



Montcalm County

Montcalm County Great Start Collaborative

Agenda

6/3/2020

11:30 am -1:00 pm

Join Zoom Meeting:

<https://us02web.zoom.us/j/84708634490?pwd=azRhamlINnNQNIUUTJyYi9pc2Rmdz09>

Meeting ID: 847 0863 4490

Meeting Password: 7EmYRw

- I. Call to order:
- II. Welcome & Introductions:
- III. Public Comment:
- IV. June Agenda Approval:
- V. December Meeting Minutes Approval
- VI. Director Report: Cari O'Connor
- VII. New Business:
 - A. Montcalm Care Network Infant Mental Health: Tara Allen
 - B. United Way COVID 19 Update: Haley McLean
 - C. 2020-21 GSRP Implementation Plan & Documents *Action: Cari O'Connor
 - D. Early On Grant & Data Review *Action: Teresa Boyer
- VIII. Old Business:
 - A. Dolly Parton Imagination Library update
- IX. Committee Reports:
 - A. Executive & Communication: Karen Marsman
 - B. Early Care & Education: Mindy Train
 - C. Family Wellness: Karen Marsman
 - D. Parent Leadership: Chelsa Eggleston
- X. Roundtable Updates:
- XI. Adjournment

Next Meeting Date: August 5th, 2020 11:30 am – 1:30 pm at the MAISD 621 New St Stanton

**Please see our website for the most updated calendar information at www.GreatStartMontcalm.org.



Montcalm County

Montcalm County Great Start Collaborative

Minutes

2/5/20

I. Call to order:

Marsman called the meeting to order at 11:35 am

II. Welcome & Introductions:

Present: Faith Brophy, Kristen Bross, Renae Caudill, Chelsa Eggleston, Jessica Higley, Claire Hopkins, Liz Ingraham, John Johansen, Kayla Johns, Dena Kent, Brendan Mahar, Karen Marsman, Haley McLean, Lillie McNeil, Tarin Minkel, Cari O'Connor, Nancy Secor, Melanie Steiner, Roger Thelen, Mindy Train, Tammy McCracken

III. Public Comment:

None

IV. Agenda Approval:

Motion to approve the February MCGSC agenda was made by John Johnson motion seconded by Chelsa Eggleston, all voted in favor, none opposed

V. December Meeting Minutes Approval

Motion to approve the December MCGSC minutes was made by Renae Caudill motion seconded by Lillie McNeil, all voted in favor, none opposed

VI. Director Report: Cari O'Connor

Preschool Applications for 2020-21 school year: We are still taking applications for 2019-20 through April 1 2020 we have a scattering of random openings as families relocate. Good to go to enroll any of the 9/2/19-12/1/19 birth dates per legislation to fill open spots. 2020-21 Application is out and alive on the MCGSC website! Please connect all three and four year olds that you can!

Planning in place for the 2020 Kindergarten Round Up: Local districts have agreed to support us by adding this form to their Kindergarten registration packets. We are hoping this will help us to hit the 80% target for parent participation. We have a need for parent support! We need to have parent's man booths at these K round up events and in some cases; we do not have enough parents to do this! Please see Cari if you are able/interested. We have honorariums to support these endeavors.

Love & Logic: First class for this Fiscal Year is scheduled at the MACC. Please help spread the word. We will be holding another class most likely closer to May, then Sept. We are in transition with our Love & Logic facilitator. More information to come!

Math Task Force: Math Essentials Pre K – 12th grade documents have been released. On line, guidance modules have been released and additional professional learning opportunities are unclear, as the proposal to the Governor's office did not make it out in the State of State. Discussions to attempt to have a supplemental to support are continuing as professional Development

<https://www.gomaisa.org/organizations/general-education-leadership-network-geln/math-task-force/>

Talking is Teaching Materials: <https://talkingisteaching.org/> we would be happy to support anyone who is interested in sharing talking is teaching materials. Our TAG grant allowed us to complete the steps in becoming a Talking is Teaching community. We have been sharing these materials at our events with parents. Please connect with Chelsa if you have a desire to learn more! Campaign that is part of Too Small to Fail. Talking is Teaching: Talk, Read, Sing" is a public awareness and action campaign that helps parents recognize their power to boost their children's early brain and vocabulary development through simple, everyday actions - like describing things while walking outside, or singing songs together during bath time. Using books, parent videos, text messaging, social media, and information from expert partners,

Staff Transitions at MASID: Superintendent Update, Early Literacy Coaching supports update (one plus EOL), Early Childhood Specialist updates (.5 change)

Support & Recognition:
GACF: DPIL supporters
Seiter Staff and students: DPIL Penny War project! BIG KUDOS to them
Volunteers for TAG events: thank you for stepping up!

VII. New Business:

A. Have Mercy: Kim Cain

FAQ Interim House Sheet attached
3 families were placed in housing in December
2019 54% came out of homelessness and 3.7% went back into homelessness

B. Michigan WORKS: Abigail Stalker

PowerPoint attached
<https://vimeo.com/330024882/e217a897e0-> Deeper look through community members, how Michigan Works is there for them

C. MCC President: Dr. Stacy Young

Joined MCC on January 2, 2020 as the sixth president
Focus is on education revolution, what this generation of students want

VIII. Old Business:

A. Dolly Parton Imagination Library update

Current children enrolled 1,080
Endowment fund update: As of 12/31/2019:
Ending balance: \$6,402.80, Contributions: \$5,800, Interest and dividend income: \$127.68, Appreciation of assets \$475.12

B. Early On Local Interagency Coordinating Council (LICC):

See Report attached

IX. Committee Reports:

A. Executive & Communication: Karen Marsman

No report, did not meet in January

B. Early Care & Education: Mindy Train

No report, did not meet in January

C. Family Wellness: Karen Marsman

No report, did not meet in January

D. Parent Leadership: Chelsa Eggleston

January PC presenter Jo Anderson- Busy Hands, Busy Brains

X. Roundtable Updates:

- Karen Marsman- Indoor garage sale, 2/7/20- all season clothes and baby/toddler gear. New pilot program, Alpha on the go will be going to apartment complexes and offering on site parenting classes
- Lillie McNeil- GSQ trainings, available through miregistry:
 - Supporting Families Experiencing Homelessness: How Child Care Providers Can Help- February 19, 2020, Mt. Calvary
 - Music Boxes and Your Teaching Style: A Look at Personal Bias with Julie Sizemore- March 14, 2020, Seiter Education Center
 - Baby Doll Circle Time with Elizabeth Villaverde- March 14, 2020, Seiter Education Center
 - Infant Toddler Conversations with Lillie McNeil- March 26, 2020, Flat River Community Library
 - Expanding Infant Toddler Communication- March 26, 2020, Flat River Community Library
- Jessica Higley- Currently hired a Foster home licenser for Montcalm and Ionia Counties. 18 CPS workers, 7 Foster Care workers
- Tammy McCracken- RAVE is updating the kitchen and children's playroom. Looking for individuals to help with the renovation project.
- Claire Hopkins- Darkness to light prevention at the Greenville High School on February 10, 6:30-8:30. February is teen dating violence awareness month. Canvas and Cocktails Fundraising Event held for us on February 29th from 4-6pm at the Ionia Moose Lodge
- Haley McLean- collecting new socks, and undergarments, and bedding for our local shelters. Drop off locations in Montcalm and Ionia Counties at the following financial institutions:
 - Mercantile Bank of Michigan - Belding, Ionia, Howard City, Vestaburg, and Lakeview Branches
 - Independent Bank
 - Michigan One Community Credit Union - Ionia, Carson City, Greenville
 - Community First Federal Credit Union – Lakeview
- Tarin Minkel- During spring break there will alternative spring break activities free across the county. There is a new contact for 4H kids day
- Kayla Johns- Received a grant to offer basic need essentials for families
- Dena Kent- Flu shot is still available at the health department
- Brendan Mahar- March 10th primary is approaching, 2 mileages
- Faith Brophy- Maternal depression month, resources available to hand out to families

XI. Principles of Collaboration and Feedback:

Questions/thoughts for Have Mercy:

- Learned new info, thanks
- Didn't know it existed planned to share in my trainings
- Loved hearing about homelessness and how it differs from an emergency shelter

Questions/thoughts for West Michigan Works:

- Great job
- Loved hearing different services offered. Looking forward to reaching to partner to services in this community

- If someone participates in a program and does not follow through, are they eligible to utilize services again in the future?

Questions/thoughts for MCC President Dr. Stacy Young:

- Welcome
- Love our thoughts and where MCC is heading

Highlight Presentation Suggestions:

- Panel explaining MCGSC, Early On, EightCAP
- Families against narcotics Ionia/Montcalm
- WIC
- Parents perspective/thoughts/reasons why their involved and what they would like to see would be helpful
- New requirements for Medicaid

Thoughts/needs that you have on your participation with MCGSC today:

- Really enjoyed the presenters and learning more resources in our community, thanks for all the work you put into making these happen

XII. Adjournment

Marsman adjourn the meeting 1:00 pm

Minutes recorded by: Mindy Train

Next Meeting Date: April 8, 2019 11:30 am – 1:30 pm at the MAISD 621 New St Stanton

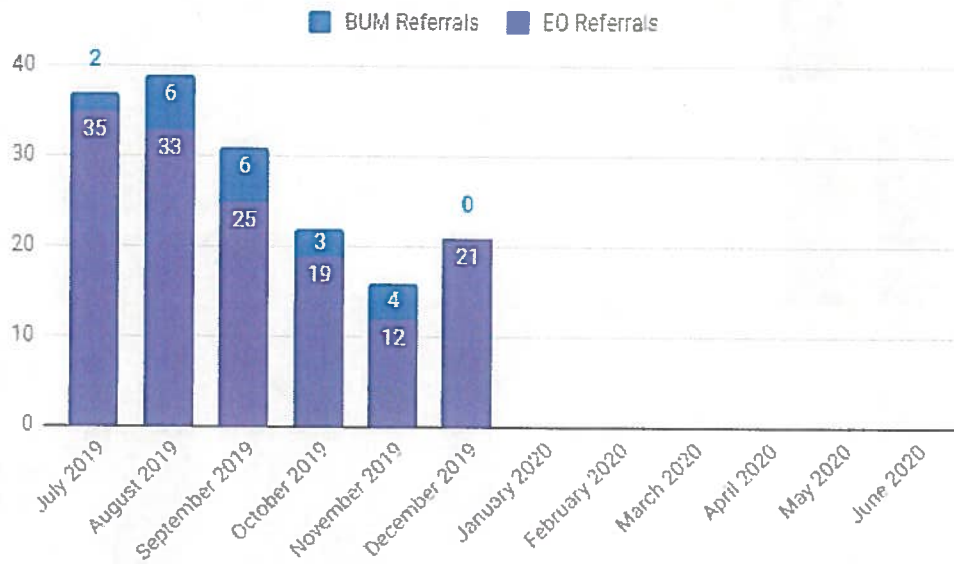
**Please see our website for the most updated calendar information at www.GreatStartMontcalm.org.



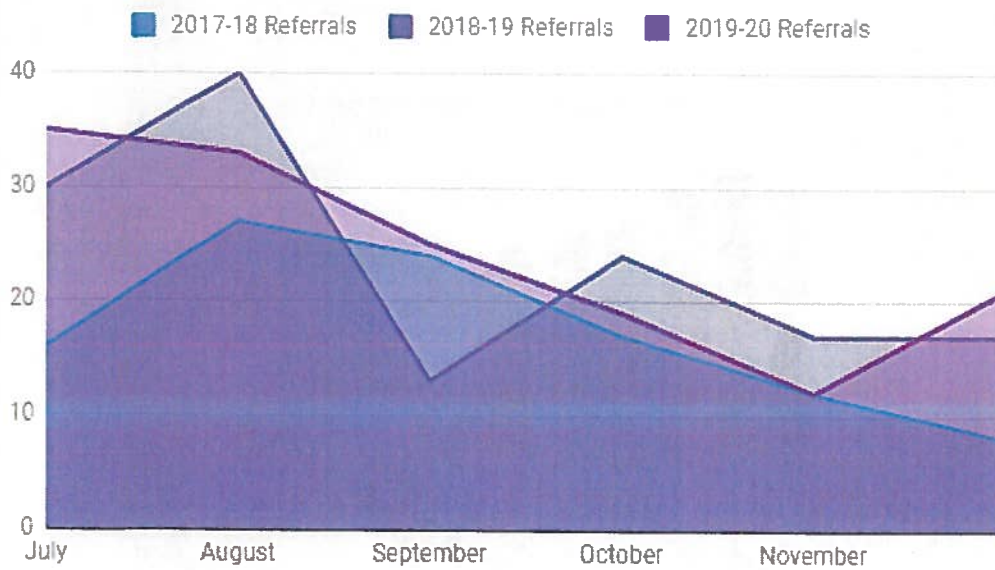
Early On LICC Report: February 2020

Referral Data

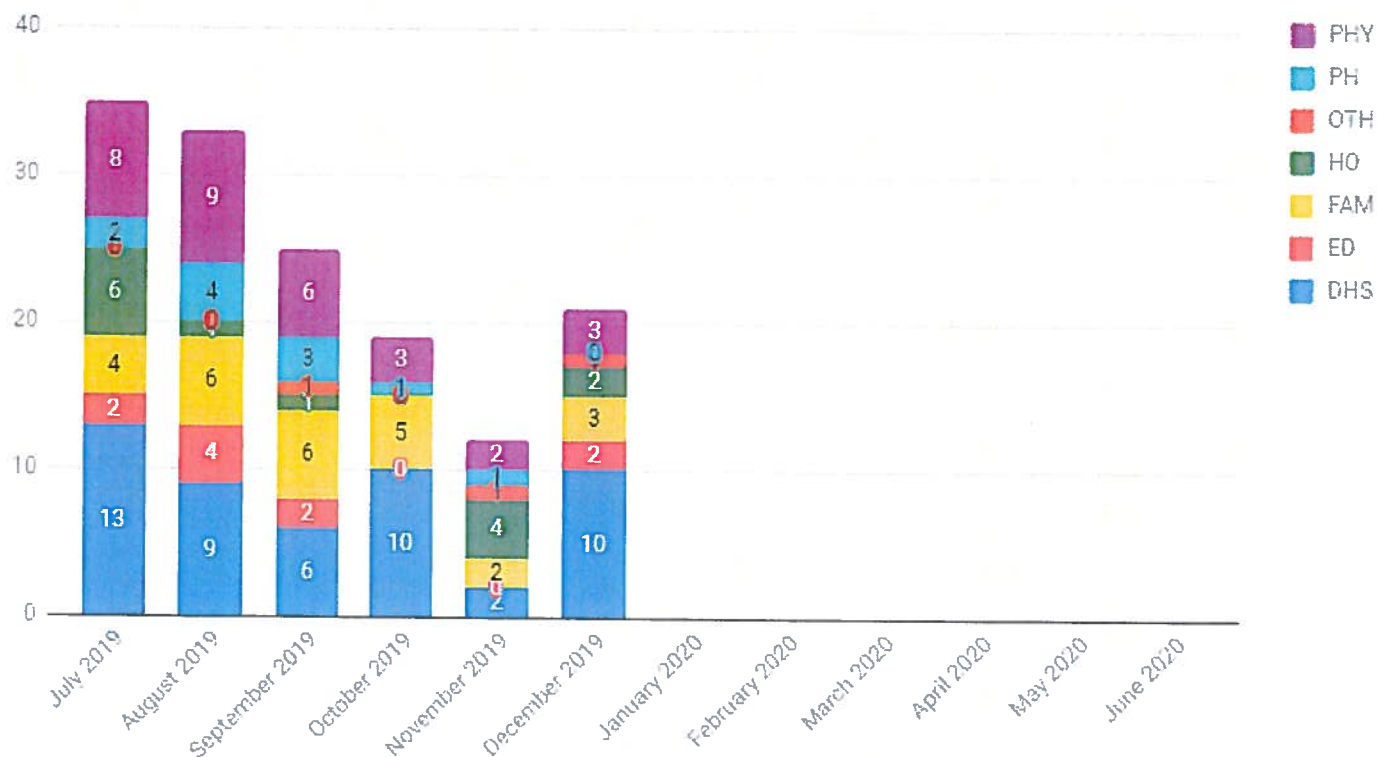
EO Referrals and BUM Referrals



Referral Comparison



Referral Breakdown by Referring Agency

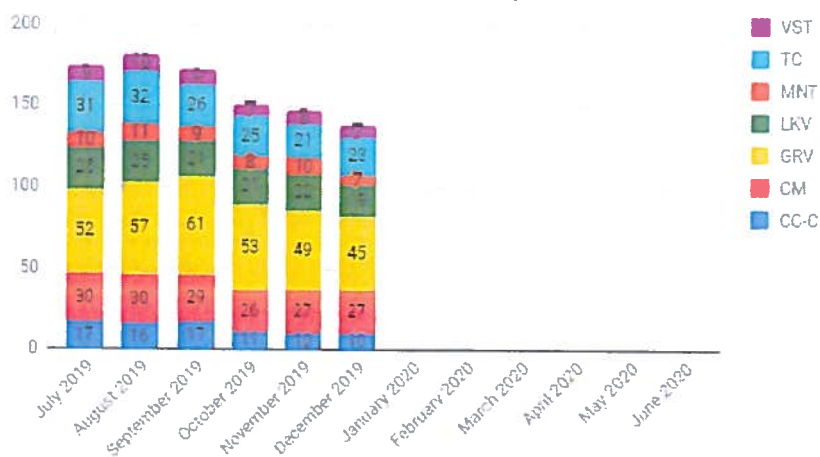


ACTIVE STUDENTS in 0-3 Early On and PCLG (Early On with Special Education):

Month	Total Number of 0-3 Students
July 2019	174
August 2019	181
September 2019	172
October 2019	151
November 2019	147
December 2019	138

2019-2020

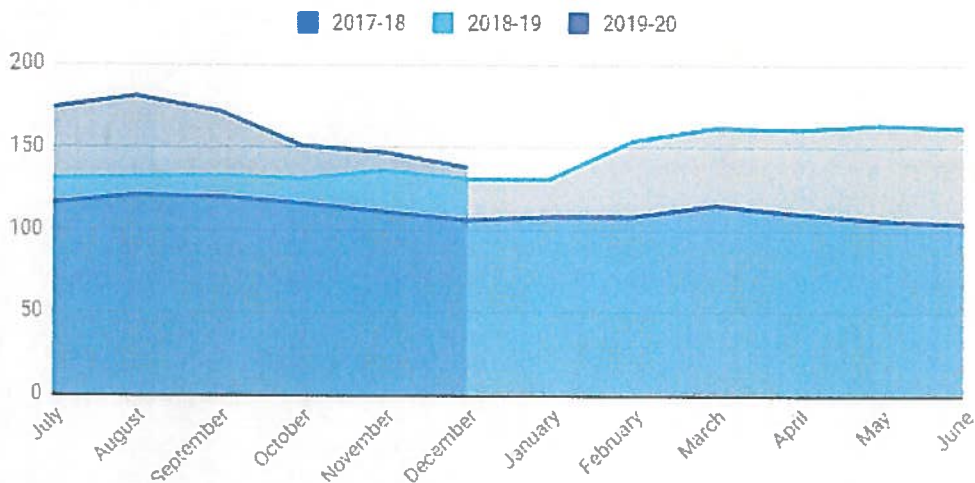
Active EO/PCLG Students per District



Comparison Active Students Per Month

	2017-18	2018-19	2019-20
July	116	131	174
August	121	132	181
September	120	133	172
October	116	131	151
November	111	136	147
December	106	131	138

2017-18, 2018-19 and 2019-20 Active Students



PROFESSIONAL DEVELOPMENT:

- Preparing for General Supervision Monitoring
 - Aligned our file review and process checklist with the GSM Audit Form
 - Will complete a file review internally at the end of January to determine what else we need to add, adjust, change to our processes for compliance AND best practices
 - GSM Audit form Attached
 - Montcalm Early On Process Checklist attached

STAFF EVALUATION:

- Trialing a tool specific for home visiting (Early interventionist)

GRANTS:

- 54D fully submitted
 - Conscious Discipline
 - Part time COTA
 - Part time PT
 - Future Considerations:
 - Professional Development
 - Sending parents to the Early On Conference

AUDITS:

- Anticipating onsite General Supervision Monitoring
 - Preparing internally

RESOURCES:

- Need more developmental wheels, Early On Pamphlets or other Materials? Email Christy Healy at chealy@maisd.com
- Interested in having an Early On Staff Member come speak to your organization? Email Teresa Boyer at tboyer@maisd.com

Have Mercy

Interim Housing FAQ Sheet

Does Have Mercy provide emergency shelter? Yes. We provide emergency shelter in Montcalm, Ionia, and northern rural Kent County by utilizing local motels for those with nowhere else to sleep that night. We offer interim housing for people who need more time and assistance to solve their homelessness.

What is interim housing? Interim housing is a temporary in-house program that provides up to 90 days' shelter to homeless individuals and families. After intake, a bed or family unit is assigned and is assured for the duration of their stay.

Is this an emergency shelter? No. Emergency shelters operate very differently than interim housing. They have a nightly intake process until all beds are full. Everyone sleeps in an open environment and then must leave in the morning. A bed is never guaranteed. People can live there on a night-to-night basis for many years.

Can I move in today? Possibly, depending on timing, schedules and open beds/units. Most likely, you will receive at least one night of emergency shelter in a motel and have a follow up appointment with a case manager the next day.

What happens at the appointment? We'll go through all housing options you may have and do paperwork, including a background check. This is mandatory for all adults.

Why do you require a background check? Because our adult facility is mixed with males and females in a communal living environment, we need to guarantee the safety of everyone that stays there as well as the safety of the children at the family facility.

Will my felonies disqualify me? Not necessarily. We screen for violent and sexual felonies that may pose a threat to others in the adult or family facilities. Other felonies and misdemeanors usually do not have any effect on your eligibility.

Can my significant other stay with me? Yes. In the adult facility, we are limited to three rooms for couples. If those rooms are full, you may be split from your significant other and both will be assigned a bed in another section. If that happens you will be placed on a waitlist for a couple's room and moved when one opens.

Can my kids stay with me? Yes, if your children are homeless with you or you have split visitation, and they are under the age of 18.

Can my kids come for visitation? Yes, if you are staying in the family facility and your children are on your case. No, if you are staying in the adult facility. You must arrange to meet them elsewhere while you are staying there.

What if I'm homeless with adult kids? If everyone is over 18, you will be sheltered at the adult facility based on available male and female beds. You will not necessarily be roomed together. If you have older children and also have a child under 18, your family will be sheltered at the family facility.

Can my pet come with me? Usually yes. Your pet must be homeless with you at the time of intake. It must be safe to be around others, healthy, house trained, and not have fleas. We will help you with a vet visit if necessary. If your pet does not qualify to be with you, we can work to find a temporary safe place for them and reunite you and your pet when permanently housed.

Can I have visitors? No. For everyone's safety and privacy, guests are not allowed. However, others may pick you up or drop you off and you are free to have visits with case managers, probation officers, or counselors in the facility.

Is food provided? There are no prepared meals and you are responsible to cook for yourself. We bring in food from our pantry so there is always food available for those without a Bridge Card or money. Refrigerators are provided in each room for your personal food.

Do I have to share a room? Yes, unless the number of guests is low enough for you to have your own room. Careful thought is taken in considering who is roomed together to ensure compatibility.

What can I bring with me? You can have enough clothes and personal possessions to fill two plastic totes in your room. We have a small storage area and can store one large suitcase for you. We recommend you find a friend or family member to keep most of your possessions or rent a storage unit for large quantities of possessions. See the list What to Bring/What not to Bring for more details.

Who has access to my things when I'm gone? In the adult facility, you will be in a semi-private room with one (or more) roommate(s). You will be assigned a

personal locker and padlock for your valuables and any prescriptions. In both adult and family facilities, your room/unit will be routinely checked for cleanliness by staff and may be randomly searched for drugs and alcohol by staff and/or a police K9.

What about Bed Bugs? We heat treat your possessions to kill all pests and to prevent flea, roach and bed bug infestations. We have also taken extensive measures to prevent bed bugs in each room. We check for and treat head lice as necessary.

Do I pay rent? No. While you stay with us you do not pay rent to us, but you should be saving funds to move into your new home!

Is there a curfew? Yes, for the adult facility the doors are locked for the night at 11 pm. Each guest also needs to sign in for each night they are in residence.

What happens if I am not there overnight? Each guest has the option of two excused overnight absences. Absences longer than two nights or random unexcused absences will indicate you have somewhere else to stay and may result in discharge from the program and the loss of your bed.

Can I be kicked out? Yes. If you are found to have drugs, alcohol, or weapons on the property we will discharge you immediately. Other offenses, including but not limited to, threats of violence/actual violence to staff or other guests and malicious destruction of property will also lead to immediate discharge from the program.

What if I work nights? We promote a quiet atmosphere in the residential area as we do have people that work all shifts and need to sleep at different times. Cooking, dining and tv time are done on the lower floor.

How long can I stay? This is a 90-day program that is designed to help you get back to self-sufficiency and is broken into three 30-day increments. You must be actively working on your housing goals and consistently meeting with our housing specialist to qualify for an extension at 30 days and 60 days.


Does my income or credit affect my stay? No. However, they do affect your housing and they will be addressed in your housing plan and goals as you work toward self-sufficiency.

Do you help with transportation? Yes. If staff have the availability, we can help with transportation to medical and housing appointments and court dates.

Can I do laundry? Yes, in the adult facility you will have assigned laundry days. In

the family facility, we will exchange your bedding weekly with clean bedding, but you are responsible for your personal laundry.

Do I have to work or volunteer? Because idleness can lead to depression, our motto is “Everyone Works!” Your number one responsibility is to find housing. However, we expect you to either have a job, be looking for a job, find a place to volunteer, or help us keep the facility clean in your spare time.



Creating a diverse and qualified workforce
for West Michigan

Montcalm Human Services Coalition
December 4, 2019

Demand-driven = Solutions-driven


WE ARE
SOLUTIONS-DRIVEN
AND FOCUSED ON
RESULTS

We serve our communities best by providing a
well-prepared and skilled workforce for local industry

Our approach is Proactive, Integrated, Sustainable.



Workforce Development in Michigan



16 MICHIGAN WORKS!
AGENCIES

West Michigan Works! is *not*...

~~The
Unemployment
Agency~~

~~Funding
Agency~~

~~System for
Low-Skilled
Job Seekers
Only~~

Services for Job Seekers

- Internet-based job search
- Access to
 - Talent Connect
 - Employability workshops
 - Job Blast
 - Labor Market Information
- Connection to resources

Services for Job Seekers

- Skill & career assessments
- One-on-one career development & job coaching
- Scholarships for in-demand careers
- Support services to remove barriers to work
- On The Job Training and Apprenticeships

Services for Youth

- Youth ages 16-24
- Tutoring, mentoring, career development
- Resume development, job search assistance
- Paid work experience
- Occupational skill training
- Leadership development
- Support services

Programs for Eligible Job Seekers

- **Trade Adjustment Assistance:** training, resources and support for workers affected by shifts in production outside the U.S.
- **PATH (Partnership, Accountability, Training, Hope):** employment services for individuals receiving cash assistance
- **RESEA (Reemployment Services and Eligibility Assessment):** reemployment services to help UIA claimants find new employment as quickly as possible

FREE ADULT EDUCATION CLASSES

- High School Diploma
 - Online Classes
 - GED Preparation
- Study before you take the GED tests

ENROLL TODAY!

Stop by or call West Michigan Works!
114 S Greenville W Dr - Greenville, MI 48838
616-754-3611
501 W Main St - Kalamazoo, MI 49006
616-389-8525



MiCareerQuest

- 9,000 students from more than 89 schools throughout West Michigan
- More than 100 employers highlighting 150+ high-demand careers
- 800+ volunteers

Sign Up for The Weekly Hot Jobs! Email

Want more job openings at your fingertips? The Weekly Hot Jobs! delivers current employment opportunities and hiring needs information to your inbox each week.

[See this week's Hot Jobs!](#)

Name *

First

Email *

County of Residence

Submit

Workshops & Hiring Events

West Michigan Career offers a variety of free events to help you take your next step to a new career. Whether you are looking to sharpen your business skills or meet an employer who is hiring, we have options for you.

[View Events](#)

Want to download a monthly calendar of workshops? Click each listing below to view or print the calendar.

Workshop

Event

Calendar

Registration

Print



**Great Start Readiness Program
Intermediate School District (ISD)
Funding Application
2020-2021
Great Start Collaborative Endorsement**

Name of ISD: Montcalm Area ISD

The local Great Start Collaborative (GSC) continues to be involved in collaborative efforts of the Great Start Readiness Program (GSRP) and its community partners to plan for effective use of funding to meet the needs of the local community, e.g., program options, transportation, etc. The GSC engages in discussion with the ISD about local data on poverty, number of eligible resident children, existing preschool programming and efforts to strengthen regional capacity to meet the local need for GSRP. The GSC endorses an ISD which partners with the GSC in strategic efforts to provide high-quality preschool, fostering school readiness and life success to families residing within the GSC region.

The GSC has received this ISD's assessment of community need for the grant, efforts to strengthen regional capacity to meet the local need for GSRP along with discussion on a description of the process the ISD will use to determine how awards will be made to LEAs and community-based agencies that will provide GSRP. The GSC responds as follows:

☐ **The ISD Assessment and Plan Has Been Reviewed** - The GSC has reviewed/looked at the proposal. This designation acknowledges GSC awareness of the proposal, but does not comment on the proposal's suitability, and may be used when the prospective ISD provides insufficient time for review of the proposal.

☒ **The ISD Assessment and Plan Is Endorsed** - The GSC assures the proposal builds additional program/service capacity needed in the community and is part of an integrated delivery system.

Name of Great Start Collaborative: Montcalm Area ISD	Date:
Signature of Chair or GSC Director:	Date:
Printed name of person signing: Karen Marsman	Date:



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”)

Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections.

Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: 4/27/2020

Name of District: *Montcalm Area Intermediate School District (MAISD)*

Address of District: *621 New Street, Stanton, MI 48888*

District Code Number: *59000*

Email Address of the District: *rthelen@maisd.com*

Name of Intermediate School District: *Montcalm Area Intermediate School District*

Name of Authorizing Body (if applicable): *n/a*

This Assurance document needs to be returned to your Intermediate School District or, for Public

School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: 4/27/2020

Name of District: *Montcalm Area Intermediate School District*

Address of District: *621 New Street, Stanton, MI 48888*

District Code Number: *59000*

Email Address of the District Superintendent: *rthelen@maisd.com*

Name of Intermediate School District: *Montcalm Area Intermediate School District (MAISD)*

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35, a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets, online learning platforms and/or tele intervention. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will

need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to developmentally appropriate/grade-level/course textbooks as needed to complete their work.

Our career center staff is using Google Classroom to post work for students to do while at home. Google classroom is a platform that students used while in class, so there will be very little learning curve to continue using that platform. We have ensured that each student has a device and internet access at home. For those students that don't have reliable internet, we are mailing packets to their homes weekly.

Our early college teachers are using Canvas, which is the platform that early college students are familiar with. They will also be assigned practice time on Khan Academy. They were using it previous to the shut down, so they already have accounts and are familiar with how to use it. The Internet is less of an issue for our early college students because their parents were aware from the beginning of the program that internet at home is almost essential for college students, and they made sure they obtained that many months ago. We surveyed our students, and they are all able to get work through that medium. Students will not be penalized for their inability to fully participate.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

MAISD will facilitate continuity of learning that prioritizes relationships with students and families as foundational. Supplemental, enrichment, and reinforcement learning opportunities will be provided to students and families after the relationships and resources to support academic growth are established through information finding. We will build student-centered and specific Contingency Learning Plans (CLP) for each student with an IEP. A few examples of "methods" to keep students, families and relationships at the center include a remote learning student/family contact log, individual student activity and documentation logs, phone calls, Google check-in and check-outs. School Messenger specific alerts will also be utilized to maintain connections with students and families. Special Education teams will be expected to make contact with every student as identified through the student's CLP or Individualized Family Service Plan. This may be done through the use of technology (for those that have access) such as Google Hangout, through an alternate form of virtual meeting or through weekly phone calls. For students with technology access, teachers will also make sure to communicate multiple times each week through the instructional platform (Google Meet, Google Classroom, Zoom, private Facebook groups), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

We will encourage relationships between students by positive staff interactions and staff "reach outs" to students and families. Through staff activities, MAISD will keep social emotional connectedness and restorative practices at the center of all interactions.

CTE and early college staff are keeping a contact log to record their phone calls, emails, Facebook messages, text messages, and other contact types with their students and families. The early college staff is also using Microsoft Teams to have face-to-face meetings with their mentees on a weekly basis.

Both the career center staff and early college staff are working hard to keep those personal connections with students so they can remain aware of each student's mental and emotional health. The weekly Microsoft Teams meetings with mentees are strictly to chat and check in on them. They are not being used for presentation of material. That is being done through the online platform.

MAISD MACC GSRP Summary of Activities Required for Continual Learning Strategies during COVID-19 School Building Closure

MACC GSRP staff will provide continued coaching opportunities for all families enrolled in GSRP MACC classroom including but not limited to

6 weeks of lesson plans with daily learning opportunities identified and will be provided to families in at least 2 formats to each GSRP family weekly. Supports included within these lesson plans are as follows: video sharing specifically on “How to do activities in the lesson plan for each day”, child as lead activities and examples which includes parent question examples for “Daily Question” support, resource information of where to find more to dos and high quality at home learning information. Monthly support calendars (literacy and Conscious Discipline) will also be provided to each family. Supports for speech, literacy, and OT are embedded into each of the lesson plan opportunities. Daily Journal activities will be provided with options for learning and how the child can demonstrate mastered skills. Scholastic supports are promoted as well (calendar and literacy at home reading program).

MAISD MACC GSRP teaching team will provide lesson plans for 20 minutes a day/4 days a week/ for a 6 week timeframe. Plan of support for all GRSP students is in place for the timeframe of April 27th through June 1st; 2020. Learning Kits were mailed which included Talking is Teaching Math at home activities, 3 high quality books, and a copy of the MACC GSRP 6 week lesson plans. These plans include learning opportunities for parents at 20 minutes per day; 4 days a week. Materials needs identified with each family were provided in the Learning Kids as well (the materials provided were dependent upon families unique needs and could be paper, scissors glue, pencils etc.). Teaching teams have used the week of April 20th to conduct needs assessments with families, problem solve technology issues, and share messaging about what expectations are for the next 6 weeks of GSRP instruction virtually.

All MACC GSRP Teaching Team members will participate in posting recorded Read Alouds during the week. Lesson Plans include the Read Aloud activities and is a regular part of the lesson plan assignment. Teaching Teams will start out with a Read Aloud once a day and tapering off toward the end of the school year.

One virtual support activity is being conducted via Zoom virtual platform. MACC GSRP's plan is to do a Zoom dance party with all families on May 15th, 2020. Attendance will be recorded in the Attendance tab in Drop Box 2019-2020 file.

Virtual Office Hours are scheduled on every Friday from 1pm – 2pm

All teaching team members will capture (via virtual experiences) and record evidence in My Teaching Strategies tool. Teaching teams will continue to ask parents to send evidence such as photos in texts, emails, phone calls, and newsletters. Teaching team will continue to send a weekly newsletter to all families with local resources and requests for documentation participation to support student progress and growth documentation. Activities will focus on partnering with parents to support reliable data in order to conduct assessment activities to measure student growth and program effectiveness. Teaching Teams will have one Data Team meeting to support conversations around student, teacher, and classroom growth for the 2019-20 school year.

Teaching teams will continue to communicate with families using several modalities. Teaching teams will call and text families who are not able to engage with scheduled online learning opportunities. Part of this process will be ongoing needs assessment to address barriers to learning. Text messaging is being used successfully. So far there are no barriers to technology that we have not found solutions for. We did provide a hotspot to one family. Teaching teams will continue to follow up with those families that are not connecting.

Early Childhood Contact will make efforts to obtain Kindergarten through 2nd grade feedback form "K-2 partners". Any information that is able to be gathered will be submitted via Drop Box.

MACC GSRP teaching teams will support transition to Kindergarten and other preschool placements as decided in collaboration with the parent. Teaching teams will acquire and provide contact information for families identified districts for Kindergarten schools of choice and kindergarten registration, specifically school of choice information as identified. Virtual Home visit focus will be following up with parents to see what they need for a successful Kindergarten transition. IEPs have been scheduled for all students. All contingency plans are done. Joint Recruitment applications are done for all eligible students. Joint Recruitment applications will be processed at the community level.

MACC GSRP teaching team's work will be documented in lesson planning documents, My Teaching Strategies anecdotal record keeping activities, videos, posts, virtual event attendance recorded, and communication log documentation. This information will be provided in the End of Program report to be included in the binder turn in process to ECC. The EOY report will be provided from ECC to program directors on May 1st, 2020. All teaching team members' activities to support continued learning must be documented. Current teaching team members participating. Kristi, Suzanne, Monique, Andrea, & Matt, (ECS support: Mary Shallman) MSDS information must be submitted in google doc spreadsheet on or before the determined end of program date (June 2, 2020).

All MACC GSRP teaching team members will complete on line **identified professional development in My Teaching Strategies (MTS) and Creative Curriculum**. This means that both Lead and Associate Teachers must have a certificate of completion for Creative Curriculum and reliable rater status for My Teaching Strategies. Copies of certificates of completed trainings specific to these identified curriculum and assessment tools must be in the end of program report provided to the ECC via the binder. At this time there are no needs identified in this area. MI Registry 4 hour trainings will be completed for all teaching team members before the end of program (June 2, 2020).

MACC GSRP teaching team will conduct a virtual End of the year home visit with each child and family. Zoom will be used and documentation will occur using the Home visiting form. This family connection will focus on kindergarten transition support, support to parents as their child's first and best teacher, summer learning kit review, provide parents data based feedback on child's growth, and other educational components as deemed necessary by the teaching team to support a successful Kindergarten transition. Scheduled for end of May/beginning of June.

MACC GSRP Required Elements Checklist

Provide Coaching:	Used template to document parent contacts.
Lesson Plans	Monday-Thursday Lesson plan. Teaching team decided to use the resources; we have shared on Facebook and pair it with MTS. Use 4 activities for the week. Add a weekly movement and a weekly outdoor activity with it. Starting week of April 27 thru the week of June 1 to send out lesson plans to parents.
Read Aloud	We have enough material to send out two a week. Determined that YouTube was the best way to share those videos.

<i>Conduct one virtual Support</i>	<i>Dance Party – using go noodle</i> <i>Date: May 15</i>
<i>Office Hours</i>	<i>Friday 1:00-2:00</i>
<i>Capture and Record MTS</i>	<i>Remind parents that they can send pictures and notes. Also, Parents can upload observations to MTS.</i>
<i>Call/Text</i>	<i>Ask families if online a barrier is and make a plan for those families.</i> <i>Use Remind app/text message/email for those who do not have Facebook.</i>
<i>Efforts to obtain Kindergarten</i>	<i>Survey: Mary is looking into this one.</i>
<i>Support transition to Kindergarten</i>	<i>Get info assignments:</i> <i>Central Montcalm – Monique</i> <i>Vestaburg – Matt</i> <i>Greenville: Kristi</i> <i>Lakeview – Kristi</i> <i>CCC – Kristi</i> <i>Ask at Home Visit what supports they still need for transition to Kindergarten</i>

<i>Capture work</i>	<i>Email plans to Cari (plans include what video was sent out and what objectives connected to Lesson plans)</i>
<i>Compete online PD</i>	<i>Look at training that is on MTS and any that are deemed needed go ahead to do them and send certificates to Monique.</i>
<i>Virtual Home Visits</i>	<i>Two weeks ahead of time make a schedule with parents.</i> <i>Monique will support with General Education Students</i> <i>Suzanne will support with Special Education Students</i>

For additional GSRP Continuous Learning Plan information, please contact:

Cari O'Connor, Early Childhood Director, Montcalm Area Intermediate School District
coconnor@maisd.com

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered either through mail, or "door drops"

For students with technology content will be delivered through the online platforms, email, and other social media sites (Facebook, Remind, etc.). Teachers may be accessible through synchronous instruction multiple times per week and/or asynchronous instruction through pre-made videos multiple times per week.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, the MAISD plans to provide equal access to alternative modes of instruction to students with disabilities from Birth through age 26 via each student's CLP or an IFSP/IEP for the remainder of the 2019-2020 school year. This includes a plan for the provision of auxiliary services to Non Public Schools within the district. In addition, the district will be in compliance with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and

Rehabilitative Services, and the Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19. The district will make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the COVID-19 state of emergency and/or state of disaster ends.

For our early college students, we are using Canvas to deliver materials to students. We have ensured through surveying our students that they have access to the internet at home. Students and staff are also keeping in close contact through email when a question arises about the content of the work.

The career center staff is delivering content using Google Classroom. For those students that don't have reliable internet access at home, the staff is mailing packets home to students.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

For students without technology access, learning packets will be collected through self-addressed stamped envelopes and/or "door drops". Teachers will review the learning packet and provide feedback to the student during their scheduled phone call(s), virtual meeting, or email. Learning packets with written feedback in various ways (pictures, emails, and/or returned to the student the next week). Feedback from the teacher may include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers may monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

In order to manage and monitor learning by pupils, we will utilize individual staff/student connection logs that will document progress with students on an individual basis. We will document assignment completion and utilize parent feedback, among other methods including phone calls, emails, and other technology based means.

MACC GSRP classroom will use My Teaching Strategies assessment tool in partnership with parents.

Students will have many options for returning work to teachers at the career center and at early college. They can upload things into their respective platforms, they can take pictures and text or email the pictures to their teacher, they can send paperwork back through the mail, or if they are using Khan Academy, the teacher can see by logging in what the student has been doing and how many minutes they have been on Khan Academy practicing. Teachers will then provide feedback in many of those same formats. They can email the student, make corrections right on Canvas or Google Classroom, or mail documents back to the student with feedback on them.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response: *(Estimated)*

Hot Spots: SE \$2,000 CTE \$400 total 2,400

Postage: SE 2,000 CTE 1,000 total 3,000

Supplies: SE 1,000 CTE 1,000 total 2,000

Technology replacement: 3,000 SE and CTE

Grand total: 10,400

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

The plan team included input and feedback by the special education supervisor team, the associate superintendent of special education, review and input from a certified staff survey regarding needs/barriers and potential solutions from instructional staff, and review and feedback from the associate superintendent of curriculum. In addition, program specific Google meetings were conducted to share information and gather feedback.

Special Education Administrators & Ancillary staff, , Early Childhood Specialists, Early Childhood Teacher Consultants, MDE consultant, and GSRP teaching team members participated in the development and feedback process in the development of this classroom plan.

The planning teams included staff from early college and career and technical education, the associate superintendent of CTE/early college, a special education consultant, and review and feedback from the associate superintendent of curriculum.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

The Special Education plan will be communicated through a letter to each family. The plan will be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

The Career Center/Early College plan will be communicated through a letter to each family, and students will be notified by their respective teachers through either email or phone. The plan will be posted on the district website.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

MAISD will implement for special education students on 4/14/2020, for CTE students on 4/20/2020 and for GSRP classrooms April 27th, 2020 through June 2nd, 2020 (6 weeks of virtual instruction). Early College has been ongoing in alignment with Montcalm Community College.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Postsecondary Enrollment Options Act, 1996 PA 160, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. The district will ensure the student has the necessary resources.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

MAISD is accessing food for students through Greenville Public Schools. Families have the option to pick up the food as outlined through GPS or to have it delivered by MAISD staff or students have access to their local school district food services. If changes are made, families will be communicated with through email, School Messenger and social media platforms. Additionally, MAISD is promoting and providing information to families and the public through various food resources/banks/trucks around the county. MAISD is also providing information to families to various county-wide/state-wide resources via our district website and various building/program specific communications.

Facilitation and promotion of over 20 food truck mobile food pantries will occur during this timeframe. Resource and support information will be provided to families weekly via newsletter as well as posted to the MAISD website.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

MAISD will continue to pay all regularly employed and regularly contracted staff at their pre-shutdown rate, consistent with any collective bargaining unit provisions provided that individuals demonstrate an effort to provide continuity of learning and operations.

MAISD will continue to pay GSRP teaching team staff that are providing classroom support in an ongoing manner consistent with pre-shutdown class schedule.

12. Please describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets as collected via process described in #4. They will also need to keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the supervisor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Teachers will be maintaining a log of all contact with students as well as maintaining a gradebook for the purpose of noting participation in distance learning. The early college staff will also have week teams meetings with students and will log the participation in those meetings as well.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

On an ongoing basis and through staff student interactions as described in the CLPs, the district will monitor and gather information from all students/parents during regular, identified contacts to monitor any observable or parent/student report needs related to their current mental health status. Based on the information, the appropriately assigned service provider(s) (31n, SSW, counselor, supervisor, etc.) will reach out to individual students and families to determine what they may need. The service provider will help connect the family to outside agencies to help meet their needs. While teachers are completing student/family contacts, they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the supervisor or service provider to make the necessary follow-up. The supervisor may hold weekly meetings with teachers to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.

District/ PSA Response:

Process the MAISD is employing to support child care for essential worker's families in Montcalm County:

- *Essential workers register at the [Help Me Grow](#) site. Once on the site essential worker fills out the intake form. This information is sent to the Montcalm Area ISD spreadsheet. once a day; seven days a week MAISD staff check the MAISD spreadsheet to review for new essential worker sign ups. .*
- *For each family that identifies needs the Montcalm Area ISD staff will give the family several options for care near their home or near their work.*
- *An email with those options will be sent to the family for them to make a selection that best meets their families child care needs. .*
- *Families will contact the child care provider about enrollment directly.*
- *Two days after Montcalm Area ISD sends the email, MAISD staff will contact the family to make sure they found a placement.*
- *If no placement is found we will match the family to more child care providers.*
- *Currently, there is no additional funding to support this emergency child care response effort as existing MAISD staff are handling all referrals and supports needed at this time.*
- *Weekly contact is made with identified local private child care providers to determine capacity and unmet needs. Needs are matched with local resources.*
- *Weekly support kits are mailed to private child care providers to support their efforts by MAISD staff.*

Name of District Leader Submitting Application: Stephanie O'Dea, Associate Superintendent of Instruction

Date Approved: 4/27/2020

Name of ISD Superintendent/Authorizer Designee: Roger Thelen

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: Yes

MAISD 32P Continuity of Learning Plan for 2019-2020 Work Plan Configuration

Outcome 1 Children are born healthy.

Goal #1 Advance health equities for families with young children.

Support Families to ensure children are developmentally on track at the time of kindergarten entry.

Families have access to physical and mental health information and resources.

Facilitate an annual Community Baby Shower initiative. This event was canceled due to the COVID-19 Stay at Home order. Virtual activities have been used to connect families to these resources.

Target Dates (When will each be completed?) July 1, 2020

Measurement: Number of parent connections

Progress:

Wellness Committee & Parent Coalition will continue to brainstorm ways to connect the specific resource tools acquired for the Baby Shower event and facilitate ways to connect with families that have registered a need for these items. Door drop deliveries will be considered as needed keeping social distancing and staff safety at the forefront.

We have continued to provide connections via virtual supports to families via Facebook, community newsletter, email, phone, and website.

Outcome 2 Children are healthy, thriving, and developmentally on track from birth to third grade.

Goal #1 Advance health equities for families with young children.

Promote maternal depression materials with families of young children through partnership in the community.

Access & support better understanding by early childhood providers and parents that referral to services and supports is a part of our role in the community.

Target Dates (When will each be completed?) What needs to be completed by September 30, 2020 to meet this strategy?)

Measurement: Number of contacts made & presentation evaluations

Progress:

Continue to reach out to the Social Work department at United Lifestyles. Spectrum Health Hospital team virtually.

Continue to distribute materials to MCGSC board members for promotion via electronic and virtual platforms. Newsletter listserv will be a key tool that we will utilize for this activity

3. Newsletter and Facebook campaign continued.

4. MCGSC Board presentation on local data Infant Mental Health and Montcalm Care Network partnership scheduled for June virtual MCGSC meeting.

5. Establish evidenced based practices support for Welcome Baby providers. "Talking is Teaching" presentation will be completed virtually to support this endeavor.

Wellness Committee, MCGSC Director, and Parent Liaisons will continue to find new ways to connect virtually to families and service providers.

Outcome 3 Children are developmentally ready to succeed in school at the time of school entry.
Goal #1 Increase access to high quality early care and education services and supports.

Facilitate a school readiness advisory committee, which meets regularly and is comprised of required and recommended members representing the diversity of the GSC/GSPC area, to advise the Great Start Readiness Program staff.

Parents are involved in their child's developmental learning.

1. Use of joint recruitment and enrollment by families increases.
2. Enhancements are made to GSRP based on input.

Target Dates (When will each be completed?) To be completed by September 30, 2020

Measurement: As of May 1, 2020 Number of parents involved in SRAC. All Free State and Federal preschool programing is utilized through the joint recruitment process. Annual preschool community report results.

Progress:

1a. ECC and Parent Liaisons will continue to recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement for our virtual activities provided.

1b. ECC and Parent Liaisons will continue to engage new and previously connected families, childcare providers and community partners to discuss and potentially impact the current availability and/or need for wrap around care (i.e. child care) or care that is outside of traditional hours (summer, weekends, 2nd and 3rd shift, inclement weather days, illness, before/after school, etc.) for all children.

Continue to manage and market Great Start to Quality and Help me Grow Essential Worker childcare resources to parents and licensed childcare providers

Target Dates: When will each be completed?) To be completed by September 30, 2020

Measurement: Number of parent contacts, number of childcare providers, social media reach data, WRRRC data trajectory

Progress:

Social media campaign: Facebook one post daily about GSTQ and Help Me Grow Website.

Parent Coalition virtual promotion weekly using virtual formats and mail for material distribution.

Prioritize material distribution to food pantries: also support Emergency Food and Shelter food truck and food pantry supports. Coordinate food supports for families within Montcalm County. Promote 211 weekly. Summer bag activities identified in the work plan will be transitioned to food pantry/food truck/ Meet up and Eat activities as they occur in order to connect with families in their communities.

The Early Education Committee will continue with planning for the annual Early Childhood conference locally for providers and parents with potential virtual option and or location alternatives. MCGSC Director will conduct radio interview promotion for preschool enrollment and Joint recruitment in May 2020.

Outcome 4 Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Support prenatal to third grade evidenced based programming opportunities.

Maintain Universal Supports for families with children prenatal to three years of age.

Progress:

Complete website update and revamp for more parent friendly supports with a (Talking is Teaching focus).

Completed MCGSC Board presentation. Conduct two Talking is Teaching virtual presentations focused on: Early On and Welcome Baby staff.

Virtual promotion of CONNECTIONS and DPIL focused interactions as a tool for connectivity for families during the stay at home orders.

Grant writing and identification to support Early Childhood/MCGSC initiatives will continue.

Specifically to support the sustainability of funding DPIL

Continue Talking is Teaching promotion & material sharing to any and all EC programming.

Completed an educational schedule of Parent Coalition educational topics with current PC members and transitioned to virtual PC meetings through June. PC opportunities have been increased on Facebook live to support social emotional needs identified by PC members.

Continue to advocate for consistent messaging between parents and early childhood providers through shared training opportunities, social media tools, and earned media.

Conduct a family heritage survey with PC members in May.

Facilitate conversations about family and community culture at virtual PC meetings with documentation.

Target Dates: When will each be completed?) To be completed by September 30, 2020

Measurement: PC participation, CONNECTIONS enrollment, DPIL enrollment, Facebook data and website data as available.

Strengthening Families Assessment**Goal #1 Support parent driven educational opportunities for parents and child care providers in Montcalm County.**

We will continue to increase the GSPC opportunities to work together to design and organize opportunities for parent-led discussions that reflect on effective interactions with children and parent/child relationships, explore parenting issues, and try out new parenting strategies via our virtual platforms. Parent Coalition members will continue to have virtual options for communicating and supporting each other provided through MCGSC.

32P Early Childhood Programing Continuity of Learning Plan

Welcome Baby will continue to support healthy starts, and healthy family behaviors using a variety of virtual formats in an attempt to connect with existing and new clients. It will also support virtual early childhood health risk factors identified and support access for families with birth to three year olds. Rural isolation and social emotional risk factors will be the priority. Healthy Parents for a Healthy Baby, virtual tools have been obtained and will be critical in providing ongoing support to families in this program. Vital Support stated April 1, 2020.

Great Start Parent Playgroup Activities CELL Implementation will continue virtual activities. Planning for this occurred during April with full implementation beginning on May 4th, 2020 and scheduled until mid-June. Alternatives plans for possible virtual summer options are in planning stages and will be implemented following safety guidelines demining if in person or virtual playgroup activities will occur. This continues to be a partnership between Early On, Early Head Start, and MCGSC.

Early Childhood Love and Logic parenting class opportunities have all been transitioned to virtual as the official Love and Logic site is offering free training opportunities for all via their website.

Promotion of these options has accrued via Facebook and using our food pantry partners. MCGSC will continue to promote this parent support on our social media and virtual platforms.

MCGSC board meetings and committee meetings (Parent Coalition, Wellness, and Early Education) will continue to be held based on the 2019-20 meeting schedule virtually to complete the identified goals and objectives. Community activities that were identified in our original work plan may be altered to achieve desired results due to cancelations. We recognize that new barriers may exist and adjustments to budgets will need to be made in order to support the new reality. We will be reviewing our 32P to date spending to identify reallocations that are needed. This will occur by May 31st, 2020 in cooperation with MAISD business office. Parent Liaisons and MCGSC Director have been identified as essential staff in order to support child care providers and parents during COVID 19.

Name of District Leader Submitting 32P information: Cari O'Connor, Montcalm County Great Start Collaborative Director

Date Approved: 5/7/2020

Name of ISD Superintendent/Authorizer Designee: Roger Thelen/ Stephanie O'Dea

Date Submitted to MAISD: 5/7/2020

Confirmation approved Plan is posted on MAISD website as part of the ISD Plan: 5/12/2020



2020-2021 COLLABORATIVE PRESCHOOL APPLICATION (GRATIOT, IONIA, ISABELLA & MONTCALM COUNTIES)



Child Name: _____ Date of Birth: _____ Sex: ☐ Male ☐ Female
 Parent/Guardian1 _____ Date of Birth: _____ Relationship: _____
 Parent/Guardian2 _____ Date of Birth: _____ Relationship: _____
 County: _____ School District in which you live: _____ E-Mail Address: _____
 Address: _____

(Street) (P.O. Box) (City) (Zip)

Phone1 _____ ☐ Cell ☐ Home ☐ Mess Phone2 _____ ☐ Cell ☐ Home ☐ Mess TEXT Messages ☐ Yes ☐ No

Please identify the closest crossroads near your home: _____

Day Care Address (if different): _____

Has your child attended any Early Childhood Programs?: ☐ Yes ☐ No if yes, where _____

Does your child have an IEP (Individualized Education Plan)?: ☐ Yes ☐ No

My signature below authorizes any Intermediate School District and/or local education agency to share my child's educational records with the Collaborative Recruitment Committee. ☐ Yes ☐ No

Was your child ever involved with *Early On*?: ☐ Yes ☐ No

Does your child have an up to date well child exam?: ☐ Yes ☐ No

Are your child's immunizations up to date? ☐ Yes ☐ No

Is this child in a foster care placement?: ☐ Yes ☐ No

Are you homeless (lack of a fixed, regular, and adequate nighttime residence)? ☐ Yes ☐ No

Additional information we should know about your child (parental/behavioral/developmental concerns or health issues, etc.):

Family Income Information: Eligibility is based on child's age, family income, child's need, and available openings.

	Total Gross Income	Time Period of Total Income		Source of Income (check all that apply)		
Parent 1	\$	<input type="checkbox"/> Weekly	<input type="checkbox"/> Bi-weekly	<input type="checkbox"/> Working	<input type="checkbox"/> Child Support	<input type="checkbox"/> DHHS Financial
		<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/> SSI	<input type="checkbox"/> Other: _____	
Parent 2	\$	<input type="checkbox"/> Weekly	<input type="checkbox"/> Bi-weekly	<input type="checkbox"/> Working	<input type="checkbox"/> Child Support	<input type="checkbox"/> DHHS Financial
		<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/> SSI	<input type="checkbox"/> Other: _____	

Child lives with? ☐ Mother ☐ Father ☐ Other _____

Does your family receive any of the following? ☐ DHHS Food Assistance? ☐ WIC?

Any income changes in the last 6-12 months (i.e. unemployment, wage increase/decrease, recently started working)?

This is an application **only** and **does not** guarantee your child will be enrolled into a program. The recruitment committee will review your child's application and determine which program(s) for which your child appears most eligible. **Eligibility is based on a child's age, family income, child's need & available openings. Documentation required. Not all program options are available in all areas.** Should you be interested in a particular program, please indicate that program on the following line so parent preference may be considered.
 _____ Local protocol will be followed regarding specific program placement.

I authorize the release of this information and educational records to be shared between the EightCAP, Inc. Collaborative Recruitment Committee, the Great Start Readiness Preschool Program, local school districts, local Intermediate School District and the Head Start Program in the county in which I reside. My signature verifies that the above information is correct and true to the best of my knowledge.

Parent/Guardian Signature: _____ Date: _____

Please return to: Preschool Registration, 5827 Orleans Rd Orleans, MI 48865
 Fax: **616-754-9310** E-mail: **deniseb@8cap.org** Apply online: **www.8cap.org** or your local school district

For more information, call 1-866-754-9315, ext. 3369 or Michigan Relay Center: 1-800-649-3777 (Voice & TDD)
 Gratiot and Isabella County apply online at: **www.preschoolpartnership.org**

How did you hear about your local preschool program: ☐ Advertisement ☐ Community Organization ☐ Event
☐ Friend/Family Member ☐ Older Children Attended ☐ School ☐ EightCAP, Inc. Website/Staff ☐ Other: _____

State & Federally funded programs will not discriminate against anyone because of race, color, national origin, sex, age or disability.
 These materials were funded in whole or in part under a grant awarded by the Michigan Department of Education.

FOR OFFICE USE ONLY Reviewed by: _____ Date: _____ Inc : _____ Age (as of 9-1) _____ Rev. January 2020 db/ab/ja
 Original – Central Office File

CHILD'S NAME _____ COUNTY _____

PARENT'S NAME _____ PHONE NUMBER _____

NEEDS ASSESSMENT

1. Are you: ☐ single ☐ married ☐ divorced ☐ widowed ☐ separated
2. How much schooling have you completed?
☐ 6th ☐ 7th - 8th grade ☐ 9th - 10th grade ☐ 11th grade ☐ 12th grade ☐ GED ☐ College
3. Were you under 20 years old when your first child was born?: ☐ yes ☐ no
4. Have you lived in more than 2 homes in the past three (3) years?: ☐ yes ☐ no
5. Has anyone in your home ever been a victim of physical/domestic/sexual abuse or neglect?: ☐ yes ☐ no
6. Do you reside in a high-risk neighborhood (high poverty, crime or limited access to critical resources)?: ☐ yes ☐ no
7. Have your children suffered a parental loss due to death, divorce, incarceration, military service or absence?: ☐ yes ☐ no
8. Has your child ever been expelled from a child care center?: ☐ yes ☐ no
9. Has your child ever been exposed to a toxic substance?: ☐ yes ☐ no If yes, what substance _____
10. In the past 2 years have you or members of your household:
Experienced difficulty in obtaining medical services? ☐ yes ☐ no
Used the emergency room? ☐ yes ☐ no
Received a shut-off notice from a utility company? ☐ yes ☐ no
Been homeless? ☐ yes ☐ no
Ever been without heat? ☐ yes ☐ no
Used a food bank or pantry? ☐ yes ☐ no
11. How many people are living in your home? (including yourself and the child you are applying for): _____

Name: _____ Date of Birth: _____ Relationship to applicant child: _____
Name: _____ Date of Birth: _____ Relationship to applicant child: _____
Name: _____ Date of Birth: _____ Relationship to applicant child: _____
Name: _____ Date of Birth: _____ Relationship to applicant child: _____
Name: _____ Date of Birth: _____ Relationship to applicant child: _____
Name: _____ Date of Birth: _____ Relationship to applicant child: _____
12. Primary Language spoken in your home?: ☐ English ☐ Spanish ☐ Other _____
13. What is the Primary Language spoken by your child(ren)?: ☐ English ☐ Spanish ☐ Other _____

The information gathered is used to help develop a Community Needs Assessment and will assist in determining the eligibility of your child in a preschool program. No personal information will ever be shared outside of the Joint Recruitment and Enrollment process.

Head Start, Great Start Readiness Program, and other Preschool Opportunities

Serving Montcalm, Ionia, Gratiot & Isabella Counties

FREE TO FAMILIES THAT QUALIFY!

Pre-Reading & Pre-Math Activities
Art Opportunities
Music & Rhyming Activities
Exercise & Outdoor Play
Tooth brushing/Health Instruction

Nutritious Meals & Snacks
Special Education Services
Parent Engagement &
Volunteering Opportunities
Transportation (in most areas)

Save the Date

Planting the Seeds for the Future

Early Childhood Conference

When: September 19, 2020

8:00 am – 4:00 pm

Location: Montcalm Area Career Center,
1550 W Sidney Rd; Sidney, MI 48885

Keynote Topic: "Play is Essential" – the
science, research and critical importance
around learning through play.

Keynote Speaker: Maggie Lancaster, CEO,
Grand Rapids Children's Museum

19 Breakouts

Lunch will be provided

Registration Coming Soon

Contact:

Mindy Train at: 616-225-6150 or
mtrain@maisd.com



Instructions: Briefly describe each of the following components of the local system. Please refer to the Service Area Plan Instructions posted on the View/Edit page to be sure all topics are covered.

Section 1. Identification

Please select “Yes” if there are any changes in this section; otherwise, select “No.” ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

PRIMARY REFERRAL SOURCES AND CHILD FIND SYSTEMS DATA COLLECTED SHOWS MOST REFERRALS IN MONTCALM COUNTY CONTINUE TO COME FROM HOSPITALS, PHYSICIANS, DHHS, AND FAMILIES. OTHER AGENCIES SUPPORT AS WELL (SCHOOLS, UNITED LIFESTYLES, ETC.) The agencies listed meet every other month for the LICC and Great Start Collaborative meeting. EO has partnered with many of these agencies for larger child find efforts--such as billboards, radio advertisements and interviews, weekly playgroups across the county, local restaurant placements, presentations to parents (Planting the Seeds Conference and MOPS), facebook, and community outreach events.

UNDER SERVED POPULATIONS Under served populations such as limited or low literacy, or non-English speaking populations are served by using collaboration with agencies that have regular contact. By maintaining strong relationships with Early Head Start, Montcalm Care Network, Department of Health and Human Services, AND local elementary schools THROUGH THE GREAT START COLLABORATIVE, Early On is able to take advantage of expertise and proximity to the populations mentioned. Materials are provided to our collaborators in languages other than English. Early On has access to Spanish and sign language interpreters and can assist limited or low literacy persons by reading documents aloud, ANSWERING questions at a level that can be understood and transcribing responses.

COLLABORATIVE EFFORTS: Early On is well connected with DHHS, Great Start and Early Head Start. Most conversations about child find collaborative efforts happen at the Great Start Meetings, through phone conversations and face to face meetings. EHS AND EO HAVE BUILT AN ONGOING PROCESS OF COLLABORATING TO MEET NEEDS OF LOCAL FAMILIES.

LOCAL PROCESS FOR REFERRALS: When referrals are received, the family is contacted by AN EARLY ON STAFF MEMBER. That initial contact is made by telephone, if available. The Early On Michigan Family Guidebook is provided at the first home visit. An Ages and Stages Questionnaire may be provided for the family to complete an OVER THE PHONE OR in-home screening. A family may request an evaluation at any time. When a phone call is not successful, contact is made by mail, text and/or a home visit. All attempts to contact families are documented on the “IFSP Contact Log” which is included in each Early On file. If families do not respond, or the staff is unable to find the family, a letter is mailed to invite the family participation IN AN EVALUATION. At the first home visit, the evaluation team introduces the family to the Welcome to Early On and Family Rights sections of the Early On Guidebook, and completes the Consent to Evaluate and Authorization to Share Information with the family. Technical assistance is available to any service provider who has the need for additional training to introduce and complete the necessary documents with families.

- a. Describe Public Awareness Activities: **Billboards that showcase EARLY ON, **Community radio station interviews explaining What Early On is, Who it's for, How to make a referral **Community Playgroups-weekly in four locations across the county--open to the public **EO Booths with information and sign up for Connections at We Care for Kids family fun day, Montcalm County 4 H Fair Children's

Early On - Federal - Service Area Plan

Day, and Planting the Seeds Conference **Flyers distributed to local agencies and baby pantries through Great Start Collaborate and Area Service Providers. ** EO Public Awareness materials have been prominently hung in all Montcalm County GS Classrooms. **MAISD Website and MAISD Special Edition Newsletter showcase Early On Referral Information **Advertising on local restaurant place mats All community activities for EO are advertised through MAISD EO Facebook Page, and Montcalm Area Great Start Facebook Page

- b. Describe Child Find efforts for Birth to Three: Please see Identification section and part a above. Child find efforts are truly an inter-agency collaboration in Montcalm County.
The strong partnerships are the primary way to identify infants and toddlers who require Early On support.
- c. Describe Child Find efforts specific to Birth to One: Early On Partners with United Lifestyles and Great Start's welcome baby program. This is the primary way children zero to one are identified. Additionally, doctor's offices and EARLY Head Start connect families with Early On at the beginning. Local hospitals in the county and local area know to contact Early On immediately for every premature baby born. MAISD has partnered with Alpha Family Center to provide additional information to families with new babies.
- d. What method is used to collect data on referrals? The administrative assistant keeps a local Access data base.
- e. If available, between 1/1/2019 to 12/31/2019, how many referrals were received? 319. This is up 36 referrals from 2018 and 84 from 2017.
- f. Of those referrals, how many resulted in an evaluation? EDIT
170. This is up from 2017 by 39 Evaluations
- g. Of those referrals, how many resulted in an IFSP? EDIT
123. This is up from 2017 by 24 IFSPs.

Section 2. Eligibility Determination

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒ Yes ☐ No

Description of Local System (See Service Area Plan Instructions.)

EVALUATION PROCESS The Montcalm Area Intermediate School District Early On process adheres to the definition of developmental delay and established conditions recognized by IDEA AND Michigan Eligibility Criteria and Procedures. All children who are found to be eligible are afforded all rights under the Early On system.

To determine eligibility, the criteria for informed clinical opinion is based upon statements from the child's physician, vision and hearing screens (completed in home as part of the initial eligibility determination), and the results of the Infant-Toddler Developmental Assessment (IDA), which is completed by trained IDA practitioners. All 0-3 Staff have been educated on the updated pre-existing conditions list for Early On and IT WAS REVIEWED MAY 1, 2020.

Montcalm Early On provides a timely, comprehensive, multi-disciplinary evaluation and assessment of each child, following a signed consent to evaluate, including assessment activities related to the child and the child's family. Voluntary family assessments are conducted by TWO qualified staff, using the IDA RESULTS as a basis, along with a specific family information page within the IFSP. Evaluation refers to the procedures used to determine eligibility for Early On services. In the Montcalm Area, the Infant-Toddler Developmental Assessment (IDA) is used for evaluative purposes, as well as gathering family information. Assessment refers to the ongoing procedures to identify the child's strengths and needs, the family's resources, priorities and concerns, and the nature and extent of services for which

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

the child and family qualify.

Evaluations and assessments are conducted in the native language of the child/family, or in their mode of communication. All evaluation and assessment procedures and materials are selected and administered so as not to be racially or culturally discriminatory. No single procedure is used as the sole criterion to determine eligibility and all procedures are conducted by qualified staff.

WHO CONDUCTS THE EVALUATION Evaluations for Early On Eligibility are completed by any of the MAISD service providers. All are fully trained in administering the IDA. Staff always evaluate in pairs.

MMSE evaluations are completed by certified staff based on the state of Michigan's requirements for special education services, which usually includes a Speech and Language Pathologist, a Early Childhood Teacher and may include a Occupational Therapist, School Psychologist Physical Therapist, VISUAL IMPAIRMENT Teacher Consultant, Orientation and Mobility Specialist, Teacher of Deaf and Hard of Hearing and/or School Social Worker. All 0-3 Staff have been educated on the updated MMSE Guidance documents for SLI, ECDD, OHI AND ASD.

MAISD is set up for a single tier system where all staff are highly qualified education providers and evaluators.

a. Is Post-Referral Screening conducted? ☒Yes ☐No

If yes, describe the procedures: DURING COVID 19, STAFF MOVED TO SCREENING ALL REFERRALS. AT OTHER TIMES, If needed, Early On Staff provide screening of children through the Ages and Stages questionnaire. This information helps determine if further evaluation is warranted. When the referral first comes through, parents are informed through a mailed letter information about the referral process and the right to request an evaluation at any time if the child is not found eligible. This information is also communicated over the phone or text through the Early On Service Provider. When a screening occurs, an authorization to share (protected information) is obtained from parents and medical records are requested. A Prior Written Notice is completed for the screening.

If staff and/or the parent question if an evaluation should be completed, a full Early On evaluation is completed.

Section 3. IFSP Development

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

TIMELINE: A locally generated and routinely maintained data base, ALONG WITH MiSPE, is used as a monitoring tool to ensure SERVICE PROVIDERS ARE AWARE OF THE 45 DAY TIMELINE AFTER A CHILD'S REFERRAL. Letters sent to families, as kept in the child's file, document that families are contacted within 10 days of the initial referral. When the IFSP is not completed within 45 days of referral, documentation is included in the file indicating the reason(s) for the missed time line. Every attempt is made to ensure IFSPs are completed within the 45 day timeline.

ESTABLISH IFSP TEAM: Many factors are considered, including any family relationship from previous Early On Referrals or involvement, primary area of concern for child, geographic location. This occurs during Primary Service Provider meetings. (MEETINGS ARE TYPICALLY WEEKLY)

ASSESSMENT During the Multi-disciplinary evaluation, family concerns and priorities are addressed

Early On - Federal - Service Area Plan

along with the evaluation results of the child. This process of gathering information continues at each visit prior to the writing of the IFSP. The multi-disciplinary evaluation is completed prior to the writing of the IFSP. Family input is highly encouraged and valued. The IDA is the primary tool used for evaluation of every child birth to 3. Along with the IDA, observations, Ages and Stages Questionnaire, DECA and family report ARE used for child assessment. Family assessment information is collected through a Child and Family survey that is mailed prior to the initial visit. PROVIDERS OBTAIN A SIGNIFICANT OF INFORMATION FROM THE FAMILY AS PART OF ASSESSMENT, OFTEN USING THE PARENT SECTION OF THE IDA ALONG WITH ROUTINE BASED INTERVIEW QUESTIONS. OBSERVATIONS ARE MADE HOW THE CHILD INTERACTS WITH HIS/HER CAREGIVER(S). If a child is evaluated for MMSE, in addition to the assessment tools listed above, the team may consider using PLS-5, REEL, Rozetti, Sensory Measuring Profile, CASLLS, SKI-HI, Peabody and other assessment tools as appropriate.

Early On Service Providers meet weekly to discuss children. If the Primary Service Provider sees a greater need AFTER COACHING AT MEETINGS, THEY MAY REQUEST ANOTHER SERVICE PROVIDER TO JOIN THEM FOR A CO-VISIT. Additionally, the PSP might re-administer the IDA or a checklist to identify areas of need. The observations and data, drive the conversation and if the PSP/team suspects a child is potentially eligible for MMSE OR Part B, the special education referral process is started through scheduling a REED with the family and THE APPROPRIATE EVALUATING STAFF.

REVIEWS The locally developed and maintained data base, ALONG WITH MIPSE, is used to monitor time lines of initial evaluations, annual IFSPs, Periodic reviews and transition planning. Primary Service Providers are provided with weekly updates from the administrative assistant which indicate due dates for review and annual IFSPs. The databases contains the child's name and date of birth, transition window, REED date, Transition plan date, transition conference date, Part B IEP window, and Part B IEP completion date. This information is discussed on a weekly basis at staff meetings. To track periodic and annual reviews, the IFSP contact log contains a chart at the top of the page for service coordination. This chart is highlighted and clearly identifies 45 day timeline, Transition window, etc. SPORADIC file reviews continuously monitor staff accuracy of timeliness of reviews.

Section 4. Service Provision

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

SERVICE PROVIDERS AND COORDINATION All 0-3 service providers are employees of MAISD.

TIMELY SERVICE Training is provided for all service providers on timely service. MAISD RECOMMENDS SERVICE PROVIDERS INITIATE SERVICE AT THE FIRST VISIT. Service providers document service initiation on the MAISD Early On Process Checklist Referral Service Initiation form AND OFTEN ON THE HOME VISIT ACTION SHEET. The checklist is completed from initial referral through evaluation, IFSP development, Initial IFSP meeting, with reminders of Prior Written notice for each step of the process. Files are reviewed and timely services are double checked at that time. Additional training is provided for any service provider who needs it. Additional documents have been created to support Service Providers to ensure timelines are met (EO Referral Process and Timelines).

NATURAL ENVIRONMENT MAISD fully believes the natural environment is CRITICAL FOR FAMILY LEARNING. Natural settings might include a visit to the local grocery store with the family, eating a restaurant, visiting the library, the grandparent's home, child's daycare, one of the 4 county wide

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

playgroups during the week and of course the family's home. If a family must meet in non-natural environment, it is documented on the contact log. If it is a permanent or long term non-natural environment, it is documented in the IFSP.

CENTRAL DIRECTORY Early On partners with Great Start for a Resource Directory of a Supports that is given to all families who have an Early On Referral (children who qualify and do not qualify). This directory is provided in a yellow folder that also shares information on Great Start, Parent Coalition, Community Agencies, etc. The Directory lists very specific information for agency connection and emergency numbers.

YEAR ROUND SERVICES MAISD runs a balanced calendar with flexible hours for all service providers which runs during the summer. In addition, staff set her/his own schedule to meet the needs of the families they serve. At any given time, there are staff to take in referrals, evaluate and initiate services with families.

Section 5. Transition

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

TRANSITION WINDOW: MAISD uses a internal generated data base is to monitor Transition time lines. Transition due date listings are provided to service coordinators at their regularly scheduled weekly meetings (Reminder List for MMSE and EO). The reminder list indicates which children need a Plan, a Conference or both. **MIPSE PROVIDERS REMINDERS TO STAFF REGARDING TRANSITION PAPERWORK NEEDING TO BE COMPLETED AND THE TIMELINE.** The MAISD Early Childhood Transition Guidance document clearly outlines the process for staff to follow for a transition plan, and conference. The document also gives guidance for when a child is in a special education referral and the window is open. **THIS DOCUMENT WAS REVIEWED MARCH 2020.**

TRANSITION PLAN: The Plan is held with an initial, annual or periodic review IFSP. The service provider works with the family to identify family's wishes, priorities and questions. Together they put together a plan of options for the child and identify resources needed. If the family has other agencies they work with, the service provider asks who they would like to attend the Planning Meeting.

TRANSITION CONFERENCE: **A TRANSITION CONFERENCE IS HELD FOR ANY CHILD WHO IS MMSE (MAYBE COMBINED WITH A PLAN OR HELD ALONE).** If a child is in Part B referral and has the Transition Window open, MAISD holds a Transition Conference AND Plan. "Part C to Part B LEA Guidance Document", "Procedure for Moving Part C to Part B or Exit EO", "Transition Planning". **ARE INTERNAL DOCUMENTS USED FOR GUIDANCE.**

COORDINATION: LEA Part B staff have an awareness of every child in Early ON and Early On MMSE as described below in NOTIFICATIONS. To coordinate for an IEP, the Service Provider emails each local director to schedule a time and location for the meeting that works with the family's schedule.

NOTIFICATIONS The service provider invites the LEA to every Transition Conference through a special education invite. **In addition, the service provider completes an internal form "Transition to LEA" for EVERY child in Early On (MMSE OR MOVING TO A PART B REED/HAS A PART B REED OPEN)** to share student strengths, limitations, data collected, evaluation results and possible recommended next steps. This form is completed and sent during the Transition Window. The Service Provider updates it as necessary and a new form is sent to the LEA. The Special Education Supervisor also sends lists

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

MONTHLY of all children who are served 0-3 by MAISD to the Local District Special Education Director where they live. The Special Education Supervisor provides training at monthly coordinator meetings to help the LEA understand local requirements and the transition process.

Section 6. Procedural Safeguards

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒ Yes ☐ No

Description of Local System (See Service Area Plan Instructions.)

FAMILY AWARENESS A copy of Early On Family Rights (Early On Guidebook) is provided to each family upon receipt of referral. During the initial home visit, the parent is informed of their procedural safeguards by the home visitor. This information is provided within the family's native language. IF THE FAMILY SPEAKS SPANISH OR IS DEAF AND HARD OF HEARING, AN INTERPRETER IS BROUGHT ALONG AND REACHES OUT PRIOR TO THE MEETING. Each family will be given a copy of the Your Family Has Rights Flyer at every Annual, and Periodic IFSP, along with at any Transition Conference. If the child qualifies under MMSE, the Special Education Procedural Safeguards are also given at the same time frames as Early On only.

ACCESSING COMMUNICATION Please see Under served Populations under question 1.

CONSENT TO SCREEN If screening is going to be completed, parents are given written notice of the screening and asked to provide consent. The notice is discussed on the phone OR IN PERSON with paper copy given via mail or in person. The consent to screen is signed at the visit to the family's home and written notice is delivered.

CONSENT TO EVALUATION Prior to obtaining initial consent to evaluate, a written notice is provided to the family indicating the recommendation for an evaluation. If this is completed over the phone, it is given in person to the family. Consent to evaluate is obtained before any evaluation is completed. A parent or legal guardian is given an Early On Family Guidebook prior to evaluation. Information from the these booklets is discussed with the parent or legal guardian and parents are fully informed of each test being recommended prior to giving consent. Service Providers explain Early On Evaluation and if relevant MMSE Evaluation for further consent. Service providers make sure the parent understands and agrees in writing to the carrying out of the assessments for which consent is sought.

AUTHORIZATION TO SHARE INFORMATION Early On Request for Protected Information (Health and Agencies) lists the records that will be released and to whom; and the parent shall understand that the gathering of consent is voluntary on the part of the parent and may be revoked at any time. Early On request for protected information for health and/or agency support is signed by the parent and kept in the student's file while enrolled in Early On. These forms are explained in detail at the first visit with the family and consent is obtained at that time. This information is updated as needed.

PRIOR WRITTEN NOTICE: Families are provided with written notice prior to proposing or refusing to initiate or change the identification, evaluation, placement or provision of appropriate early intervention services. At the time of scheduling on-going assessment of the child's development, parents are informed that the assessment may change their child's eligibility for Early On services. The Early On Service Provider initials the Notice after after informing parents of their rights. MAISD Early On Service Providers have met with EOTTA for further Notice Training and created internal guidance documents for providers to utilize. AT THIS TIME MAISD IS USING THE EOTTA ONE PAGE NOTICE PAGE HOWEVER THIS MAY CHANGE WHEN MOVING TO MIPSE JULY 1ST, 2020.

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

PROTECTING CONFIDENTIALITY Records are shared with only those agencies and persons indicated by the family and as documented through Early On Request for Protected Information (Health and Agencies). A log is kept in the Administrative Assistant's office indicating who within the main agency (ISD) has accessed the child's file. Additionally, when information is requested or shared, copies of the accompanying letters are kept within the child's file. Files are kept in this locked area. A LIST OF ALL CHILDREN IN EARLY ON WITH DIRECTORY INFORMATION WITH THE LOCAL DISTRICT THEY RESIDE IN. IF THE CHILD IS TRANSITIONING TO PART B, THE SERVICE PROVIDER SHARES INFORMATION WITH THE LOCAL SCHOOL DISTRICT TO PREPARE FOR A SMOOTH TRANSITION. PARENTS ARE MADE AWARE OF THIS PROCESS.

DISPOSITION OF RECORDS Disposal of records is discussed with a parent or legal guardian during the transition process. The transition plan contains a section where the parent or legal guardian may request that a copy be forwarded to the receiving program or provider, and/or placed in the child's special education file with location where the record will be maintained, or if the child is Part C only, they are informed the record will be securely maintained for 7 years after the 3rd Birthday and that only they may have access to it prior to record destruction at the end of the 7 years.

MEDIATION, DUE PROCESS AND COMPLAINTS Primary Service Providers are trained to listen to families and support them through any concerns, questions and/or complaints. When conflicts arise, the Supervisor is used as a resource. Should concerns persist, procedures developed at the state level will be followed.

Section 7. Personnel

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

AREA OF RESPONSIBILITY MAISD has an Early Childhood Supervisor who oversees the program and is ultimately responsible for all of the Early On Program. Day to day Service Provision is provided by ECSE Teachers, SLPs, OTR, PTs, COTA, Early On Service Provider, and SSW under a Primary Service Provider Model/ THE OTR ALSO OVERSEES AND SUPPORTS TWO COTAs. Data is collected and maintained within internal databases and State Databases by an administrative assistant. Finances are overseen by the Associate Superintendent of Finance and her business office staff.

STANDARDS MAISD uses TWO Occupational Therapy Assistants. THEY are fully supervised by an OTR. Additionally, they both participate in all Early On Trainings and updates. She is fully supported by all other staff in the Early On Department.

RECRUITMENT NO RECRUITMENT WAS NEEDED FOR THE ONE OPENING STARTING JULY 2020 DUE TO A RETIREMENT--INTERNAL MOVEMENT OCCURRED WITH A FULLY LICENSED OTR STARTING JULY 1, 2020 AS A PRIMARY SERVICE PROVIDER AND CO-VISITOR ALONG WITH BEING SHARED WITH A FEW OTHER PROGRAMS.

ORIENTATION All Early On staff complete the Essentials of Early On Training. This is documented and tracked through EOTTA and a checklist by our Early CHILDHOOD SUPERVISOR. Additionally, current Service Providers mentor and support new Service Providers in many areas--including IFSP writing, RBI, Prior Written Notice, etc. These documents are available for any Service Provider to use. All Early On Staff participate in IDA Training.

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

IN SERVICE TRAINING The Early CHILDHOOD Supervisor regularly requests input from Primary Service Providers regarding their own identified training needs at staff meetings . Training issues and updates are discussed during LICC reports in conjunction with regularly scheduled Great Start Collaborative meetings. EOTTA is used regularly--in person and webinars. All Early On Service Providers will have the opportunity to attend the Early On Conference.

ESSENTIALS OF EARLY ON TRAINING See above. All current staff have completed the Essentials of Early On training. STAFF JOINING EARLY ON JULY 2020 HAS BEGUN COMPLETING ESSENTIALS OF EARLY ON TRAINING.

SUPERVISION OF STAFF The MAISD Early Childhood Supervisor oversees all Early On Staff. She is also the Early On Coordinator.

Section 8. Financial Matters

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

PAYOR OF LAST RESORT The MAISD Associate Superintendent of Finance works very closely with the Early Childhood Supervisor to ensure funds are used appropriately. Part C funds in Montcalm County are used to provide wages OR Partial Wages of two Early On Service Providers . The Early Childhood Supervisor meets with the Associate Superintendent of Finance or Fiscal Services Coordinator minimally annually to review how staff are coded and funds being used are appropriate .

OVERSIGHT The Fiscal Services Coordinator works with the Early Childhood Supervisor to prepare the budget in May. They review staff roles and any changes, along with review how many children were served in the last year. Before submitting in June, it is reviewed by The Associate Superintendent of Finance. When it is time, the Fiscal Services coordinator works with The Associate Superintendent of Finance to complete final cost reports. MAISD undergoes an audit yearly.

MOE Early On at MAISD continues to function under Maintenance of Effort. Historically our service area has maintained staffing levels to meet the needs of children in Montcalm county . MAISD has moved staff internally to support children needing early on services. ADDITIONALLY, MAISD HAS FILLED EARLY ON POSITIONS WHEN RESIGNATIONS HAVE OCCURRED.

- a. Does your ISD bill Medicaid for services provided to:
Part C with MMSE

Section 9. Data Collection and Reporting

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒Yes ☐No

Description of Local System (See Service Area Plan Instructions.)

LOCAL TRACKING SYSTEM Data is collected by the program administrative assistant who gathers information from IFSPs. Information is reported to the state on the required dates, according to the state plan. Data is reported on eligible children birth through 36 months of age, early intervention services that are being provided, the primary setting where they are provided, the employed and contracted personnel, gender and ethnic codes for the children served are also reported. In accordance with the state plan, children exiting from the program, their age, and reason are reported. Training was completed in March and April of 2017, FEBRUARY 2019, SEPTEMBER 2019 (DUE TO NEW STAFF)

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

AND MARCH 2020 (DUE TO CORRECTIVE ACTION PLAN) to provide additional support for staff to code exits correctly.

MSDS MSDS reporting is completed by the Early Childhood Administrative Assistant on a regular basis. All information is entered in a timely manner. If/When she has questions, she utilizes the Early Childhood Supervisor and the Administrative Assistant who works closely with Student Databases.

CHILD OUTCOMES REPORTING All Service Providers complete their own Child Outcomes Reporting within the PCG system with support from families and other staff. The staff member uses the decision making tree along side the family, most often from the IDA or E-LAP. Other tools might include HELP, EIDP, Brigance, Carolina, and Batelle. This data is entered into the Student Information System by the Administrative Assistant.

DATA AT LOCAL LEVEL Many types of data are reviewed--from indicator data to locally collected data. Indicator data is reviewed at least 3 times per year by the Early On team. Locally collected data, such as source of referrals is reviewed at least FOUR TIMES PER YEAR by Early On Staff and the LICC. Monthly local districts are provided with a list of Early On and MMSE children who reside in their district.

a. Local Data System:

PCG

PowerSchool Special Education

If other, what system is used:

Power School, Access

MAISD is Moving to MiPSE (Michigan Power School Special Education) July 2020.

b. IFSPs are:

Electronic - auto fills to data system

Electronic - does not auto fill to data system

If other, what IFSP is used?

c. Child outcomes reporting – who is responsible and describe process? Each Service Provider is responsible for an Entry and Exit COSF for Part C. Entrance COSFs are completed within 90 calendar days of referral. Exit COSFs are completed no more than 90 days prior to exiting Part C or their 3rd Birthdate, whichever comes first. The LEA is responsible for Entrance COSF for Part B.

The Service Provider meets with the family and uses the Decision Tree for Summary Rating Discussions to determine the rating for the child in each of the subareas. The Service Provider then completes the COSF in Ed Plan and the Administrative Assistant records the ratings in MSDS.

d. What assessment tools are used? Batelle

IDA

E-Lap

Brigance

e. How is the decision tree used? See above

f. How are parents involved in the process? See above

Section 10. LICC

Please select "Yes" if there are any changes in this section; otherwise, select "No." ☒ Yes ☐ No

Early On - Federal - Service Area Plan

Agency: Montcalm Area ISD

2020 - 2021

Recipient Code: 59000

Description of Local System (See Service Area Plan Instructions.)

COMPOSITION The MAISD LICC is fully integrated with the Great Start Collaborative. Parents are the primary component. Agencies on the LICC include Early Head Start, Head Start, WIC, United Lifestyles, DHHS, etc. These meetings are held every other month.

MEETINGS See above

PARENT PARTICIPATION

UPDATE

0 PARENTS OF 34 MEMBERS. ALL PARENTS ARE EDUCATED AT THE GREAT START/LICC MEETING ALONG WITH OTHER AGENCIES.

INTER AGENCY COORDINATION See above.

CONNECTION TO COMMUNITY See above

a. Is the LICC:

GSC serves as LICC

If other, please describe:

Fiscal Year 2020-2021 Estimated Federal *Early On*® Allocations

Calculations based on the FFY 2020 Estimated Federal allocation as of 2/28/2020 and 2016-2018 Birth Counts

		19-20 Final Award	20-21 Estimated Award	difference
03	Allegan Area ESA	\$121,797	\$125,891	4,094
04	AMA ESD	\$61,911	\$63,123	1,212
08	Barry ISD	\$57,312	\$59,586	2,274
09	Bay-Arenac ISD	\$131,983	\$133,870	1,887
11	Berrien ISD	\$179,519	\$183,256	3,737
12	Branch ISD	\$72,940	\$76,934	3,994
13	Calhoun ISD	\$176,409	\$178,598	2,189
14	Lewis Cass ISD	\$66,374	\$67,345	971
15	Charlevoix-Emmet ISD	\$82,096	\$84,030	1,934
16	COP ESD	\$84,569	\$85,150	581
17	Eastern Upper Peninsula ISD	\$72,546	\$74,684	2,138
18	Clare-Gladwin RESD	\$85,398	\$87,025	1,627
19	Clinton County RESA	\$89,400	\$92,493	3,093
21	Delta-Schoolcraft ISD	\$69,056	\$70,470	1,414
22	Dickinson-Iron ISD	\$60,554	\$63,270	2,716
23	Eaton ISD	\$111,928	\$113,624	1,696
25	Genesee ISD	\$390,870	\$397,764	6,894
27	Gogebic-Ontonagon ISD	\$37,575	\$38,697	1,122
28	Traverse Bay Area ISD	\$166,184	\$169,150	2,966
29	Gratiot-Isabella RESD	\$114,441	\$116,195	1,754
30	Hillsdale County ISD	\$75,251	\$77,898	2,647
31	Copper Country ISD	\$71,127	\$72,848	1,721
32	Huron ISD	\$55,334	\$55,029	(305)
33	Ingham ISD	\$310,655	\$315,460	4,805
34	Ionia County ISD	\$100,445	\$101,648	1,203
35	Iosco RESA	\$55,598	\$58,941	3,343
38	Jackson ISD	\$177,218	\$182,675	5,457
39	Kalamazoo RESA	\$262,735	\$268,536	5,801
41	Kent ISD	\$653,048	\$668,691	15,643
44	Lapeer ISD	\$94,689	\$98,411	3,722
46	Lenawee ISD	\$124,969	\$128,521	3,552
47	Livingston ESA	\$168,022	\$171,024	3,002
50	Macomb ISD	\$686,442	\$703,091	16,649
51	Manistee ISD	\$43,468	\$44,526	1,058
52	Marquette-Alger RESA	\$92,682	\$93,909	1,227
53	West Shore ESD	\$84,631	\$83,837	(794)
54	Mecosta-Osceola ISD	\$92,178	\$95,469	3,291
55	Menominee ISD	\$39,309	\$39,425	116
56	Midland County ESA	\$104,188	\$107,226	3,038
58	Monroe County ISD	\$152,296	\$158,512	6,216
59	Montcalm Area ISD	\$110,400	\$113,767	3,367
61	Muskegon Area ISD	\$203,815	\$209,052	5,237
62	Newaygo County RESA	\$79,748	\$82,062	2,314

		19-20 Final Award	20-21 Estimated Award	difference
63	Oakland Schools	\$929,887	\$949,578	19,691
70	Ottawa Area ISD	\$304,593	\$311,324	6,731
72	COOR ISD	\$78,959	\$80,041	1,082
73	Saginaw ISD	\$209,545	\$214,205	4,660
74	St. Clair County RESA	\$153,944	\$158,903	4,959
75	St. Joseph County ISD	\$103,449	\$105,936	2,487
76	Sanilac ISD	\$69,761	\$70,261	500
78	Shiawassee RESD	\$99,321	\$101,826	2,505
79	Tuscola ISD	\$88,346	\$90,322	1,976
80	Van Buren ISD	\$123,440	\$123,831	391
81	Washtenaw ISD	\$310,052	\$315,506	5,454
82	Wayne RESA	\$1,531,463	\$1,567,378	35,915
83	Wexford-Missaukee ISD	\$91,137	\$93,417	2,280
	TOTALS	\$10,165,007	\$10,394,241	