



## Early On<sup>®</sup> Michigan Infant-Toddler Early Intervention

- **Early On Michigan offers early intervention services for infants and toddlers, birth to 3 years of age, with developmental delays and disabilities. Intervening this early is critical for best outcomes.**
- **Early On supports parents so that they can address the unique needs of their eligible infants and toddlers and enhance their health, development and learning.**
- **Early On is an important part of Michigan's early childhood/Great Start system preparing children for success in life and school, including 3<sup>rd</sup> grade reading achievement. It warrants additional resources.**
- **The Michigan Office of the Auditor General finds that Early On services are not delivered as they should be for all eligible children and cites lack of funding.<sup>1</sup> Additional funding would support Early On to serve all eligible infants and toddlers with appropriate levels of service provision.**

### Why the early years matter:

- The “P” in our P-20 education system stands for prenatal, not preschool.<sup>2</sup> It is important to support infants and their families from the first onset of need – our system must include them.
- Brain science informs us that neural circuits, which create the foundation for learning, behavior and health, are most flexible during the first three years of life. Intervention at this stage is critical for infants and toddlers in need. Invest now or pay a lot more later.
- Studies have found that early intervention can result in increased motor, social and cognitive functioning. With early intervention, it's possible to more effectively impact a child's development and learning, even into adulthood.

### Other Early On specifics:

- Early intervention minimizes potential developmental delays and reduces educational costs by minimizing the need for special education services as children with disabilities reach school age. In fact, a national longitudinal study determined that 42% of former early intervention participants did NOT need special education at kindergarten.<sup>3</sup>
- *Early On* surpasses the target on the federal indicator that measures percent of families participating in *Early On* who report that *Early On* helped parents to help their children develop and learn (84%).<sup>4</sup>

<sup>1</sup> Michigan Office of the Auditor General (November, 2013). *Audit Report/Performance Audit of Early On, MI Department of Education.*

<sup>2</sup> Governor Rick Snyder (2011). *State of the State Address.* <http://www.freep.com/article/20110120/NEWS15/110120009/Transcript-Read-and-watch-the-State-of-the-State>.

<sup>3</sup> Hebbeler, K., Spiker, D., Bailey, D., (2007). *Early Intervention for Infants and Toddlers with Disabilities and their Families: Participants, Services, and Outcomes.* Final Report of the National Early Intervention Longitudinal Study (NEILS).

<sup>4</sup> Michigan Department of Education. (2017). *2015 Part C Annual Performance Report.*