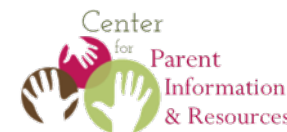


# Family Data Leaders Training for Families

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

## Session Two



# Mighty & Marvelous M&Ms

**Your favorite thing to do for fun**

**What you'd love to do 20 years from now**

**The best thing that happen to you within the last year**

**Your favorite thing to learn/explore/wonder**

**Your favorite book, movie, or food**

**What superpower you'd take, if you could**

# Today's Learning Objectives

Increase	Increase knowledge of State Performance Plan(SPP) and Annual Performance Report (APR)
Become	Become familiar with terminology used in data discussions
Discuss	Discuss the stages of data life cycle
Learn	Learn why it is important that families are involved in data discussions
Examine	Examine the importance of WHY
Discover	Discover effective communication and successful participation strategies in data discussions

# Warm-Up Intro Activity

## Discuss in Breakout Rooms or small groups

- Select note taker and reporter to capture main points

## Come back together for whole-group sharing

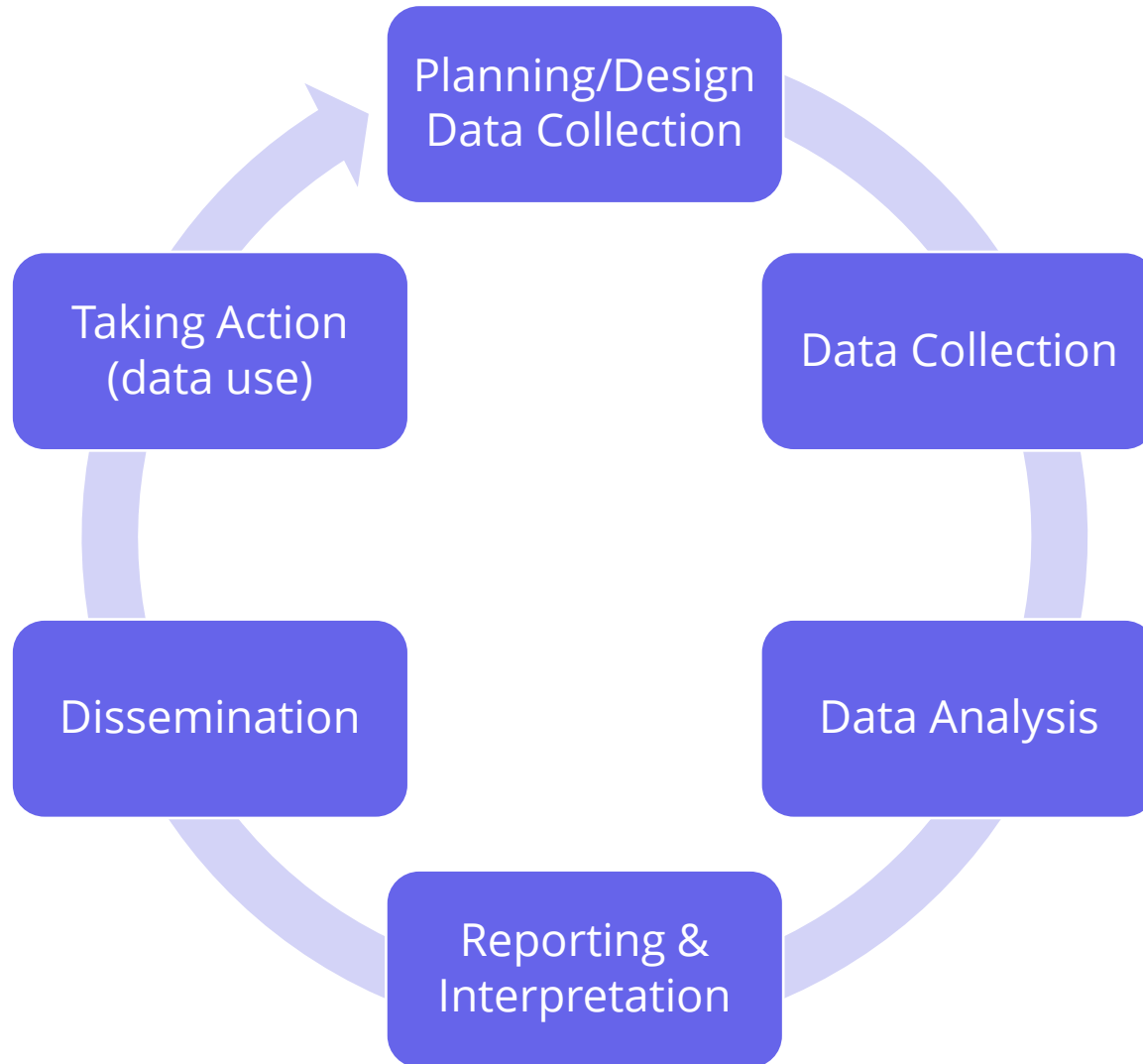
- Reporter shares main points related to these questions:

*How do you use data every day?*

*Have you ever been involved in discussions about data?*

*If so, how did it go?*

# Data Lifecycle Stages

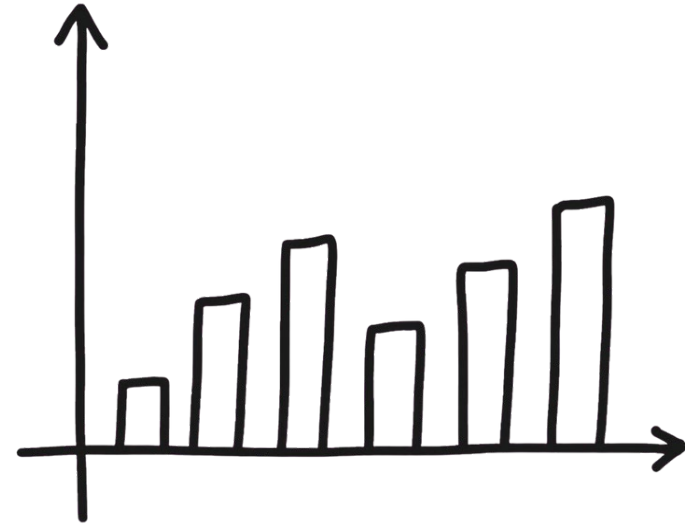


1. Planning and design for data collection
2. Data collection
3. Data analysis
4. Reporting and interpretation
5. Dissemination
6. Taking action (data use)

# What is Data?

Data...

- is factual information
- helps groups make decisions
- must be reliable, valid and accessible



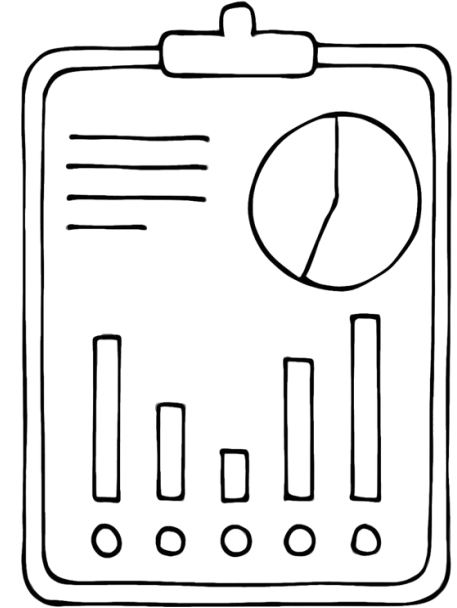
# Forms of Data

## Quantitative Data

- Typically, numbers
- Answers the questions:  
How much? How often? When? Where?

## Qualitative Data

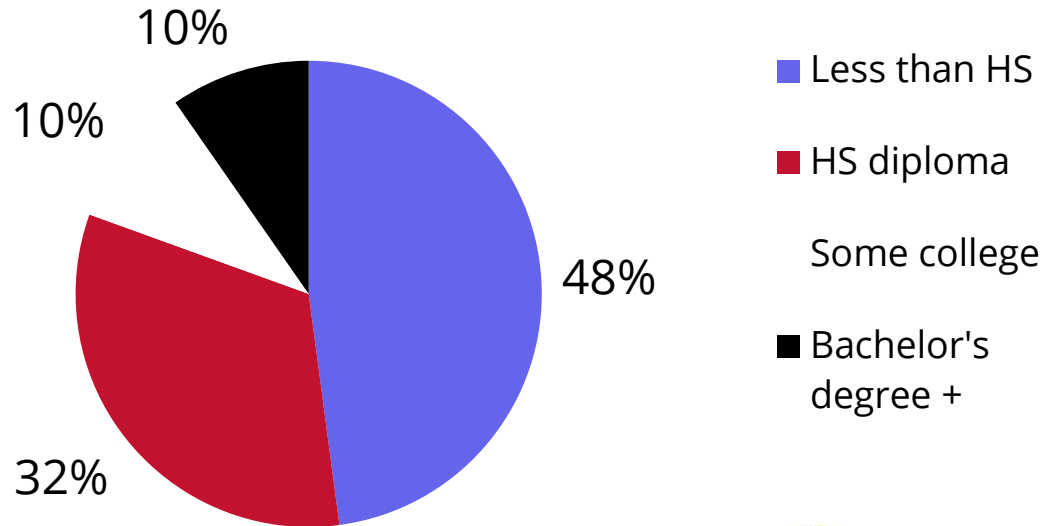
- Typically, descriptions
- Answers the questions:  
What is it like? What do you observe about it?



# Organizing Data

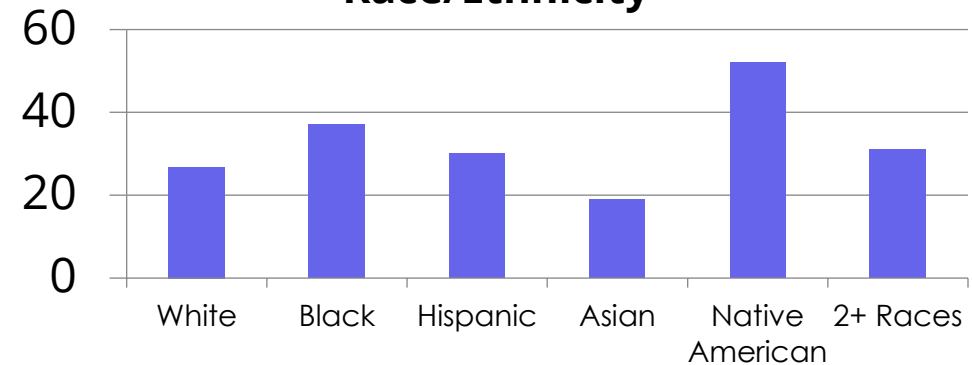
**Aggregated Data:** a whole set of data formed by combining several parts

**Youth 20-24 Neither Enrolled in School Nor Working**



**Disaggregated Data:** a whole set of data separated into its categories or subgroups

**Youth 20-24 Neither in School Nor Working with HS Diploma by Race/Ethnicity**



# Data as Information

Click image to go to the document

## Note:

SICC = State Interagency Coordinating Council for IDEA Part C state early intervention systems

SAP = State Advisory Panel for IDEA Part B special education systems

### Data as Information

5 Things for Part C/619 Stakeholders to Know

- 1 Data are factual information. Using data allows you to make decisions based on facts, not opinions, guesswork, or feelings. This is sometimes called data-based or data-informed decision-making.
- 2 Data can be quantitative, measured in quantities as numbers, or qualitative, describing what something is like or what is observed.
- 3 To be meaningful, data must be reliable, valid, and accessible.
  - Reliable means the data are accurate and true every time, e.g., the data would be the same no matter who collected them.
  - Valid means the data measure what they are intended to measure.
  - Accessible means that the concerns, needs, and abilities of the intended audience are considered when sharing and using the data.
- 4 IDEA programmatic and policy decision-making relies on the use of aggregate data (i.e., total data for a whole group, such as all of the children receiving Part C services) and disaggregate data (i.e., broken down into smaller groups, such as children receiving Part C services by race/ethnicity), but not individual child or family data. Data can be organized and analyzed in different ways for different purposes, such as a snapshot in time, comparisons between groups, or trends over time.
- 5 When stakeholders, such as SICC and SAP representatives, see data presented visually they are better able to grasp difficult concepts, identify patterns, and more efficiently take away key messages. The visual representation and presentation of data to enhance understanding is known as data visualization.

For more information visit *Building Stakeholder Knowledge about Data: A Toolkit for IDEA Part C and Part B 619 Stakeholders* at <http://dasycenter.org/building-stakeholder-knowledge-toolkit/>

**DaSy**  
The Center for IDEA  
Early Childhood Data Systems

# Reasons to Collect and Use Data

- Assess and improve quality of services that benefit children and families
- Examine differences in access, services and supports
- Advocate for federal, state, and local policy change and investments
- Increase public awareness and understanding
- Build trust within and across communities and systems
- Achieve positive outcomes for all children and families

# OSEP Collects Data

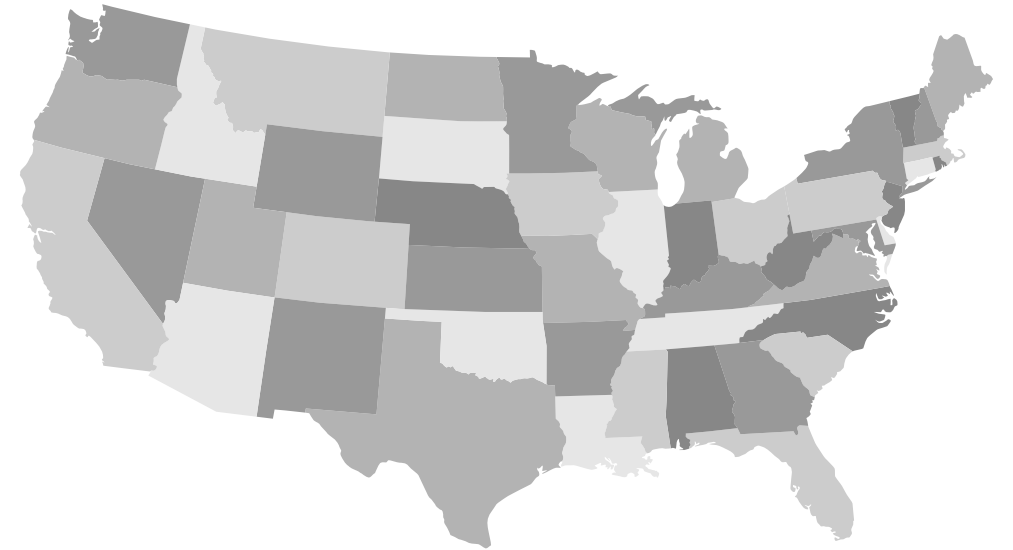
The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

Let's take a deeper look into this...

**State Performance Plan (SPP)  
and the  
Annual Performance Report (APR)**

# Federal Statute

In accordance with **U.S.C. 1416(b)(2)(C)(ii)(II) and 1422** of the **Individuals Disabilities Education Act (IDEA)**, each state Lead Agency (LA) must report annually through the Part C or Part B Annual Performance Report (Part C/B –APR) to the Secretary on the state’s performance under its Part C or Part B State Performance Plan (Part C/B – SPP)



# The SPP/APR: Why?

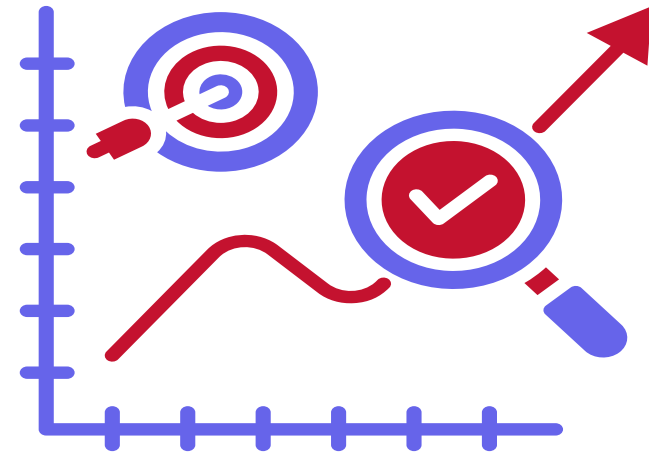
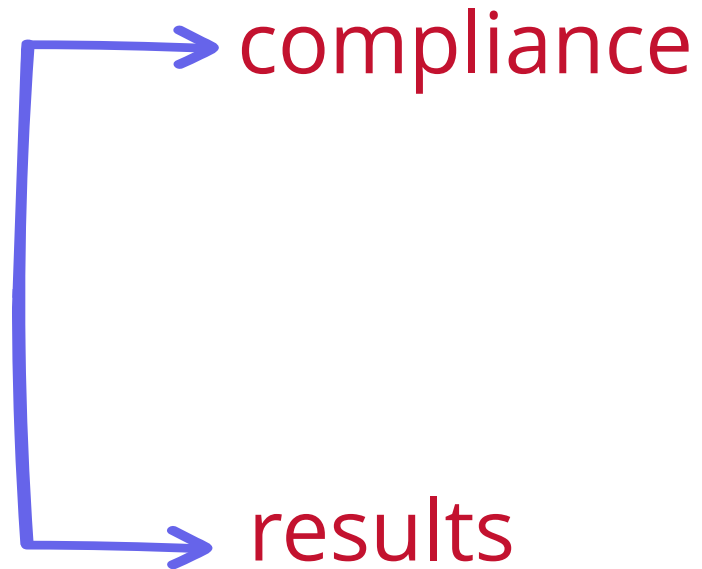


- To help OSEP monitor and support states' implementation of IDEA
- To help states collect and use to monitor and improve implementation of IDEA
- To inform stakeholders about the states' performance
- To provide consistent data across states on key indicators of compliance and results

# SPP – State Performance Plan

- Required by IDEA
- Six-year Plan
- Includes indicators for improving implementation of IDEA requirements and purposes
- Includes measures of showing progress toward indicators

# Two Kinds of SPP/APR Indicators

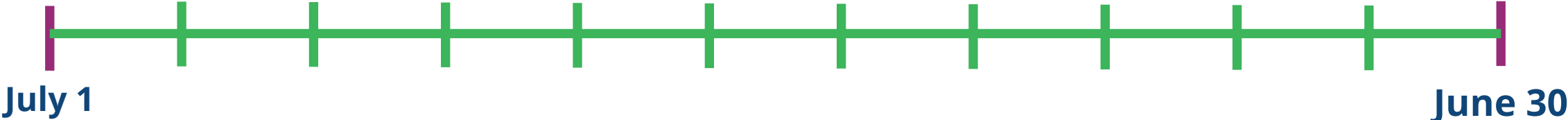


# APR – Annual Performance Report

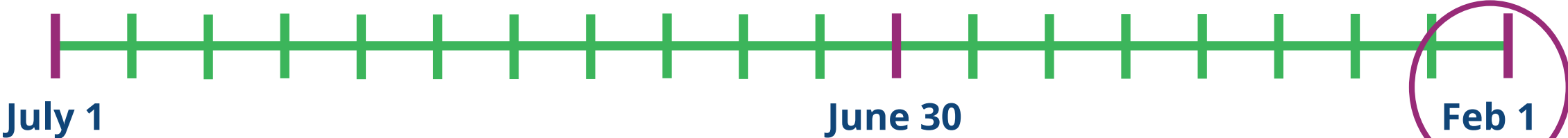
- Report progress on target for each indicator in SPP
- Submitted annually on February 1<sup>st</sup>
- Used by OSEP to make state determinations
  - Meets requirements
  - Needs assistance
  - Needs intervention
  - Needs substantial intervention
- Functions as a report to state stakeholders

# Know Your Dates

FFY means Federal Fiscal Year



Example: FFY 2025: **data collected** July 1, 2025 – June 30, 2026



FFY 2025 SPP/APR: data reported February 1, 2027

# General Instructions

An introduction is required that describes the state's:

- a) General Supervision System
- b) Technical Assistance System
- c) Professional Development System
- d) Stakeholder Involvement
- e) Reporting to the Public

# Indicators Part C

## Results Indicators

Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

- 2. Services in Natural Environments** - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.
- 3. Early Childhood Outcomes** - Percent of infants and toddlers who demonstrate improved: positive social-emotional skills; acquisitions and use of knowledge and skills; and use of appropriate behaviors to meet their needs.
- 4. Family Involvement** - Percent of families participating in Part C that report early intervention services have helped the family: know their rights; effectively communicate their children's needs; and help their children develop and learn.
- 5. Child Find (Birth to One)** - Percent of infants and toddlers birth to 1 with IFSPs.
- 6. Child Find (Birth to Three)** - Percent of infants and toddlers birth to 3 w/IFSPs.
- 9. Resolution Sessions** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).
- 10. Mediation** - Percent of mediations held that resulted in mediation agreements.
- 11. State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.



## Part C of the Individuals with Disabilities Education Act - Birth to Age 3

### Compliance Indicators

These compliance targets are set by the United States Department of Education at either 0% or 100%.

- 1. Timely Provision of Services** - Percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.
- 7. 45-day Timeline** - Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation, initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.
- 8. Early Childhood Transition** - Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.
- 12. General Supervision** - Percent of findings of noncompliance corrected within one year of identification.



**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.
- 4A. **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 5 and 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.

**Compliance Indicators**

Targets are set by the United States Department of Education at either 0% or 100%.

12. **Early Childhood Transition** - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.

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.

# Part B 619 Indicators

B-6 Preschool Environments

B-7 Early Childhood Outcomes

B-12 Early Childhood Transitions

B-17 State Systemic Improvement Plan (SSIP)

# Baseline and Targets

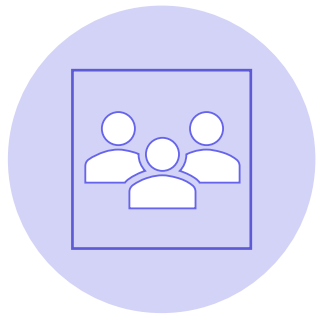
**Baseline** – a starting point; performance measure before implementing improvement

**Target** – the numerical level of performance the state expects to meet by a given period

# Baseline and Targets

- Reviewed every year with stakeholders
- Justify any changes based on data
- Describe the reason for changes in the SPP/APR

# Using APR for State Purposes



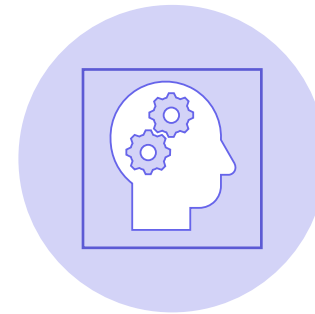
Reporting to stakeholders



Making local determinations



Publicly reporting local performance on each indicator



Identifying needs and effects of improvement strategies

# MISchool Data

Statewide

County

Intermediate School District (ISD)

District

School

Service Provider

The screenshot shows the MI School Data website. At the top, there is a navigation bar with the logo and the text "MI School Data Michigan's Official Education Data Source". To the right of the logo are links for "Connections", "Education Map", "Support", and "Sign In". Below the navigation bar is a main menu with categories: "Dashboards & Education Focus Areas", "Early Childhood", "K-12 Grade", "Student Subgroups", "Postsecondary", and "Workforce". A dropdown menu is open under "Early Childhood", listing items like "Early Childhood Landing Page", "Early Childhood Program Participation", "Continuity of Service in Special Education", "K-3 Absenteeism and Early Childhood Participation", "Early Childhood Program Participation by Kindergarten Class", "Pathways to Kindergarten", and "Early On Dashboard". The main content area features a large teal banner with the text: "From preschool through postsecondary, and into the workforce, MI School Data is the State of Michigan's official source for education data. Education matters. See what's working in Michigan." Below this banner is a button labeled "About MI School Data". Underneath the banner are three tabs: "Trending Now", "Featured Dashboards", and "Connections". The "Featured Dashboards" tab is active, showing three dashboard cards: "School Index" (with a link to "View School Index Report"), "Assessment Data" (with a link to "View Assessment Reports"), and "Report Builder" (with a link to "View Report Builder"). To the right of the featured dashboards is a "What's New on MI School Data" section with a link to "Report Calendar News and Updates", and a "Build a Custom Report" section with a link to "View Report Builder".



# SPP/APR Thoughts?

As we think about SPP/APR:

- What questions do you have?
- What surprised you?
- Which indicator do you think states struggle with?
- What indicators have the most impact?

***There are no right or wrong answers***

# Why it is important that families are involved in data discussions?

Families bring:

- Unique life stories on behalf of *all* children and families, not just their own.
- Different levels of access to information and support.
- Different experiences with using data in both personal and professional lives.
- Varied feelings about today's "data-rich" culture.



# Finding Your “Why”

Simon Sinek

The Golden Circle

<https://www.youtube.com/watch?v=Jeg3lIK8lro>

# What Is Your Why?



Identifying your “Why”

*your purpose, cause or belief*



Share your “Why”

Meetings about your child

Data Teams

Interagency Coordinating Council/State Advisory Panel

Focus Groups

Target Setting Groups

Parent Advisory Councils

Surveys

Boards of Directors

School-based management teams

School Board Members

# Ways Families Can Be Involved

# How can families successfully participate?



Come prepared, ask for materials ahead of time



Ask questions



Ask what your role is and who else will be there



Find out the purpose of the meeting



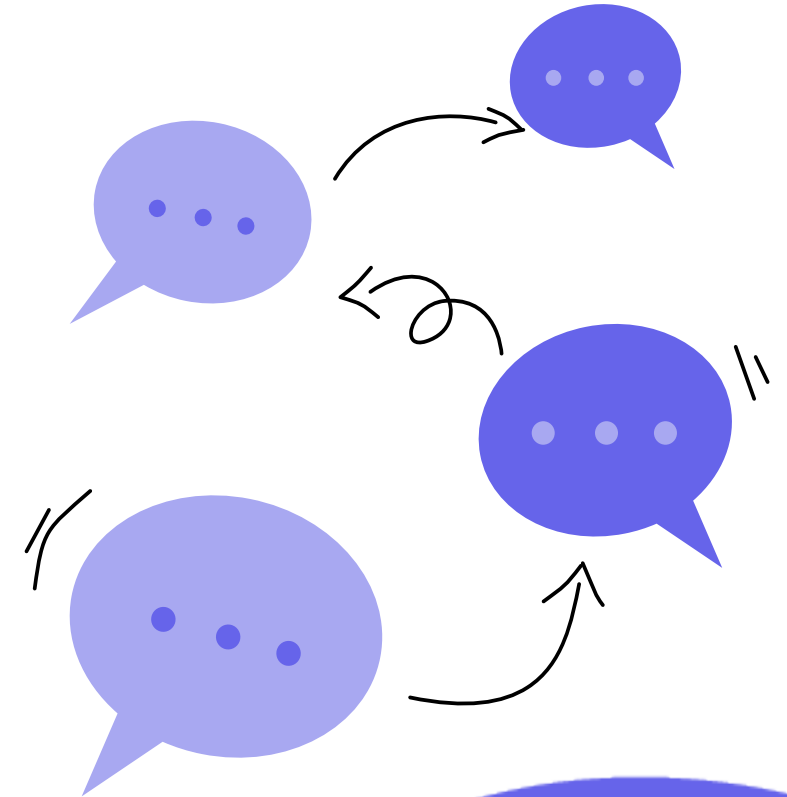
Understand this is about improving systems



Effective Communication

# Effective Communication

- ◇ Observing body language
- ◇ Interpreting the message
- ◇ Controlling emotions
- ◇ Considering your response
- ◇ Delivering the message
- ◇ Follow-up
- ◇ Active listening skills



**Acknowledging**

(I hear you)

**Paraphrasing**

(rephrase)

**Reflecting**

(think back)

**Clarifying**

(ask questions)

**Elaborating**

(for example)

**Summarizing**

(in a nutshell)

# Active Listening





All about data



Stages of data cycle



All about SPP/APR



Examining the importance of WHY



Successful participation and effective communication

# What we learned today



## Bud

A new idea, something you are looking forward to learning more about or implementing



## Rose

One thing that was positive, that you liked, or are proud of



## Thorn

A challenge or one thing you would like to be different

# Recap of Session 2

# Up Next!

Learn about *Look! Think! Act!* as a strategy for making data-based decisions

Learn how to use LTA when asked to join a local, regional or state-level discussion that includes understanding data.

# We are here to support you!

 @MichiganAllianceForFamilies

 @michiganallianceforfamilies

 /MichiganAlliance

**For more information visit**

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

Call 800-552-4821

En Español 313-217-1060

للغة العربية 248-963-0607

[info@michiganallianceforfamilies.org](mailto:info@michiganallianceforfamilies.org)



# 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).

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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