

Family Data Leaders Training for Families

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Session Two



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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



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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

Today's Learning Objectives



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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?




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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)

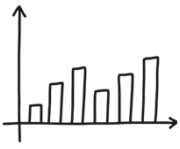



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What is Data?

Data...

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

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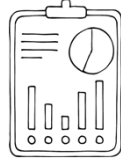
Forms of Data

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?



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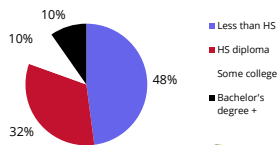
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Organizing Data

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

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

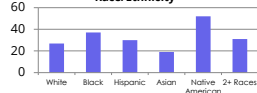
Youth 20-24 Neither Enrolled in School Nor Working



Serving on Groups That Make Decisions

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



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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

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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



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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...



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

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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)



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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



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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





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Two Kinds of SPP/APR Indicators

→ compliance

→ results







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APR – Annual Performance Report


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


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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



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General Instructions

An introduction is required that describes the state's:

- General Supervision System
- Technical Assistance System
- Professional Development System
- Stakeholder Involvement
- Reporting to the Public



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Indicators Part C

Results Indicators

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

- Services in Natural Environments** - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.
- 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.
- 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.
- Child Find (Birth to One)** - Percent of infants and toddlers birth to 1 with IFSPs.
- Child Find (Birth to Three)** - Percent of infants and toddlers birth to 3 with IFSPs.
- 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).
- Mediation** - Percent of mediations held that resulted in mediation agreements.
- 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%.

- 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.
- 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.
- Early Childhood Transition** - Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.
- General Supervision** - Percent of findings of noncompliance corrected within one year of identification.



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Part B 619 Indicators



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.

- Graduation** - Percent of youth with Individualized Education Programs (IEPs) exiting special education but not graduating with a regular high school diploma.
- Dropout** - Percent of youth with IEPs who exited special education due to dropping out of high school.
- Enrollment** - Percent of youth with IEPs who enrolled with IEPs. (B) Postsecondary rate for children with IEPs against grade-level academic achievement standards. (C) Day-to-day attendance rate for children with IEPs against grade-level academic achievement standards.
- Rate of Suspension and Expulsion** - Percent of total Educational Agencies (LEAs) that have a significant discrepancy in the rate of suspension and expulsion of youth with IEPs in a school year for children with IEPs.
- Educational Expenditures** - Percent of children with IEPs, ages 3 and under, in kindergarten through grade 12, enrolled in public schools. (B) or in state of Michigan. (C) total regular state funds that are used to provide special education services, including but not limited to personnel, materials, and transportation.
- Preschool Enrollment** - Percent of children with IEPs, ages 3, 4, and 5 who are not enrolled in kindergarten and are (A) receiving support services or (B) attending special education classes, programs, or services during the school year. (C) receiving special education and related services in the home.
- Postsecondary Outcomes** - Percent of children with IEPs, ages 3, 4, and 5 who are not enrolled in kindergarten and are (A) receiving support services or (B) attending special education classes, programs, or services during the school year. (C) receiving special education and related services in the home.
- Parent Involvement** - Percent of parents with a child receiving special education services who report which facilitated parent involvement activities.
- Postsecondary Outcomes** - Percent of youth with IEPs, age through school (A) enrolled in higher education. (B) enrolled in higher education or competitively employed. (C) enrolled in higher education, or training program or competitively employed in some other occupation, within one year of leaving high school.
- Resolution Sessions Agreements** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
- State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Compliance Indicators

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

- Early Childhood Transition** - Percent of children identified by Part C who have received timely transition planning by their 3rd birthday.





- B-6 Preschool Environments
- B-7 Early Childhood Outcomes
- B-12 Early Childhood Transitions
- B-17 State Systemic Improvement Plan (SSIP)

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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

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Baseline and Targets

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





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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

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MISchool Data

- Statewide
- County
- Intermediate School District (ISD)
- District
- School
- Service Provider

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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

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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.

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Finding Your "Why"

Simon Sinek
The Golden Circle
<https://www.youtube.com/watch?v=Jeg3lIK8Iro>

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What Is Your Why?

 **Identifying your "Why"**
your purpose, cause or belief

 **Share your "Why"**

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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

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How can families successfully participate?

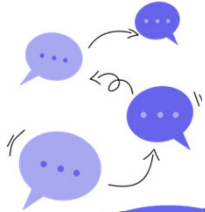
- Come prepared, ask for materials ahead of time
- Ask questions
- Ask what your role is and who else will be there
- Find out the purpose of the meeting
- Understand this is about improving systems
- Effective Communication



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Effective Communication

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





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Active Listening



- Acknowledging**
(I hear you)
- Paraphrasing**
(rephrase)
- Reflecting**
(think back)
- Clarifying**
(ask questions)
- Elaborating**
(for example)
- Summarizing**
(in a nutshell)



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What we learned today

- 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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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

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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.

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We are here to support you!

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In collaboration with 

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