

# Family Data Leaders

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Session One



Center for Parent Information & Resources  
DaSy  
Michigan Alliance for Families  
information, support, and education

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# Family Data Leaders Training for Families

Session One



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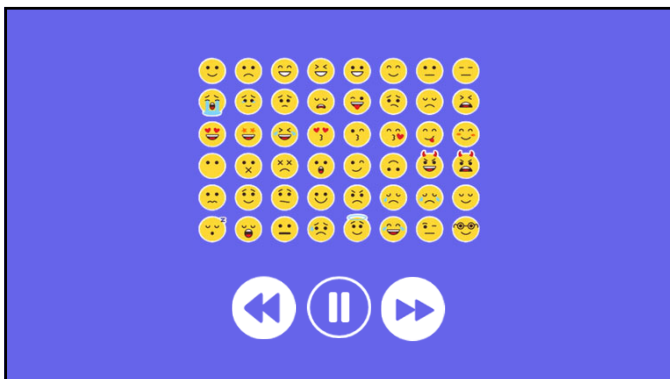
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## Our Goal

The Family Data Leader (FDL) Training is intended to build the capacity of family members to participate in important data discussions about programs and systems that impact infants, toddlers, and preschoolers with disabilities and their families.

These sessions promote an understanding of data and using data to make state or program level improvements.



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## Family Data Leader Project (FDL)



### Center for IDEA Early Childhood Data Systems (DaSy)

A national technical assistance center that supports IDEA Part C early intervention and IDEA Part B 619 early childhood special education state programs in building high quality data systems and using data to improve results for young children with disabilities and their families.



### Center for Parent Information Resources (CPIR)

The hub for information and products for Parent Centers serving families of children with disabilities.



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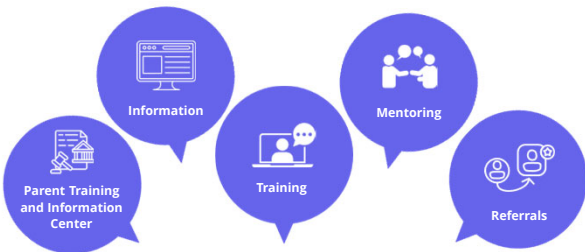
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## Introductions

- Your name
- Age of child(ren)
- Child's disability (if comfortable)
- What is one type of data you use regularly



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## Overview of Sessions

**Session One:** an overview of Family Data Leaders, what makes a Family Data Leader, Early Intervention, Preschool Special Education, system change, stakeholder engagement, and accountability

**Session Two:** an introduction to data, data cycles, State Performance Plans, Annual Performance Reports, the importance of WHY, successful participation, and effective communication

**Session Three:** Look! Think! Act! And how and where to use Look! Think! Act!

**Session Four:** data scenarios and data discussions

**Session Five:** why Early Childhood data matters, navigating *Early On* data, and Michigan's Top 10 Strategic Education Plan

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## FDL Project Learning Objectives

**Who**  
Understand the role of a Family Data Leader, the importance of the family voice, and the multiple ways families can participate in data-based decision making at the local, state and national level

**Why**  
Understand why data is critical to inform systems change and program improvement across all levels

**What**  
Understand and apply their knowledge of the basics of data, data analysis, and data use to understand the function of data as it relates to Part C and Part B 619 programs

**How**  
Explore and begin to apply the *Look! Think! Act!* data-use framework to engage with data (including the state SPP/APR) for systems change, program improvement, and better child outcomes



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## Helpful Resources

**Basic Early Childhood Assessments List**

| Agency | Assessment  |
|--------|---|
| CPRE   | Center for Parent Information and Resources       |
| CPRE   | Community Parent Resource Center                  |
| Dash   | Center for IDEA Early Childhood Data Systems      |
| DEQ    | Division for Early Childhood                      |
| EDCPC  | Early Childhood Personnel Center                  |
| EDTA   | Early Childhood Technical Assistance Center       |
| ED     | U.S. Department of Education                      |
| EMAP   | Early Mapping, Evaluation and Innovation Programs |
| HRSA   | U.S. Department of Health and Human Services      |
| IEA    | IDEA Data Center                                  |
| IRTA   | Infant and Toddler Checklist Association          |

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## What does it mean to be a Family Data Leader?

A Family Data Leader brings the family perspective and lived experience—*their voice*—to inform systems change efforts.

A Family Data Leader will:

- Build and use knowledge and skills while bringing a broad perspective of the Individuals with Disabilities Act (IDEA), data use, and systems building activities
- Apply data-use knowledge and skills to provide feedback and inform decisions to support program improvement in IDEA Part C early intervention and IDEA Part B 619 early childhood special education

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## Individuals with Disabilities Education Act (IDEA)

Law that makes available a **free appropriate public education** to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

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## IDEA

- ❑ **Part A** outlines the general provisions of the law.
- ❑ **Part B** covers assistance for providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3–21. [Part B, Section 619](#) focuses on services for children ages 3–5.
- ❑ **Part C** includes provisions for serving infants and toddlers with disabilities birth through 2 and their families.
- ❑ **Part D** includes provisions for federal grants available to support activities related to improving services for children with disabilities, including personnel development, technical assistance and dissemination, technology, and parent-training and information centers.



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## Statutes and Regulations



- What services are provided under the law
- General purpose of early intervention and preschool special education
- Who can/must provide the services
- The States' responsibility of oversight and monitoring
- Ways in which services are paid



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## Mission of Part C

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



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**Early Intervention Services**

- Designed to meet the developmental needs of each eligible child
- Designed to meet the needs of the family related to enhancing the child's development
- Are selected in collaboration with parents
- Are provided under public supervision by qualified personnel
- In conformity with the Individual Family Service Plan (IFSP)



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**Mission of Part B | Section 619**

IDEA Preschool Services (Part B Section 619) are designated to provide Free Appropriate Public Education (FAPE) for all eligible children, ages 3 to 5 with disabilities within an inclusive environment.



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**Preschool Special Education**

- Designed to provide a free appropriate public education (FAPE) for children with disabilities ages 3-5
- Provides special education and related services to eligible children with disabilities ages 3-5
- In conformity with Individualized Education Program (IEP)



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## Part C and Part B 619

Let's share!

- Where can you find more information about Part C in Michigan?
- How is Part C implemented in Michigan?
- What is Michigan's mission and vision related to Preschool Special Education?
- Where can you find Michigan's special education laws, policies, or procedures?



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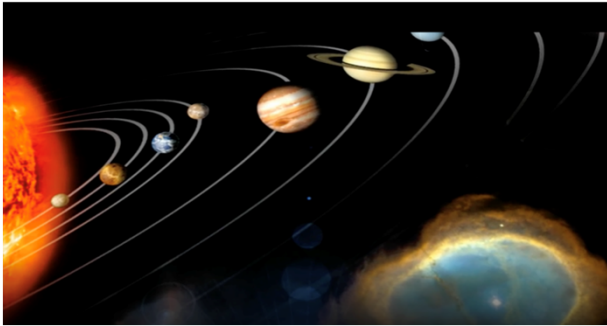
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<https://detroitpbs.pbslearningmedia.org/resource/syslit14-sci-sys-bigidea/what-are-systems/>



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"What if we don't change at all ...  
and something magical just happens?"

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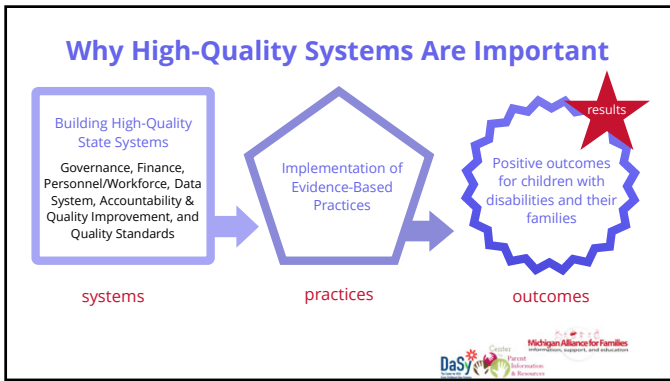
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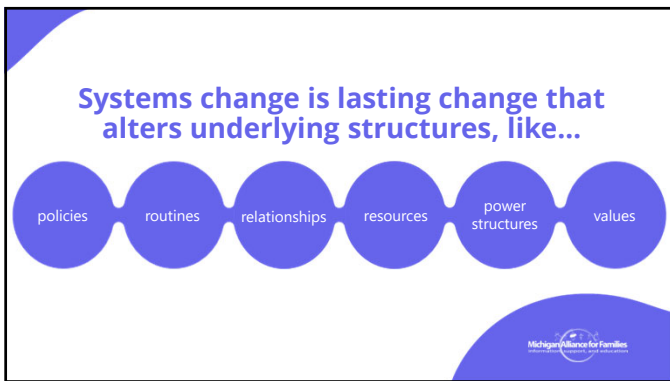
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Think about the systems in your world...



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### Importance of IDEA Data

<https://www.youtube.com/watch?v=mRiG2bm1M4w>



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### How It All Fits Together

- All children and families participating in EI/preschool special education
- Local Programs/School Districts
- Intermediate School Districts (ISDs)
- State Agencies
- State Government
- US Department of Education
- US Government (Congress)



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How can state or local agencies and organizations help you feel comfortable asking questions about data?

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### What we covered today

- Overview of the Family Data Leader Project
- What it means to be an FDL
- Increase knowledge of early intervention (Part C) and Preschool Special Education (Part B, Section 619)
- System change
- Stakeholder engagement
- Relationship between data and accountability



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### Up Next

- All about data
- Stages of data cycle
- All about SPP/APR
- Examining the importance of WHY
- Successful participation and effective communication



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**We are here to support you!**

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**For more information visit**  
[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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**Michigan Alliance for Families**

In collaboration with 

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MILEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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