



The State of Special Education in Michigan

Michigan House School Aid Subcommittee
March 18, 2021

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Autism Alliance of Michigan

Objectives:

1

Describe efforts of the Autism Alliance of Michigan to build a coalition addressing special education.

2

What we have learned.

3

Looking ahead toward improved outcomes for students.



Help.
Hope.
Answers.
Today.



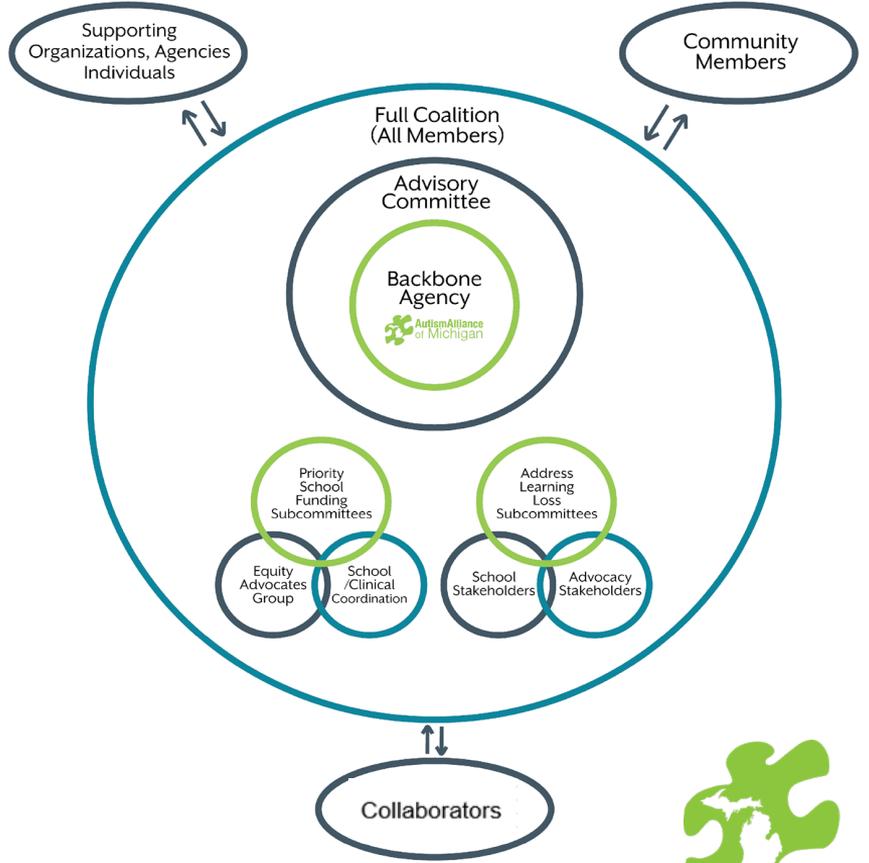
Mission

We lead efforts to raise expectations and expand opportunities for people touched by autism across the lifespan.



Special Education Coalition of Michigan – Stakeholders

State Board of Education	Teachers / Fmr. teachers	MAASE
Michigan Department of Education	Parents	SEILN / MAISA
MI legislature	Community Organizations	Statewide Agencies
Teacher's Unions	Advocacy Organizations	Higher Education
ISD Administrators	Statewide Parent Training	University Law Clinics
School Administrators	Statewide Protection & Advocacy	Research
SpEd Directors	Business Leaders	Governor's Office/Advisory Councils



SPECIAL EDUCATION COALITION OF MICHIGAN

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of Michigan

Special Education Coalition of Michigan – Activities

Collaboration

Regular Meetings

- Ongoing information sharing & issues discussion

Priorities identified March 2020

Press Release (Aug 2020)

1. School Funding

- Ensure adequate and equitable school funding, access to resources

2. Address Learning Loss as a result of COVID19

- Identify areas of potential learning loss or loss of access to learning as a result of the COVID-19 pandemic, options for remedies

School Funding

Subcommittee

- Letter (June 2020) to Congressional delegation and Senators
- Letter of Support (Jan 2021) for increased SpEd funding in Gov. Whitmer's MI COVID Plan

Education Trust Midwest
Equity Advocates Group

School/Clinical Service
Integration

LAUNCH Michigan

Address Learning Loss

Subcommittee

- Framework to address COVID19 Impact Services

School Stakeholders

Student/Family-Centered
Stakeholders

SPECIAL EDUCATION
COALITION 
OF MICHIGAN

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of Michigan

Priorities and Outcomes

Special Education Coalition

PRIORITIES

- 1. School Funding**
Ensure adequate and equitable school funding, access to resources
- 2. Address Learning Loss**
Identify areas of potential learning loss as a result of the COVID-19 pandemic alongside options for remedies

Michigan's Top 10 – Strategic Education Plan

GOALS

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

Special Education Taskforce (2016)

KEY FINDINGS

1. Develop a more inclusive and transparent rulemaking process.
2. Improve access to, and the scope and quality of, services.
3. End the practices of restraint and seclusion.
4. Create a better problem-solving process (initially referred to as “dispute resolution”).
5. Support parents, guardians and educators more with resources and options.

Ed Department: Schools Serving More Students Under IDEA

by Shaun Heasley | February 23, 2021

An increasing number of American schoolchildren are receiving special education services and nearly all of them spend at least some of their day in class with their typically-developing peers.

New data from the U.S. Department of Education shows that over 6.3 million children ages 6 to 21 were served under the Individuals with Disabilities Education Act in 2018, the most recent year for which information is available. That accounts for 9.5% of all students, up from 8.5% in 2009.

The figures were released recently as part of an annual report to Congress detailing the Education Department's progress on implementing IDEA.

The agency said that 95% of students served under IDEA spent at least part of their day in mainstream classrooms during the 2017-2018 school year. And, a majority — 64% — were in inclusive classes at least 80% of the time.

The largest portion of special education students in 2018 had a diagnosis of specific learning disability followed by speech or language impairment, other health impairment, autism, intellectual disability and emotional disturbance.

Notably, the percentage of students with autism doubled between 2009 and 2018, the Education Department reported, with increases most pronounced among those over age 12.

Meanwhile, an increasing number of students with disabilities are graduating with a regular high school diploma, according to the report. For the 2017-2018 school year, 72.7% graduated compared to just 60.6 percent in 2008-2009. Over the same time period, the number of students served under IDEA who dropped out declined from 22.4% to 16%.

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View this article online at <https://www.disabilityscoop.com/2021/02/23/ed-department-schools-serving-more-students-under-idea/29209/>



2019-20 school year
210,550 (13.5%)



<https://www.mischooldata.org/parent-landing-page/>



Student Enrollment Decline | Special Education Identification Increase

Total Student Enrollment

2015-16	1,595,885
2016-17	1,590,615
2017-18	1,584,096
2018-19	1,568,168
2019-20	1,559,804



2015-16	205,456
2016-17	206,317
2017-18	207,341
2018-19	208,543
2019-20	210,550

Students Identified for Special Education

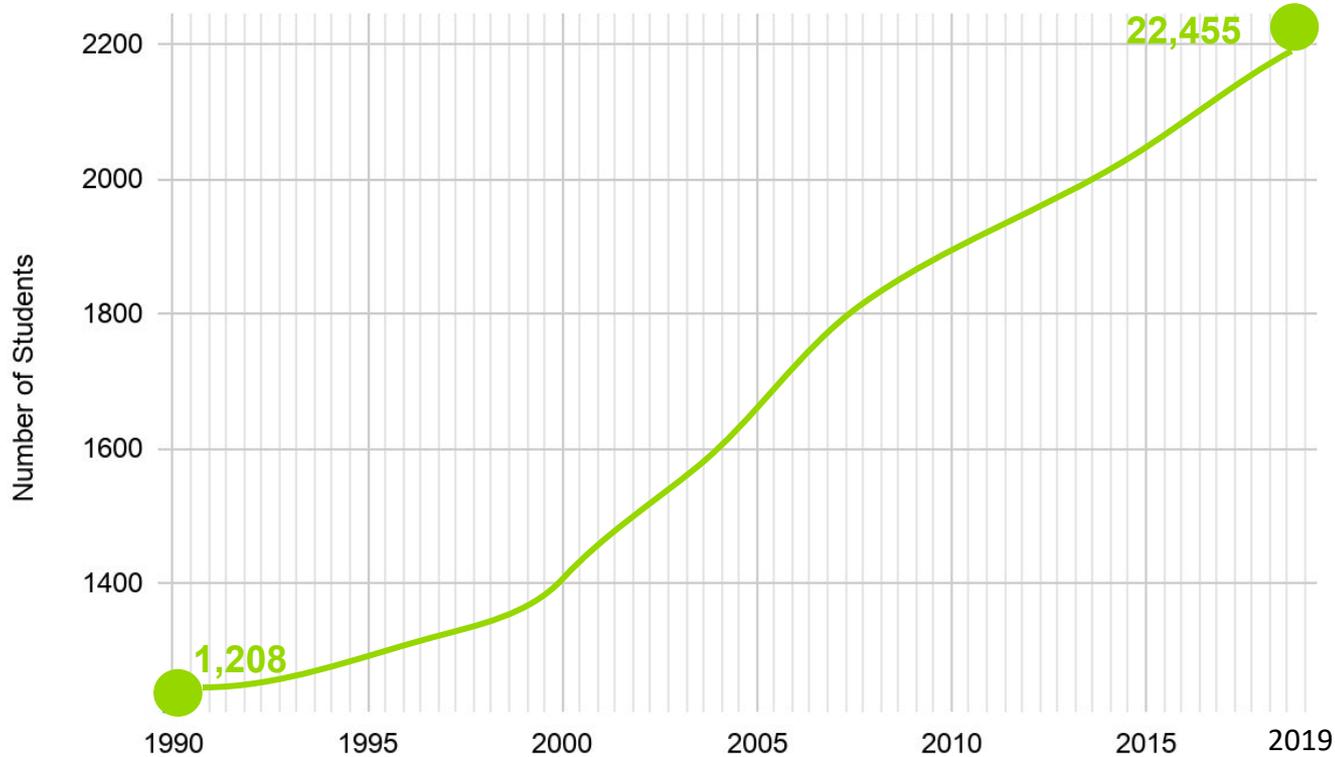


<https://www.mischooldata.org/parent-landing-page/>



Michigan Students with an Autism Spectrum Disorder (ASD) Eligibility

Michigan Students with an ASD Eligibility



10.7%
of the population
of students
receiving special
education
services



Federal Disparities

Federal funding on average at 15%.

Compared to what was outlined in Federal law - promised to cover 40% of the extra cost of special education.

State Disparities

Michigan Special Education Shortfall (2018-19)

- Total expenditure amount: \$3,295,282,204
- Total revenue amount: \$2,545,178,684
- **SHORTFALL amount: \$750,103,520**



Call for Transformational Change

- Invest in a pipeline of educators for special education
- Provide effective, evidence-based professional development for teachers who are in the classroom
- Increase funding that follows equitable distribution categories (change in per pupil formula)
- Ensure money intended for students with disabilities is used for that purpose
- Focus on high leverage points along the continuum, like early identification using valid and reliable screenings and providing evidence-based interventions





AutismAlliance
of Michigan

Thank You

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