



Report on the 2011-12 MiBLSi Consumer Feedback Survey July 9th, 2012

Purpose of the Consumer Feedback Survey

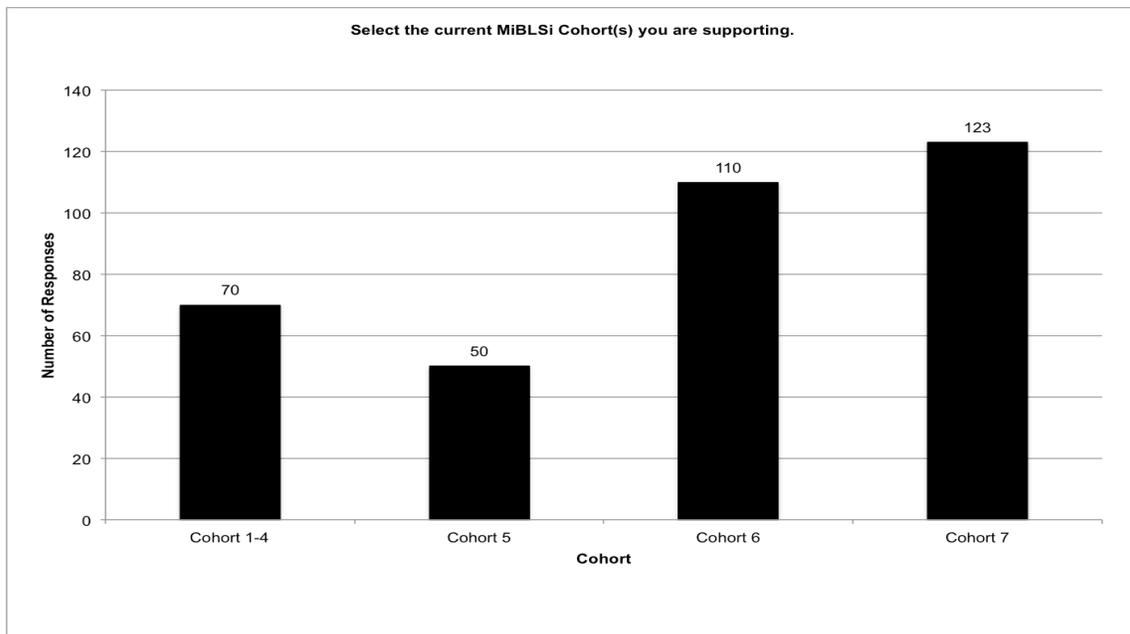
In April of 2012, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) launched its first consumer feedback survey to gather input from Principals of MiBLSi Schools in Cohorts 1-7, MiBLSi Coaches, and MiBLSi State Trainers. MiBLSi was seeking feedback regarding the adequacy of supports provided by the project and suggestions for improvement. Having feedback from districts, schools, and individuals partnering with MiBLSi is essential for the project to engage in continuous improvement and to understand successes and ongoing needs. In addition, we wanted to learn from the *process* of gathering feedback itself to improve this method of data collection in the future as we move toward our District Support model.

Method

The request to complete the survey was sent to the General MiBLSi Listserv, which includes principals, coaches, state trainers, and some additional school leadership team members. Participation in the survey was anonymous and voluntary. Five respondents were randomly selected to receive free registration to the 2013 MiBLSi State Implementers' Conference as appreciation for completing the survey.

We received **281 responses** to the *2011-12 Consumer Feedback Survey* (132 Principals, 144 Coaches, 29 State Trainers—some respondents had multiple roles). Thirty-seven Intermediate School Districts/ Regional Service Agencies were represented.

MiBLSi has worked with 7 Cohorts of schools under the 'individual school building' model of implementation supports. This survey sought feedback on the Cohort 1-7 model, not the District Support Model, which started in 2011. Survey respondents were supporting the following cohorts. (Respondents could select more than one cohort, which is typical for many external coaches and trainers).



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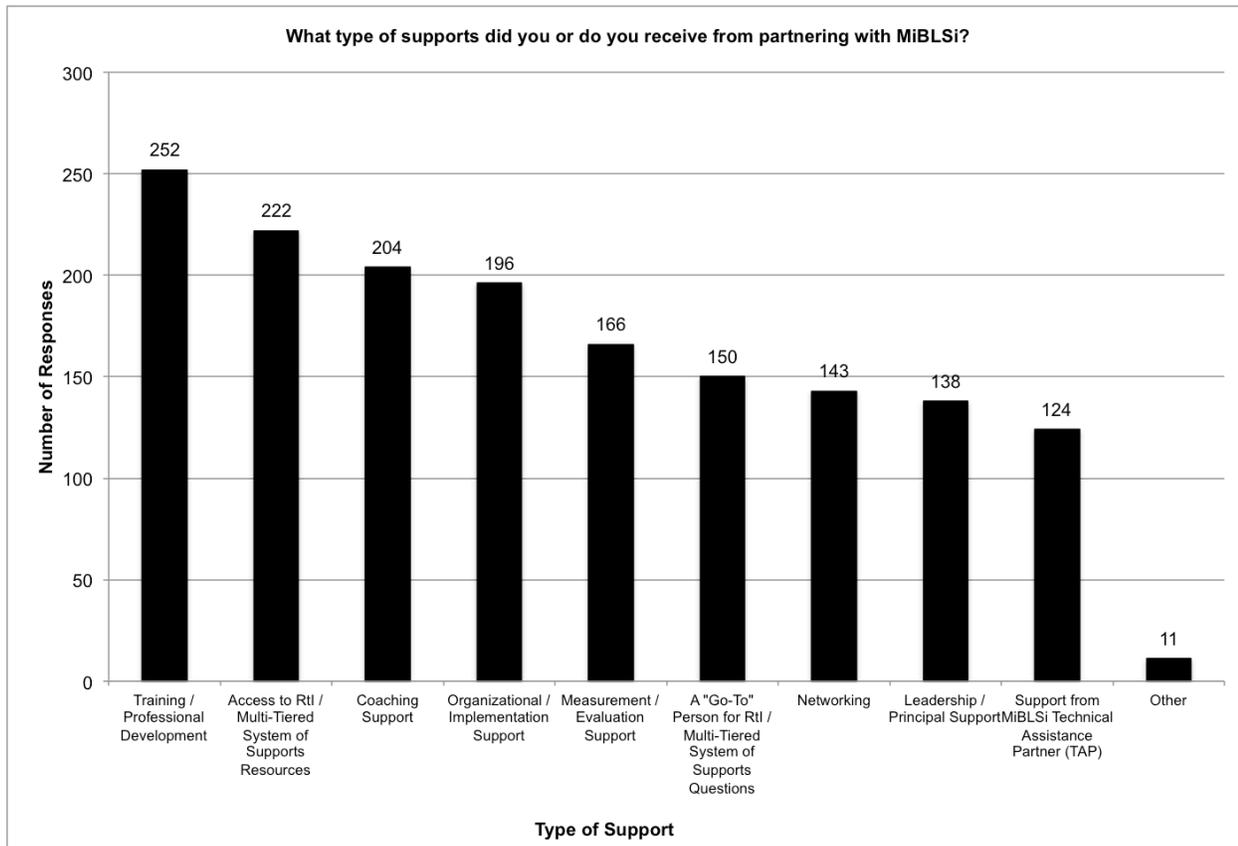


MiBLSi's Mission

MiBLSi creates capacity for an integrated Behavior and Reading Multi-Tiered System of Support (MTSS) that can be implemented with fidelity, is sustainable over time and utilizes data-based decision making at all levels of implementation support.

96% of respondents either agreed or strongly agreed with the statement, **“Overall, I am satisfied with the supports provided by MiBLSi and believe participation with this project is beneficial.”** This is one indicator that MiBLSi is meeting the needs of project participants.

Respondents indicated that they have received a wide variety of supports from MiBLSi. The most frequently acknowledged supports were training / professional development, access to resources, coaching, and organizational / implementation supports. (Respondents could select as many supports as were applicable.)

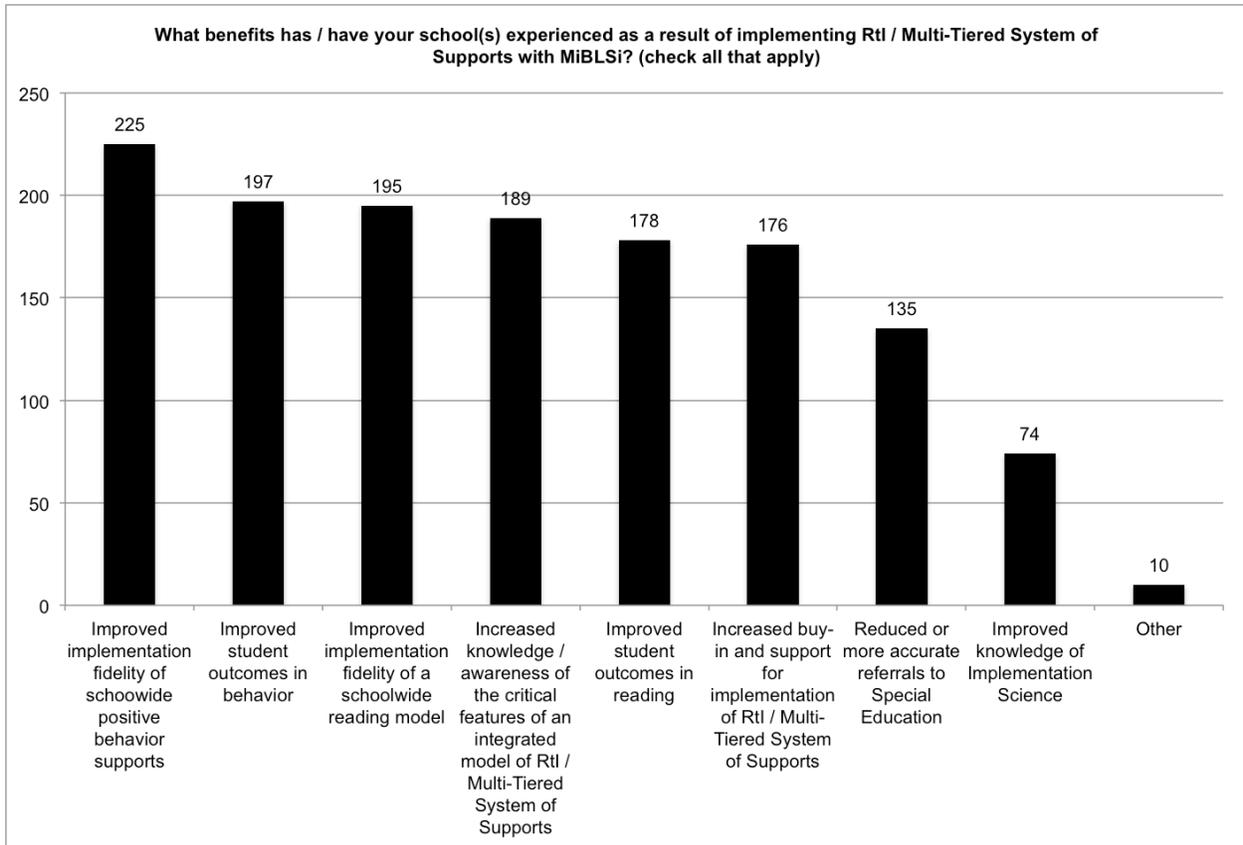


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Respondents reported the following perceived benefits of partnering with MiBLSi, which included slightly higher perceived improvements around Positive Behavioral Interventions and Supports and the resulting impact on behavioral outcomes than for a schoolwide reading model.



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The remainder of this report is split into feedback that is specific to the sub-units of the MiBLSi organizational structure. In order to effectively transform resources provided by the Michigan Department of Education and Office of Special Education Programs stakeholders / funders into supports for consumers, the MiBLSi project is organized in the following way:

<p><u>Programming contributes to the project vision by:</u></p> <ul style="list-style-type: none"> ▪ Developing effective practices through a continuum of supports: training, coaching, leadership, evaluation, and organizational systems that are supported by evidence. Practices and supports integrate the implementation research and address all levels within the cascading model of support. ▪ Evaluating the effectiveness and efficiencies of the above continuum of supports through a continuous improvement cycle at all levels. ▪ Addressing critical priorities and issues identified by Michigan Department of Education and aligning work with other state educational initiatives (e.g., School Improvement). 			<p><u>Fiscal contributes to the project vision by:</u></p> <ul style="list-style-type: none"> ▪ Distributing and reporting financial resources in an appropriate manner that is allowable, reasonable, allocable, and adequately documented. ▪ Creating a process for “pay for participation” in school-based services (professional development, coaching development, purchasing materials, subscription to data-based systems). ▪ Exploring sustainable funding systems in partnership with districts for implementation of a multi-tiered model of support at a district/ISD level.
<p><u>Evaluation contributes to Programming by:</u></p> <ul style="list-style-type: none"> ▪ Developing and providing resources to enhance local capacity related to measurement and evaluation, consistent with the implementation research. Evaluation supports the competencies and capacity necessary for implementation specialists and local districts to engage in effective data-based decision making as part of an integrated behavior and reading MTSS model. ▪ Reporting on program activities and project outcomes to evaluate and improve effectiveness and efficiencies of the project to ensure value added to consumers and stakeholders. This is accomplished by implementing PDSA cycles. 	<p><u>Technical Assistance contributes to Programming by:</u></p> <ul style="list-style-type: none"> ▪ Developing resources, providing direction and implementation support, consistent with the implementation research, to ISD and district implementation planning teams, district administrative teams, and MTSS Coordinators for developing multiple levels of competency within the system to lead and implement, with fidelity, a durable integrated behavior and reading MTSS model. ▪ Coordinating and learning from PDSA cycles to ensure increased efficiencies and effectiveness around the direction, guidance and implementation support for ISDs and LEAs. 	<p><u>Professional Learning contributes to Programming by:</u></p> <ul style="list-style-type: none"> ▪ Developing and providing content and a process for interacting with the content, consistent with the implementation research, to develop the competencies and capacity necessary for implementation specialists and local districts to lead and implement an integrated behavior and reading MTSS model with fidelity. ▪ Coordinating and learning from PDSA cycles to ensure increased efficiencies and effectiveness around the direction, guidance and implementation support for ISDs and LEAs. 	

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Survey feedback for the MiBLSi Evaluation and Research Unit was as follows:

87.5% of respondents either agreed or strongly agreed that they know **how to access measurement / evaluation tools and resources (measures, Excel spreadsheets, problem solving tools, frequently asked questions, etc.) on the MiBLSi website.** **80%** of respondents are **accessing those tools at least 3 times per school year.**

86% of respondents either agreed or strongly agreed that **the number of measures is reasonable given the information needed to effectively implement and evaluate Rtl / Multi-Tiered System of Supports.**

94% either agreed or strongly agreed that the MiBLSi **measures provide their team with valuable information / data.**

Survey feedback for the Professional Learning Unit was as follows:

92% of respondents either agreed or strongly agreed that they know **how to access Professional Learning content on the MiBLSi website.** **79%** of respondents are **accessing that content at least 2-5 times per school year.**

85% of respondents either agreed or strongly agreed that the **number of MiBLSi trainings is reasonable given the amount of learning needed.** **93%** either agreed or strongly agreed that the **MiBLSi Trainings provide their team with valuable information to keep them moving forward.**

84% either agreed or strongly agreed that the **number of coaching meetings was reasonable given the responsibilities required of MiBLSi coaches.** **91%** either agreed or strongly agreed that the **coaching meetings provide them with valuable information to help them support their teams.** (Note: there were fewer responses to this question due to fewer coach respondents having accessed coaching supports)

Survey feedback for the Technical Assistance Unit was as follows:

124 respondents indicated that a **benefit of participation with MiBLSi has been support from their regional Technical Assistance Partner.** In addition, all other benefits identified by respondents are highly linked to support provided by MiBLSi Technical Assistance Partners.

Feedback for the Technical Assistance Unit was primarily sought through a second survey, not this general consumer feedback survey. Twenty-eight trainers, principals and coaches provided individualized feedback to specific TAPs through the second survey. The ratings of TAP support and comments were overwhelmingly positive.

Survey feedback for the Fiscal Unit was as follows:

73% of respondents either agreed or strongly agreed that **information about their school's contract with MiBLSi and how stipend money can be spent is clear and easily understood.** (Note: there were fewer responses to this question due to fewer respondents having been directly involved in fiscal supports)

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