Survey Overview

The Michigan Department of Education (MDE) collected public feedback on the development of the state's plan for the Every Student Succeeds Act (ESSA) through online surveys during January 2017. Special Populations-related questions were asked in a "general" survey that did not require prior knowledge and covered multiple topics and a "specific" survey limited to one topic for those who had more background on the plans (i.e., viewed a video or attended a feedback forum). This report provides the results of both surveys, as analyzed by Public Policy Associates, Inc.[1]

For more information about the Action Teams and the feedback opportunities, please see MDE's ESSA web page.

Respondents

People from across the state responded to the surveys, as shown in Figures 1 and 2.[2] Various sectors were also represented among the survey respondents. However, educators predominated in both surveys.

Note that the general survey had far more respondents and, therefore, those results should be considered more representative of public opinion. The fact that most respondents were educators should also be considered when applying the survey findings in decision-making.

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[1] The Michigan Department of Education created and fielded the surveys.

[2] PPA coded the counties of respondents into the five regions used by the MDE Office of Field Services. Region 1 includes the Upper Peninsula and upper Lower Peninsula; Region 2 includes lower West Michigan; Region 3 includes the mid-section from the Thumb area to Mason and Oceana counties; Region 4 includes Ingham, Saginaw, Washtenaw, and other neighboring counties; and Region 5 is made up of Wayne, Macomb, and Oakland counties. The regional map can be found here.
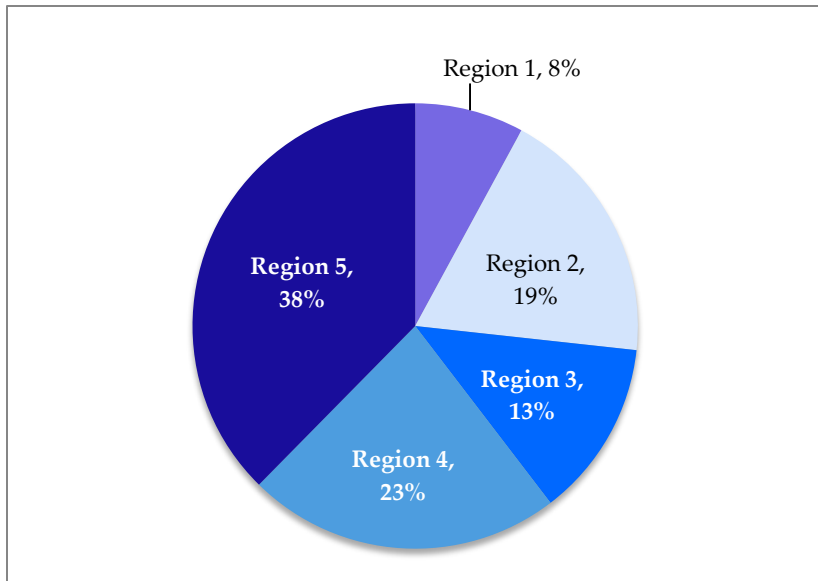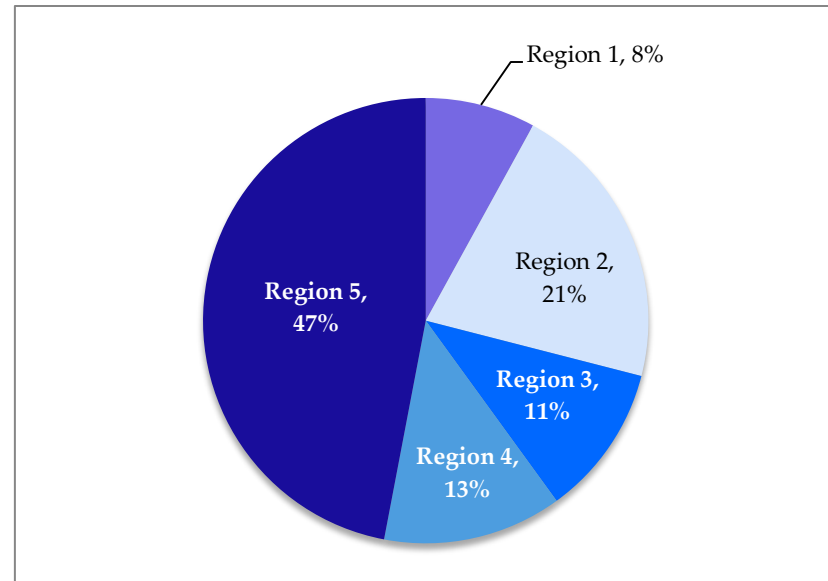
Figure 1. General Survey Respondents by Region (N=625)

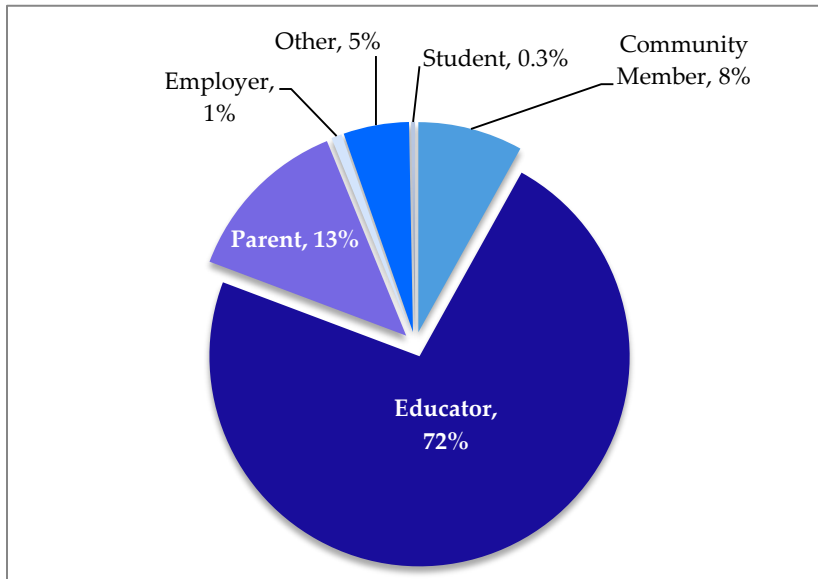**Figure 2. Special Populations-Specific Survey Respondents by Region (N=38)**

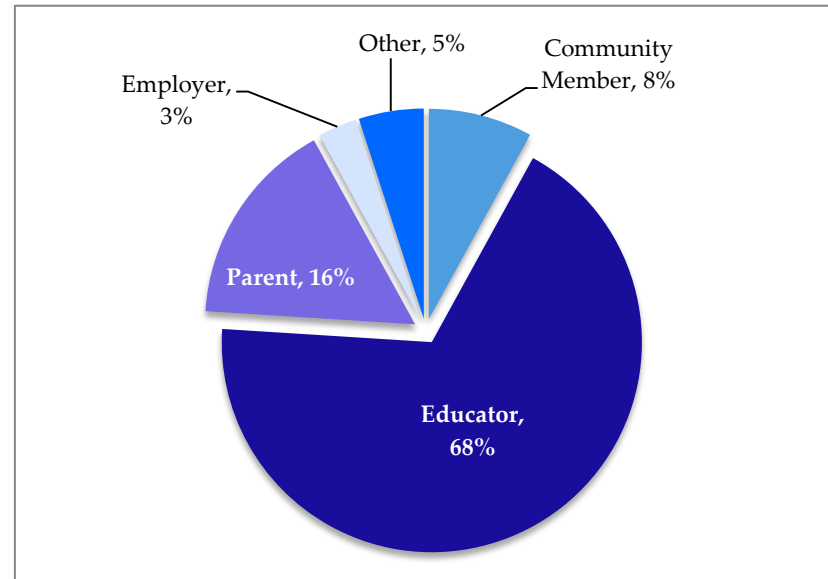**Figure 3. General Survey Respondents by Sector (N=625)**

Figure 4. Special Populations-Specific Survey Respondents by Sector (N=38)

Results

ESSA requires provision of additional services to special populations of students, and provides Title funding to support those services. The Special Populations-specific survey asked about detailed supports for each special population, whereas the general survey asked for open-ended comments about service needs for each.

English Learners and Immigrant Students

Responses from the general survey indicated that supplemental language services with tutors and translators are needed for English language learners and their families. In addition, respondents commented that more ESL (English as a second language) teachers are needed in schools overall.

The vast majority of specific-survey respondents agreed or strongly agreed with the recommendations laid out in the survey for English learner and immigrant supports. Very few individuals felt that they needed more information about these items. When asked to suggest other supports for English learners, respondents indicated that additional resources are necessary, including additional funding, better connections to libraries, and additional training for general education staff working with English learners.

Table 1: Supports for Districts Serving English Learners (EL) and Immigrants (Part 1)*

Specific Survey Item (n=36)	Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	I would need more information
Technical assistance on quality Title III plans, continuous improvement, fidelity of implementation, plan evaluation		50% (18)	44% (16)	3% (1)	-	3% (1)
Programming on student identification, services, and reporting in the Michigan Student Data System (n=35)		51% (18)	43% (15)	6% (2)	-	-
Annual training to district coaches who work with EL teachers and their administrators		56% (20)	36% (13)	3% (1)	-	6% (2)
Support for EL educators while they pursue pre-service, in-service, and ESL/bilingual endorsements		53% (19)	42% (15)	3% (1)	-	3% (1)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Table 2: Supports for Districts Serving English Learners (EL) and Immigrants (Part 2)*

Specific Survey Item (n=36)	Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	I would need more information
Support for implementation of MDE Common Entrance and Exit Protocol with fidelity, including alternate for students with disabilities		36% (13)	53% (19)	6% (2)	-	6% (2)
Support for parent, family, and community engagement		64% (23)	33% (12)	3% (1)	-	-

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Migratory Children

General-survey respondents thought that schools need a better information-sharing system to track a child's learning progress, a system that would ideally be shared across regions. Respondents also suggested that more counselors and mentors are needed to help provide support during a child's transition.

The specific-survey respondents were heavily in favor of the supports for migratory children outlined in the survey. However, more individuals wanted more information about these ideas compared with the English learner and immigrant supports.

Table 3: Supports for Schools and Districts Serving Migratory Children*

Specific Survey Item (n=31)	Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	I would need more information
Guidance and technical assistance regarding migratory child identification, recruitment, reporting		32% (10)	52% (16)	6% (2)	-	10% (3)
Guidance and technical assistance regarding implementation of Migrant State Service Delivery plan and best practices tied to federal "Seven Areas of Concern"		36% (11)	48% (15)	3% (1)	-	13% (4)
Support for coordinated services for eligible migratory children through partnerships with other Migrant Education Programs and migrant service agencies		39% (12)	48% (15)	3% (1)	-	10% (3)
Support for state Migrant Parent Leadership Steering Team outreach and advisory activities		35% (11)	45% (14)	6% (2)	-	13% (4)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Neglected and Delinquent Children

A large segment of general-survey respondents felt that schools need to incorporate more wrap-around services for neglected and delinquent children. Among several services listed, adult mentoring programs and access to social service networks emerged as most important.

Specific-survey respondents were also in agreement with the ideas presented for supporting neglected or delinquent children. This set of supports raised the most questions for respondents, as 12%–21% of respondents wanted more information on each.

Table 4: Supports to Include in Districts' Local ESSA Plans to Serve Neglected or Delinquent Children*

Specific Survey Item (n=33)	Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	I would need more information
Use interdisciplinary approach, common assessments, data analysis		45% (15)	30% (10)	3% (1)	-	21% (7)
Strengthen special education services through co-teaching (special and general education).		42% (14)	36% (12)	6% (2)	-	15% (5)
Strengthen alignment and partnership with job providers and higher education		42% (14)	39% (13)	3% (1)	-	15% (5)
Create transition plan for youth to ensure transition to society		61% (20)	24% (8)	3% (1)	-	12% (4)
Engage parents and community where possible (n=32)		62% (20)	22% (7)	3% (1)	-	12% (4)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Homeless Children and Youth

Much like the responses for delinquent and neglected youth, general-survey respondents thought providing social service networks for homeless children and youth in schools is necessary. Among the responses, social workers and counselors were most frequently mentioned.

Specific-survey respondents agreed or strongly agreed with all of the supports mentioned in the survey for children and youth who are homeless. As with the neglected or delinquent children supports, some individuals would like more information about these recommendations.

Respondents identified barriers associated with paperwork, such as access to the free/reduced lunch program, and needing more information-sharing with other public systems in order to help teachers better understand the specific needs of individual students. Additional training and support for teachers was also noted as an important support.

Table 5: Supports for Schools and Districts Serving Children and Youth Who are Homeless*

Specific Survey Item (n=32)	Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	I would need more information
Training for McKinney-Vento Liaisons re: housing services, barriers to school enrollment, participation in academic support, extracurricular activities		41% (13)	44% (14)	-	-	16% (5)
Support for school/district staff in coordinating services and supports to eligible students (n=33)		61% (20)	33% (11)	-	-	6% (2)
Technical assistance on Title I-A Homeless Reservation for all schools/districts receiving Title I funds		47% (15)	37% (12)	-	-	16% (5)
Require districts to maintain School of Origin for eligible students and transport eligible preschoolers to Schools of Origin, unless not in child's best interest		28% (9)	37% (12)	9% (3)	3% (1)	22% (7)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Summary

The responses to the survey indicate strong support for services to special populations and overall agreement with the approaches recommended by the MDE Action Team.