Through Tim, she learned empathy and if you slow down, listen, and encourage others, they

can flourish. Christy shared a poem that was given to her by Janice Fialka titled, "When I Think of You, An Ode to My Mentor" written by Marianne Novak Houston.

Updates:

The Office of Special Education Programs (OSEP) Visit

The OSEP monitoring visit of the Part C program has been rescheduled and will take place August 3-7, 2020. If the visit is not able to be in person, it will be held virtually.

Director of the Office of Early Childhood Development & Family Education

The Michigan Department of Education (MDE), P-20 System and Student Transitions Division, Office of Great Start, hired Noel Kelty as the director of the Office of Early Childhood Development & Family Education. Noel had been serving as interim director since January, upon Reneé DeMars-Johnson's retirement, and began her new appointment as director on Monday, March 23.

State Budget, 54e funds

The Request for Proposal for a Parent-Implemented Model of Intervention for the Treatment of Autism was released on March 26, 2020. The deadline for applicants was April 9, 2020. A reader session took place on April 15, 2020 and the grant will be awarded in the coming weeks. The work will begin on June 15, 2020 and the scope of the project includes:

- Training at least 60 *Early On* providers in the components of evidence-based, parent-implemented models of intervention for the treatment of autism;
- Conducting a survey of intermediate school districts in the pilot program described under this section after implementation of the parent-implemented model of intervention pilot program to measure the impact of the program; and
- Promoting a "parent-implemented model of intervention" meaning a model in which parents directly utilize individually developmentally appropriate intervention practices with their children to increase the social abilities of children with autism.

State Systemic Improvement Plan (SSIP)

The SSIP report was submitted April 1, 2020 to OSEP. The next phase of the SSIP includes the selection of six to ten service areas who have completed the Child Outcomes Birth to Five (0-5): *Early On* & Preschool Special Education training since 2017. The updated training focuses on working with infants, toddlers, and their families to determine an accurate child outcome summary (COS) rating, building foundational knowledge around social emotional development, and incorporating the COS into the IFSP process.

The service areas selected for this cohort will complete an application/criteria checklist to determine readiness and their desire to be part of the Initial Implementation cohort. They will begin implementing activities and strategies based on what was learned during the first five years of the SSIP.

The Initial Implementation cohort is expected to begin in the summer of 2020 and continue for 18 months. Activities to be implemented include:

- Pyramid Model Train the Trainer Series and Coaching;
- Training on and access to the eDECA—including the state license, electronic assessments, and fidelity checklists;
- Virtual Community of Practice (CoP) meetings for *Early On* coordinators;
- Dissemination of materials with messages about the importance of social emotional development, which include Social Emotional Developmental wheels (MiAIMH *Baby Stages* and Zero to Three *Behavior Has Meaning*) and Growth Charts for use with families in *Early On*, along with fidelity checklists;
- Birth to Five COS Process Manual and webinar to support the integration of child outcomes into the IFSP process; and
- *Early On* Child Outcomes Data Manual and webinar to be used to improve the quantity of data.

Expectations after the 18-month implementation:

- Continue the implementation of the DECA/eDECA with fidelity with identified families.
- Continue integration of COS into the IFSP process.

Universal activities to be offered statewide include:

- *Early On* Child Outcomes Data Manual and webinar to be used to improve the quantity of data.
- Birth to Five COS Process Manual and webinar to support the integration of child outcomes into the IFSP process. In addition, Child Outcomes training will be provided to those service areas who have not had the revised training, with a roll out plan to ensure all service areas are trained within five years.

The next phase of the SSIP work is temporarily on hold due to the COVID-19 pandemic. When the State Coordination and Evaluation Committee feel the time is right to invite service areas to participate, the invitation will be sent. The timeline will be affected.

Preschool Development Grant (PDG) Birth-Five

A full draft of the PDG B-5 Needs Assessment document has been reviewed and accepted by the state's federal project officer team and the federal program office. A final, ADA-compliant document will be available by the end of April. Ten themes emerged in the needs assessment process:

1. There are large gaps in the availability of programs and services for children ages birth through five and their families.
2. A lack of affordable child care is the most pressing need for nearly all families across Michigan.
3. Additional gaps exist in program quality and availability within rural communities.
4. Families in Michigan struggle to find EC programs that meet the needs of children with disabilities.
5. Racial and ethnic disparities also exist in Michigan's mixed delivery system.

6. Program costs and workforce issues limit providers' ability to offer high-quality services.
7. Transition processes are inconsistent across the state.
8. Systems-level collaboration remains a challenge.
9. Data gaps limit the extent to which Michigan can document the quality of service provision in the EC mixed delivery system.
10. Challenges with existing data limits Michigan's ability to understand the number of children served and awaiting services.

A full draft of the corresponding Strategic Plan document is being reviewed by the federal project officers. Three main goals and eight priority areas emerged to address outcome three of the early childhood outcomes (children are developmentally ready to succeed at the time of school entry):

GOAL 1. EARLY LEARNING

Priority Area #1: Engage Families as Partners and Leaders

- Strategy 1.1 – Increase Access to Home Visiting Programs
- Strategy 1.2 – Expand Family Support and Partnership Opportunities
- Strategy 1.3 – Improve Communication and Outreach
- Strategy 1.4 – Eliminate Obstacles to Enrollment and Participation

Priority Area #2: Increase Access to Quality Programming

- Strategy 2.1 – Improve Accessibility and Affordability
- Strategy 2.2 – Support and Strengthen Program Quality
- Strategy 2.3 – Increase Availability and Build Supply of Programs

GOAL 2. ALIGNMENT AND TRANSITIONS (this will be the focus of renewal grant work)

Priority Area #3: Ensure Continuity of Care

- Strategy 3.1 – Strengthen Design of the System to Improve Alignment
- Strategy 3.2 – Increase Opportunities for Shared Learning to Ensure Consistency in Practice
- Strategy 3.3 – Increase Support for Children and Families as They Navigate Transitions

GOAL 3. COORDINATED SYSTEM (this will be the focus of renewal grant work)

Priority Area #4: Advance Equity

- Strategy 4.1 – Promote Equity Through Leadership and Systems-building

Priority Area #5: Strengthen Governance Structure

- Strategy 5.1 – Map the Capacities Needed to Achieve Michigan's Strategic Goals
- Strategy 5.2 – Revise State-level and Local-level Governance Structures
- Strategy 5.3 – Improve Ongoing State and Local Connections

Priority Area #6: Build Capacity of Early Childhood Workforce

- Strategy 6.1 – Elevate Compensation to Improve Recruitment and Retention
- Strategy 6.2 – Advance Career Pathways to Expand for Early Childhood Professionals
- Strategy 6.3 – Strengthen Professional Development Opportunities

Priority Area #7: Leverage Funding to Resource the System

- Strategy 7.1 – Maximize Coordination Across Funding Streams

Strategy 7.2 – Conduct a Cost Study and Propose a Funding Model

Priority Area #8: Improve Data-Driven Decision Making

Strategy 8.1 – Create a Plan to Address the State’s Most Important Unanswered Data Questions

Strategy 8.2 – Establish a Shared Data Environment with New Management Structure

Strategy 8.3 – Foster a Shared Culture of Data Use

COVID-19 Update:

Dr. Scott Koenigsknecht shared that with issuance of [Executive Order 2020-65](#), guidance to the *Early On* field was released from MDE. [The Guidance document](#) requires intermediate school districts to provide learning at a distance for children enrolled in *Early On*.

Dr. Koenigsknecht thanked the Council for their patience and let everyone know the MDE website contains all MDE memos written around COVID-19, along with many resources.

COVID-19 funding for Michigan will include:

1. \$100 million for child care
These funds will be distributed through grants targeted towards child care providers who are providing care for essential workers. Currently, there are around 5,000 applications for the grants.
2. \$390 million from the federal government (Elementary and Secondary School Emergency Relief Fund (ESSER)) to school districts
Ninety percent will be flowed through to schools based on their Title 1 enrollment. A memo was sent to Superintendents on May 1, 2020, announcing allocations. MDE can retain 10 percent of the funds to be used in a discretionary way.
3. Governor’s Emergency Education Relief Fund
These funds may be spent by the Governor on educational needs.

Support Letter for Dr. Shah:

The Executive Committee was asked by Dr. Prachi Shah to write a letter of support for her on behalf of the MICC. *Thrive Before Five: Promoting Behavioral Health for Young Children in Michigan*, executed with Dr. Kate Rosenblum through the *Zero to Thrive* Translational Network, will create an online resource of tools and strategies to support early childhood mental health through and emphasis on early relational health promotion. The Executive Committee discussed and supported Melissa Epstein to write and sign a letter of support, which was included in the MICC mailing to members.

A motion was made by Victoria Martinez and supported by Anne Blankenhorn to approve the actions of the Executive Committee on behalf of the MICC and to support Dr. Shah. Motion passed.

Discussion:

Meghan Schmelzer is the state’s infant mental health coordinator and is interested in partnering with Prachi around this project. Prachi expects to hear about the grant in August and will reach out to Meghan to work together.

Data Ad Hoc Committee:

At the February 26 meeting, the committee reviewed state data from www.earlyondata.com, national data trends, and longitudinal data from www.mischooldata.org. The committee also looked at information shared by Christy Callahan related to universal, targeted, and intensive supports in place around child find. They made recommendations on APR Indicators 5 and 6 Targets and will continue to meet and make recommendations on the remaining Results Indicators which include Natural Environments (2), Child Outcomes (3), Family Outcomes (4), and the State Systemic Improvement Plan (11). Once all recommendations are complete, they will come to the MICC for approval.

Recommendation of targets:

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

Results Indicator Target: 1.27%

FFY 2016-	1.30%	Target-	1.25%
FFY 2017-	1.38%	Target-	1.26%
FFY 2018-	1.27%	Target-	1.27%
FFY 2019-	1.39%	Target-	1.27%
FFY 2020		Target-	1.30%
FFY 2021		Target-	1.32%
FFY 2022		Target-	1.34%
FFY 2023		Target-	1.36%
FFY 2024		Target-	1.38%

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

Results Indicator Target: 3.0%

FFY 2015-	2.60%	Target-	2.7%
FFY 2016-	2.86%	Target-	2.8%
FFY 2017-	3.08%	Target-	2.9%
FFY 2018-	3.26%	Target-	3.0%
FFY 2019-	3.47%	Target-	3.0%
FFY 2020		Target-	3.4%
FFY 2021		Target-	3.5%
FFY 2022		Target-	3.55%
FFY 2023		Target-	3.6%
FFY 2024		Target-	3.65%

Established Conditions List: Formation of an ad hoc committee

This recommendation stemmed from the PIC retreat, when a member noticed the name of a disability category was outdated. A small group of interagency partners met to work on the list and decided there were multiple areas that may need updating and are asking the MICC to form an ad hoc committee to look at the list. Membership will include MICC members as well as those not on the MICC.

A motion was made by Victoria Martinez and supported by Karin Nanos to form an Ad Hoc Committee to review and recommend updates to the current established conditions list.

Motion passed.

The following people would like to be included:

Synthia Britton, Judy Goth-Owens, Victoria Martinez, Colleen O'Connor, and Prachi Shah. Additional people will also be invited to join the ad hoc committee.

National Cohort Family Fellowship Early Childhood Personnel Center (ECPC):

Kristina Donaldson shared an action plan that was developed when she attended a national ECPC meeting. The goal is to create a parent 'portal' or some sort of directory for parents and organizations to go to in order to connect parents to each other and organizations that are looking for parents.

The MICC discussed this and suggested it could be part of something bigger that involved other parent groups to coordinate efforts. Next steps include a small group of people with a passion around this will get together to discuss further. The group includes Cynthia Britton, Kristina Donaldson, Karin Nanos, Nancy Peeler, Barb Schinderle, and Karen Wisinski.

Adjourn:

A motion to adjourn was made by Victoria Martinez.

Motion carried.