Part B State Performance Plan (SPP) for 2006-2010

Overview of the State Performance Plan Development:

(pending)

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

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Overview of Issue/Description of System or Process:

Promoting the expectation that all schools will establish welcoming environments for parents is a Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS) priority. The essential components of a welcoming environment include parents having access to:

- Critical educational information in a variety of formats;
- Opportunities for learning about and engagement in education issues; and
- Training and student advocacy skill development.

Over the past two years, the OSE/EIS took action in two areas to better align the existing system of parent support with the new era of increased accountability.

1) Restructuring the format and methods in which information and support are provided to parents and families of children with disabilities: In 2004, the OSE/EIS sought information from parents of infants and toddlers who received early intervention services and children with IEPs about what they expected and desired from the educational system. Parents had opportunities to provide feedback through regional focus groups, surveys, and telephone interviews. The analysis of this information yielded priority areas for improvement and served as the basis for a Request for Proposals to develop and implement a statewide support system for parents and families of children with disabilities. The project was awarded during fall, 2006.

2) Conducting statewide surveys of parents/families of children and school age students with IEPs that would be used to provide summary information and data for this Annual Performance Report as well as for the 2007 work plan: Surveys were disseminated to one-third of all parents of school age children (approximately 86,000 families) and all parents of children ages 3 to 5 years who receive special

education services (approximately 24,000 families). The OSE/EIS accomplished two tasks through one data collection effort. The Michigan Special Education Parent Survey incorporated (a) items that met the requirements of the Michigan's Service Provider Self-Review (SPSR) state monitoring process and (b) items from the National Center for Special Education Accountability and Monitoring (NCSEAM) Parent surveys.

Baseline Data for FFY 2005 (2005-2006):

	Number of Valid Responses Rec'd by 11/1/06	Percent of parents with a measure at or above 600, the NCSEAM standard	Mean Measure
Michigan Preschool	3,595	30%	555
Michigan School Age	9,000	20%	513
Michigan All Part B Weighted Ratio (preschool + schoolage)	12,595	**21%**	**518**
National Pilot Data (6 US states, 2005 NCSEAM Pilot Study)	2,705	**17%**	**481**

Discussion of Baseline Data:[1]

There were two versions of the survey for parents of children in special education:

- One for parents of preschool children (ages 3 to 5)
- One for parents of school-age children (ages 6 to 26)[2]

The Preschool Parent Survey included 50 NCSEAM items measuring Partnership Efforts and Quality of Services. The School Age Parent Survey included 25 NCSEAM items measuring Efforts to Partner with Parents. Both were available in English, Spanish, and Arabic. Families also were given the option to complete the survey online, or via a telephone interviews using Computer Assisted Telephone Interviewing (CATI) technology.

As of November 1, 2006, 9,059 respondents returned the School-Age survey, and 3,603 returned the Preschool Survey. Data for the SPP/NCSEAM items from both surveys were sent to Avatar International, Inc (the NCSEAM-approved vendor) for analysis and development of summary reports for the state.

Each survey was analyzed, and a final score was derived from responses to all the items in the relevant scale. Each survey received a score ranging from 200 – 800. Through stakeholder input garnered from focus groups, NCSEAM set a national standard score of 600.

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[1] from the Avatar International, Inc. report, "IDEA Part B Special Education Parent Survey Results Pertaining To OSEP SPP/APR Indicator 8".
[2] Michigan provides special education services to children aged birth to 26 years.

Think of the scale as a ruler, and each parent's survey gets a score from 200 to 800. Lower level items address issues such as whether accommodations are discussed at IEPs. Higher level items address issues such as whether parents are offered special assistance to make it possible for them to participate in IEP meetings.

For the report of state-level performance, the measures of all participating parents' surveys in the state were combined. The percent reported to OSEP is the percent of parents with measures at or above an established standard. Michigan's parents' surveys yielded an overall weighted average[3] of 518.

According to NCSEAM, "The standard is not about agreement with a single item". Given the consistent pattern in families' responses to the items, a high likelihood of agreement with the threshold item implies the same or greater likelihood of agreement with items located "below" this one on the scale." [4]

NCSEAM Standard (600): This can be interpreted as a 95 percent likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the item on the NCSEAM survey's Partnership Efforts scale: "*The school explains what options parents have if they disagree with a decision of the school*."

Part B Preschool (619): 30 percent of respondents had measures at or above the indicator 8 standard.
Part B School Age: 20 percent of respondents had measures at or above the indicator 8 standard.
All Part B Weighted [5] Preschool/ School Age Ratio: **2**1 percent of respondents had measures at or above the indicator 8 standard.

Compared to the 2005 NCSEAM Pilot Study in six states, the frequencies for Michigan are higher for this indicator (21 percent for Michigan vs. 17 percent on the pilot study).

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FFY	Measurable and Rigorous Target
2006 (2006-2007)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 22% .
2007 (2007-2008)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 23% .

[3] This was a weighted average across pre-school and school-age parents.
[4] NCSEAM (2006). Use of the NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes. Available at: http://www.monitoringcenter.lsuhsc.edu/PDF%20PPT/June%206.pdf
[5] "Weighted means are needed given the disproportionately high number of parents of preschool (619) children responding vs. the number of parents of school-age children responding."

2008 (2008-2009)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 24% .
2009 (2009-2010)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 25%.
2010 (2010-2011)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 26%.

Improvement Activities/Timelines/Resources:

TIMELINES	ACTIVITIES	RESOURCES
2006-2007	Create and implement a public awareness plan to share: • The purpose of the Preschool and Special Education Surveys • The distribution of the surveys • The findings and meaning of Michigan's baseline measure score • Expectations for parent involvement Disseminate the public awareness plan through the State Advisory Panel (SEAC), Parent Advisory Committees (PACs) (both ISD and LEA), and the Michigan Association for Administrators of Special Education (MAASE)	OSE/EIS Leadership, PI Unit, PA Unit[6] Parent Grantees: Michigan Alliance for Families[7], CAUSE[8], Wayne State U. SEAC PACs, MAASE
2006-2011	Use the OSE/EIS Continuous Improvement & Monitoring System (CIMS) resources to gather Parent survey data annually in the Service Provider Self-Review (SPSR) regarding parent involvement. Analyze SPSR and other data to make determinations regarding LEA performance on this indicator and allocate resources to support LEAs in addressing their identified needs.	CIMS Parent Grantees: Michigan Alliance for Families, CAUSE

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[6] Program Improvement (PI), Program Accountability (PA)
[7] Michigan Alliance for Families
[8] Citizens Alliance to Uphold Special Education (CAUSE)

c2007	Establish a stakeholder workgroup to • synthesize the results of the AVATAR report on Parent involvement, • make knowledgeable recommendations for the development of systematic technical assistance efforts, • contribute to the development and implementation of a work plan to address needs and • facilitate brokering of information and linking MDE and external resources that can be used to address needs to improve performance on this indicator.	OSE/EIS Leadership, PI Unit, PA Unit Parent Grantees: Michigan Alliance for Families, CAUSE Wayne State U. Parent Stakeholders
2008-2011 Ongoing	Assess, monitor and evaluate progress on activities and resources needed to effect systems change on this indicator.	OSE/EIS Administration Parent Grantees ISDs & LEAs

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