

**Early Childhood Special Education Systems Update**  
**Lansing Community College West Campus**  
**May 20, 2011**

**Present:** Kerenda Applebey, Michelle Bahr, Leanne Barton, Lisa Blake, Greg Bodrie, Lynn Bonyngge, Emily Brewer, Lindy Buch, Christy Callahan, Noel Cole, Becky Davis, Susan Dissmore, Bonnie Duthie, Nancy Ely, Mary Grant, Cheryl Granzo, Kelli Jolly, Denise Ludwig, Joanne Masters, Sallie Miller, Lydia Moore, Greg Morries, Michelle Nicholson, Deb O'Neill, Alan Oman, Karlie Parker, Stephanie Peters, Maria Reynolds, Shirely Rose, Stacy Ann Schneider, Kathy Slawinski, Elaine Smiley, Carol VanDenBerg, Rich Van Tol, Vonnie Vanderzwaag and Vanessa Winborne.

Christy Callahan, Kerenda Applebey and Kelli Jolly from Clinton County RESA (CCRESA) introduced themselves as well as Noel Cole, Lindy Buch, Vanessa Winborne and Stacy Ann Schneider from Michigan Department of Education (MDE), Office of Early Childhood Education and Family Services. As a representative of the TA grantee for Early Childhood Special Education, Christy Callahan described the role of CCRESA's Office of Innovative Programs as support on compliance and for Early Childhood Indicators mandated by the United States Office of Special Education Programs (OSEP).

Kelli Jolly explained each service area has a contact for Early Childhood Special Education (ECSE). This contact is responsible for disseminating ECSE information to the field. A small group activity focused on roles and responsibilities of ISDs and ECSE contacts. Each group discussed what roles and responsibilities the ECSE contact would have and communication methods between ISDs and local districts. Kelli collected all responses to compile and send out to participants. The responses are attached.

Noel presented on IDEA, Part B, Section 619, defining the difference between federal and state special education. She provided clarification on children younger than three not eligible for Part B, Section 619, but are eligible for Part C federal special education. CCRESA is the grantee for professional development and technical assistance for early childhood and provides support on compliance for Early Childhood Indicators. They are focusing on outcomes and early childhood inclusion.

Noel issued a disclaimer that this session's information was the most up-to-date that she had available and there could be changes. For instance, percent of time was the measurement for educational environments and now coding is based on hours of service. A decision tree was developed by the National Early Childhood Technical Assistance Center (NECTAC) and modified for Michigan to code Preschool Educational Environments. The decision tree and worksheet are available on the Early Childhood Special Education web site [www.michigan.gov/ecse](http://www.michigan.gov/ecse). The Preschool Educational Environment data

are not reported in Annual Performance Report (APR) yet but data are reported to the federal government.

Noel shared a brief history of the Expanding Opportunities group. It was founded two years ago (2009) through a technical assistance grant from NECTAC to address barriers preventing inclusion and to move forward due to and in spite of changes in law. The group has representation from the whole spectrum of special education with representatives from the Developmental Disabilities Institute (DDI), Head Start, Early On, Early Childhood Investment Corporation (ECIC), Childcare Licensing, higher education and parents.

Expanding Opportunities, along with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Joint Position Statement, have helped lead the way for inclusion. Since the Expanding Opportunities initiative began, there have been several examples of inclusion throughout the state.

Some members of the session shared their success stories on inclusion. Gratiot-Isabella now works with Head Start to help enhance relationships and work together to promote inclusion. Ottawa Head Start and Great Start Readiness Preschool (GSRP) developed an RtI model for five sites. Newaygo RESA houses full inclusion with tuition ECSE, GSRP and Head Start together. Therapists go to classes to provide services with embedded instruction. Midland RESA supports inclusion with GSRP and Head Start programs.

It was suggested that those who want to work on an inclusion initiative to remember that it requires lots of pre-planning (about two years) and to look at other models to see what is working. Quality planning and professional development ahead of implementation is essential. ISDs who have implemented models emphasized that districts can't wait for everything to be perfect. It is common that when money is tight for everyone to move into their own silos and away from collaboration when collaboration and coordination is more essential.

Noel reviewed the 2009-2010 Least Restrictive Environment (LRE) data. This data is not in the APR but is reported to the federal government. The codes are not in the Michigan Compliance Information System (MI-CIS) or Michigan Student Data System (MSDS) yet but should be by July 1<sup>st</sup>. There is a webinar available on the MDE ECSE website on collecting and reporting new measurements, [www.michigan.gov/ecse](http://www.michigan.gov/ecse). There is only one entry per child, per year. For consistency this should be done at yearly IEP. There has been no guidance from OSEP on LRE data yet. This year will be baseline data.

Noel discussed preschool outcomes. This will be a targeted area for CCRESA next year. The seven approved assessments have been aligned in the manual. The manual is being revised to be user friendly and will be available early this summer. There have been changes such as the removal of bubble sheets and data are now being entered in MSDS.

Key points on Early Childhood Outcomes were discussed. Part C exit data does not have to be Part B entry data. There needs to be a focus on assessing and curriculum-based assessments and not so much on testing. The data for this is in the MI-CIS strand reports for local districts. Starting the 2011-2012 school year, results transmittals will be required if local districts are not meeting any one of the targets. Out of 252 local districts this year only 57 met state targets. Data can lead to program improvement and better service for children.

Michigan is improving in Early Childhood Transition. There are approximately three states that have met the 100 percent achievement target on this. For transition it is essential to understand rules and to communicate and collaborate. There is emphasis placed on ECSE Indicator B-12 and Part C Indicator C-8 overlapping. CCRESA has done webinars on this and they have been recorded for later use and are available on their website at <http://eotta.ccreesa.org/>.

In closing, Noel encouraged everyone to visit the DEC website at [www.michigandec.org](http://www.michigandec.org) for information on professional development, advocacy activities, updates on policy and more.

The next ECSE System Update will be in September and will be in webinar format. Dates, times and contact information will be shared on the ECSE listserv and through CCRESA.