

Family Data Leaders

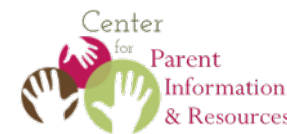
Kelsey Biswanger, Early Childhood Specialist
Stephanie Nicholls, Statewide Training Manager

Session One



Family Data Leaders Training for Families

Session One





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.

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.



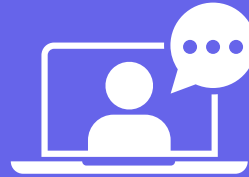
Information



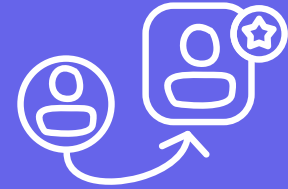
Mentoring



Parent Training
and Information
Center



Training



Referrals



Michigan Alliance for Families
information, support, and education

Introductions

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

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

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

FDL Project Learning Objectives

Helpful Resources

Basic Early Childhood Acronym List	
Centers and Organizations	
CPIR	Center for Parent Information and Resources
CPRC	Community Parent Resource Center
DaSy	Center for IDEA Early Childhood Data Systems
DEC	Division for Early Childhood
ECPC	Early Childhood Personnel Center
ECTA	Early Childhood Technical Assistance Center
ED	U.S. Department of Education
EHDI	Early Hearing Detection and Intervention Programs
HHS	U.S. Department of Health and Human Services
IDC	IDEA Data Center
ITCA	Infant and Toddler Coordinators Association

100 Common Acronyms Around Special Education									
AAC	Augmentative & Alternative Communication	DHH	Deaf or Hard of Hearing	LD	Learning Disability	MSTEP	Michigan Student Test of Educational Progress	SAS	Supplementary Aids & Services
AAOCM	Autism Awareness of Michigan	DRM	Disability Rights Michigan	LEA	Local Educational Agency	MTSA	Michigan Transition Services Association	SBE	State Board of Education
ABA	Applied Behavior Analysis	ECCDD	Early Childhood Developmental Delay	LICC	Local Interagency Coordinating Council	OCR	Office of Civil Rights	SEA	State Educational Agency
ACMH	Association for Children's Mental Health	ECSE	Early Childhood Special Education (Ages 3-5)	LIO	Low Incidence Outreach	OHI	Other Health Impairment	SEAC	Special Education Advisory Committee
ADA	Americans with Disabilities Act	EDP	Educational Development Plan	LIPA	Leaders in Policy Advocacy	OSE	Office of Special Education	SEMS	Special Education Mediation Services
ADHD	Attention Deficit Hyperactivity Disorder	EI	Emotional Impairment	LRE	Least Restrictive Environment	OSEP	Office of Special Education Programs	SICC	State Interagency Coordinating Council
APR	Annual Performance Report	EI	Early Intervention	MAF	Michigan Alliance for Families	OSERS	Office of Special Education & Rehabilitative Services	SLD	Specific Learning Disability
ASD	Autism Spectrum Disorder	EO	Early On Michigan	MARSE	Michigan Administrative Rules for Special Education	OT	Occupational Therapy	SLI	Speech and Language Impairment
BCBA	Board Certified Behavior Analyst	ESA	Educational Services Agency	MOE	Michigan Department of Education	PAC	Parent Advisory Committee	SLP	Speech-Language Pathology
BIP	Behavior Intervention Plan	ESSA	Every Student Succeeds Act	MDHHS	Michigan Department of Health & Human Services	PBIS	Positive Behavior Interventions and Support	SPP	State Performance Plan
BSBP	Bureau of Services for Blind Persons	FAPE	Free Appropriate Public Education	MDR	Marblehead Determination Review	PC	Personal Curriculum	SSP	State Systemic Improvement Plan
CAP	Connective Action Plan	FBA	Functional Behavioral Assessment	MET	Multidisciplinary Evaluation Team	PI	Physical Impairment	SSW	School Social Worker
CBI	Community Based Instruction	FERRA	Family Educational Rights & Privacy Act	MICC	Michigan Interagency Coordinating Council	PLAAP	Present Level of Academic Achievement & Functional Performance	START	Statewide Autism Resources & Training
CI	Cognitive Impairment	GSSP	Great Start Readiness Program	MICI	Mild Cognitive Impairment	Pre-ETS	Pre-Employment Transition Services	SKI	Severe Multiple Impairments
CMH	Community Mental Health	IDEA	Individuals with Disabilities Education Act	MIDDCC	Michigan Developmental Disabilities Council	PSA	Public School Academy	TBI	Traumatic Brain Injury
COP	Community of Practice	IEE	Independent Educational Evaluation	MILEAP	Michigan Lifelong Education, Advancement, & Potential	PT	Physical Therapy	TC	Teacher Consultant
CTE	Career & Technical Education	IEP	Individualized Education Program	MMTSS	Michigan's Multi-Tiered System of Supports	PWN	Prior Written Notice	UDL	Universal Design for Learning
DB	Deaf-Blindness	IEPT	Individualized Education Program Team	MOCI	Moderate Cognitive Impairment	REED	Review of Existing Evaluation Data	USED	United States Department of Education
DCL	Dear Colleague Letter	JFSP	Individualized Family Service Plan	MMC	Michigan Meet Curriculum	RESA	Regional Educational Service Agency	VI	Visual Impairment
DDI	Developmental Disabilities Institute	ISD	Intermediate School District	MRS	Michigan Rehabilitation Services	RRI	Response to Intervention	S04	Section 504 Plan



- GOALS**
1. Expand early childhood learning opportunities
 2. Improve early literacy achievement
 3. Improve the health, safety, and wellness of all learners
 4. Expand secondary learning opportunities for all students
 5. Increase the percentage of all students who graduate from high school
 6. Increase the number of adults with a post-secondary credential
 7. Increase the numbers of certified teachers in areas of shortage
 8. Provide adequate and equitable school funding
- GUIDING PRINCIPLES**
1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
 2. All educators are encouraged to be creative and innovative. All educators are adequately compensated and respected for their professionalism, and have the resources, support, and training needed to educate students.
 3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
 4. All students are provided every opportunity to achieve the broadest range of life dreams.
 5. Families and communities are essential partners of teachers, support staff, and administrators in the education of students.
 6. In support of students and their achievement, the Michigan Department of Education is coordinated, aligned, and properly resourced, and collaborates with school districts and a wide range of partners and stakeholders.
- METRICS**
- Metrics are a critical component of the Top 10 Strategic Education Plan. Metrics have been identified for each goal and will be reviewed and reported annually.

EarlyOnData.com Video Tutorials

In the following videos Allan Knapp, Early On Data Specialist, describes how to access useful features and information with the EarlyOnData.com website. The **Introduction** video provides an overview of the types of data that are compiled as well as how to access and sort service area data. The **Profiles** video shows how to access service areas' information and the variety of information found within. The **Rankings** video identifies how to compare service area data. The **618 Tables and Public Reports** video reviews the data that the Michigan Department of Education must report to the Office of Special Education. The **Basic Calculations** and **Advanced Calculations** videos discuss accuracy and how percentages are computed. The **COS Reporting** and **Ranking Additions** and the **Services Definitions and Calculations** videos describe the newest sections of the profiles.

Use these videos as a data resource and re-visit as often as needed. For additional questions, contact Colleen O'Connor, Part C Data Manager, at connorC1@michigan.gov.

- 01. Introduction
- 02. PROFILES
- 03. RANKINGS
- 04. 618 Tables and Public Reports
- 05. Basic PROFILE calculations
- 06. Advanced PROFILE calculations
- 07. COS Reporting and Ranking Additions
- 08. Services Definitions and Calculations
- 09. Adjusted Services

- #### All Projects Resources
- » All Together: Caring for Children with Delays and Disabilities
 - » Bite-Sized Learning
 - » Child Outcomes Summary (COS)
 - » Early Intervention Practices
 - » Early On Data Resources
 - » Early On Data Webinar Recordings
 - » Early On Forums
 - » Early On Michigan Implementation Manual
 - » Early On Webinar Recordings
 - » Early On/Home Visiting Collaboration



Michigan Department of Education – June 2025 State Performance Plan/Annual Performance Report Indicators

Part B of the Individuals with Disabilities Education Act – Ages 3-21

- Results Indicators**
- Michigan sets measurable and rigorous targets with broad stakeholder input.
1. **Graduation** - Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
 2. **Dropout** - Percent of youth with IEPs who exited special education due to dropping out of high school.
 3. **Statewide Assessment** - (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
 4. **Rates of Suspension and Expulsion** - Percent of Local Educational Agencies (LEAs) that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
 5. **Educational Environments** - Percent of children with IEPs, age 3 and 5 enrolled in kindergarten and ages 6-21, served (A) inside regular class 80% or more of day; (B) inside regular class less than 40% of day; (C) in separate schools, residential facilities, or homebound/hospital placements.
 6. **Preschool Environments** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and are, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
 7. **Preschool Outcomes** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and demonstrate improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
 8. **Parent Involvement** - Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
 14. **Post-School Outcomes** - Percent of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
 15. **Resolution Session Agreements** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
 16. **Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
 17. **State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

MISSION
Support learning and learners

VISION
Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.



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

Individuals with Disabilities Education Act (IDEA)

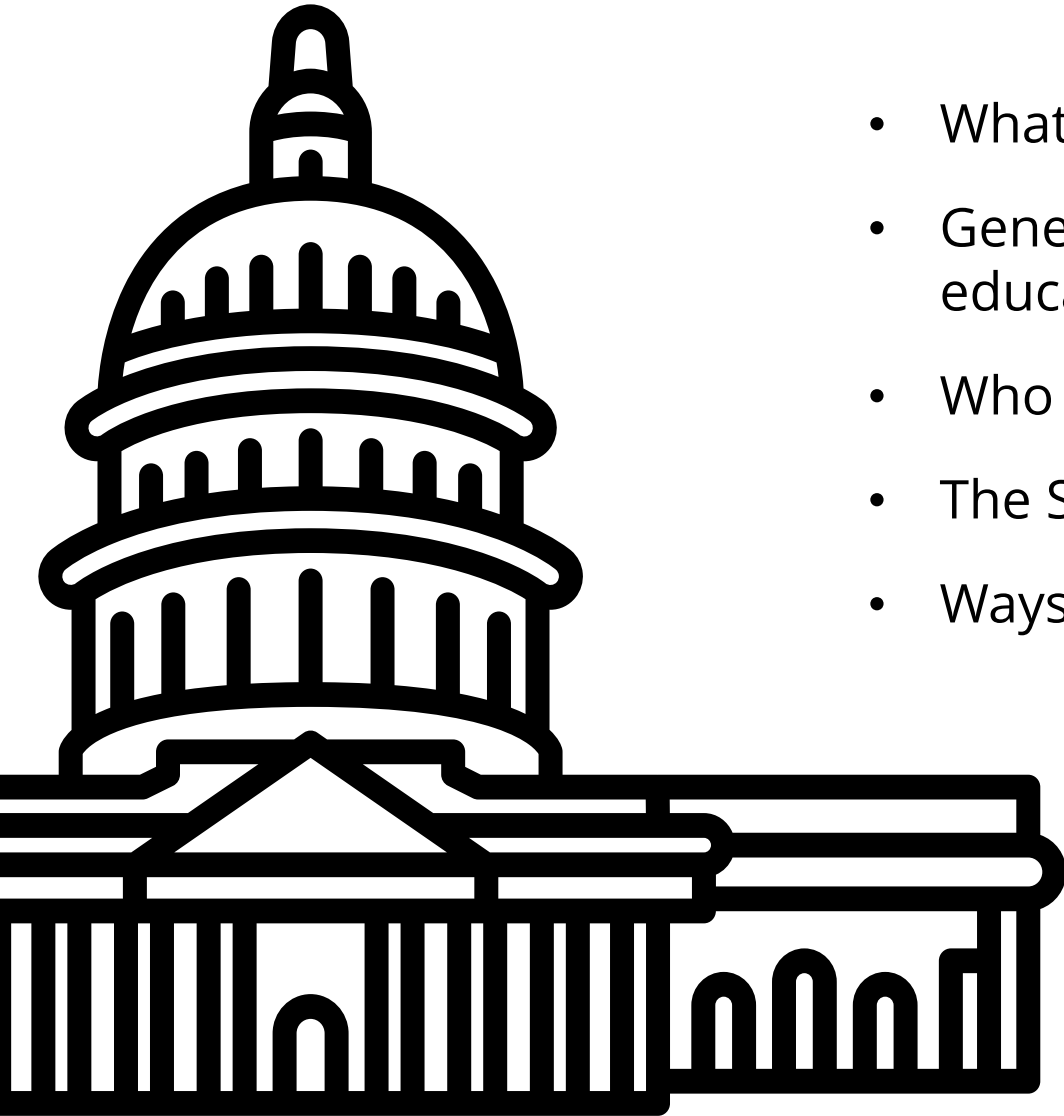
Law that makes available a **free appropriate public education** to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

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.

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.

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

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.

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)

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.

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)

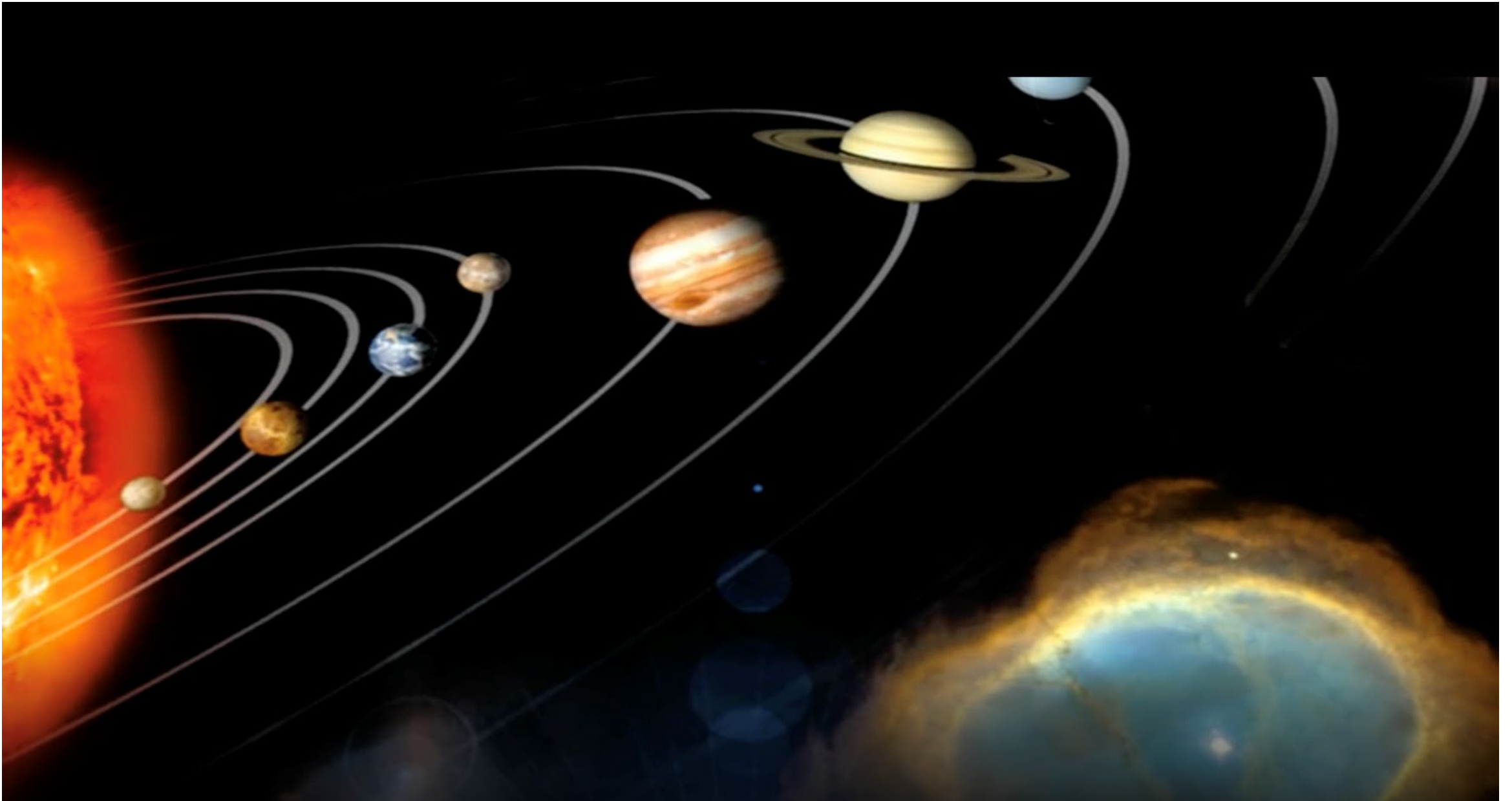
Part C and Part B 619

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?



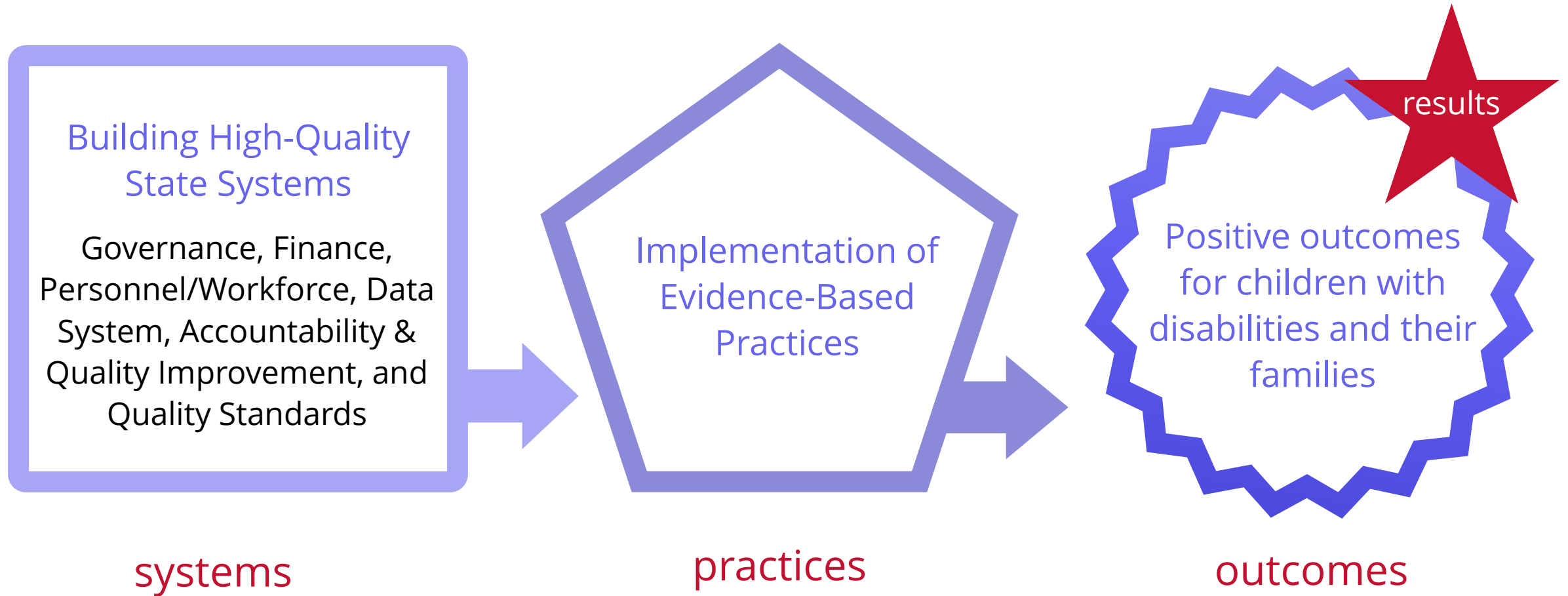
<https://detroitpbs.pbslearningmedia.org/resource/syslit14-sci-sys-bigidea/what-are-systems/>





“What if we don’t change at all ...
and something magical just happens?”

Why High-Quality Systems Are Important





Let's Talk About Systems

Systems change is lasting change that alters underlying structures, like...

policies

routines

relationships

resources

power
structures

values

Think about the systems in your world...



Importance of IDEA Data

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



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)



Office of Special Education Programs (OSEP) Stakeholder Requirements



Expanding stakeholder groups and increased family representation



Aligning stakeholder demographic to reflect demographics of families and communities



Continuous, active engagement with various methods and timeframes to obtain stakeholder engagement

Source: OSEP MSIP Presentation, <https://osepideasthatwork.org/resources-grantees/program-areas/monitoring-and-state-improvement-planning-msip?tab=measurement>

Effective Engagement

To be effective, family representatives need to:

- Understand why data are important
- Understand what data are being collected and how those data are used
- Know who is involved in data conversations and their roles in decision-making
- Understand how they are/can be involved in data use

It is essential for you to feel comfortable asking questions about and using data.

Adapted from *Leading by Convening: A Blueprint for Authentic Engagement*.

See more here:

<http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf>

Depth of interaction



Informing

Sharing or disseminating information with others who care about the issue; top-down, one-way communication

Collaborating

Engaging a more representative group of stakeholders who care about the issue to work together around the issue to make change

Networking

Asking a select group what they think about this issue & listening to what they say; limited two-way communication

Transforming

Leading by convening, facilitating deep cross-stakeholder engagement & leadership, sharing leadership, building consensus

Levels of Engagement

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

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

Up Next

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

We are here to support you!

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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families

In collaboration with



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