



# Parent Involvement Data: Strategies for Addressing Common Challenges

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# Parent Involvement Data: Strategies for Addressing Common Challenges

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation after the end of the presentation



# Where to Find Webinar Slides and Recording

 3:00 PM on October 31, 2017 -- 4:00 PM on October 31, 2017

## Back-to-Basics on Part B Assessment—What You Need to Know About Indicator B3

Webinar | Online | Back to Basics

This webinar continued IDC's Back-to-Basics Webinar Series for new Part B state staff, staff with new indicator responsibilities, and those who want a refresher on ins-and-outs of the SPP/APR indicators and related Section 618 data collections. The webinar will focused on beginning level information on Indicator B3 (Assessment), including a review of B3's specific criteria and data sources; steps and calculations required to collect, analyze, and report Indicator B3 data; and any differences or similarities between Indicator B3 and the other indicators.

Expected outcomes of the webinar were that participants would gain a better understanding of Indicator B3 requirements to ensure high-quality data for SPP/APR reporting and increased knowledge about available resources and supports for understanding and reporting Indicator B3 data.

### Materials

Unloaded


Back-to-Basics on Indicator B3  
FINAL B2B B3 Assessment Draft 9.26.17.pdf

### Topics

State Performance Plan - SPP and Annual Performance Report - APR

Part B

618 Data

 Back-to-Basics

YouTube Recording

### PRESENTERS

Susan Hayes

Tiffany Boyd



# What Will We Do in Today's Session?

- Explore common challenges that states are facing related to survey development and data collection
- Learn from IDC and state presenters strategies and best practices for improving survey development and data collection processes
- Learn about IDC services and resources to support parent involvement data work
  - Introduce the IDC Parent Involvement Data Toolkit
  - Review IDEA Data Processes Toolkit



# The Parent and Family Annual Performance Report (APR) Indicators

- Indicator B8: 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
- Indicator C4: The percentage of families participating in Part C who report that early intervention services have helped the family
  - A. Know their rights
  - B. Effectively communicate their children's needs
  - C. Help their children develop and learn





# Common Challenges

- Survey development
- Data collection
- Data analysis
- Reporting, use, and dissemination
- Involving stakeholders

# Common Survey Design Challenges - 1

- Issues interpreting the data because of
  - Bad overall survey design
  - Poorly constructed items
  - Extensive missing data



# Common Survey Design Challenges - 2

- Having staff with knowledge and skills in
  - Survey design
  - Sampling
  - Item development
  - Data collection
  - Data analysis
  - Reporting

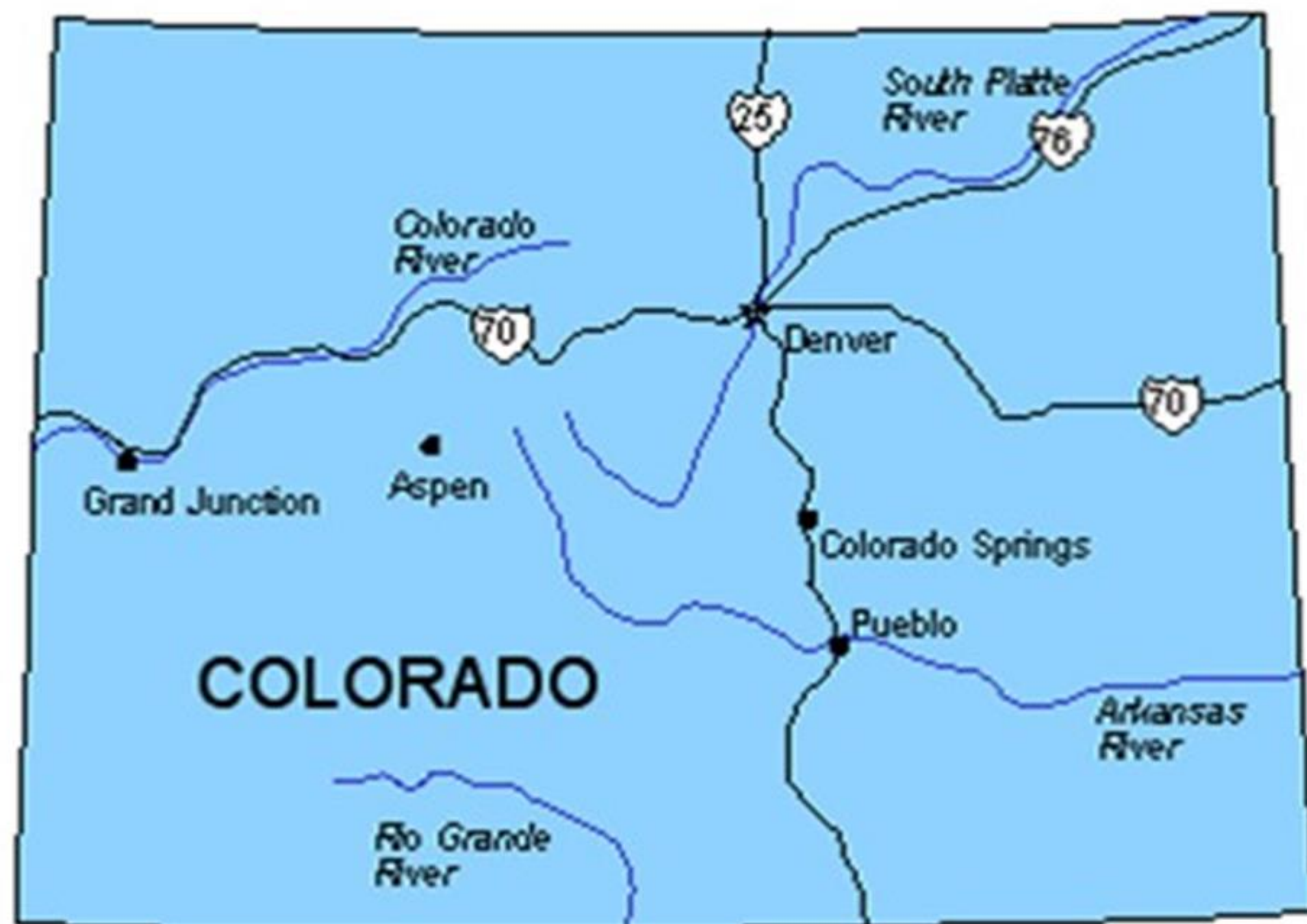


# Strategies for Improving Item Development

- Use clear terminology and plain language
- Only ask one question at a time (avoid double-barreled questions)
- Give a clear threshold for answering “yes”
- Provide a timeframe
- Provide a timeframe appropriate to the topic
- Give exhaustive and mutually exclusive response options
- Avoid double-negative questions



# Colorado's Survey Development





# Timeline of Revamping the Parent Survey



When	Work
April	Approached IDC
September	Stakeholder Meeting
October	IDC came up with sample items based on the stakeholder input
November-December	Selecting items to include in the first draft
January 1 <sup>st</sup>	Complete the first draft
	Pilot the first draft with the stakeholder group
	Make adjustment as needed
February	Test psychometrics of the new survey (if we feel ambitious)
Before end of February	Finalize the new survey
March	Present the new survey to advisory groups <ul style="list-style-type: none"> <li>• State advisory panel</li> <li>• District special education directors</li> </ul>
April	Receive approval from EDAC (State's data collection approver)
August	Distribute the new survey to districts for SY2019-20 collection



# Planning the Stakeholder Meeting

Including, and not limited to

- IEP-savvy parents
- Gen-ed teachers
- Special-ed teachers and coordinators
- PTI center representatives
- State Advisory Panel members (including the chair)
- Higher-ed representative
- Advocates
- District special-ed directors
- District parent liaisons

How did we decide  
whom to include in  
the meeting?





# Alignment with the Six PTA Standards

## 1. Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

## 2. Communicating Effectively

Families and school staff engage in regular, meaningful communication about student learning.

## 3. Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

## 4. Speaking Up For Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

## 5. Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

## 6. Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

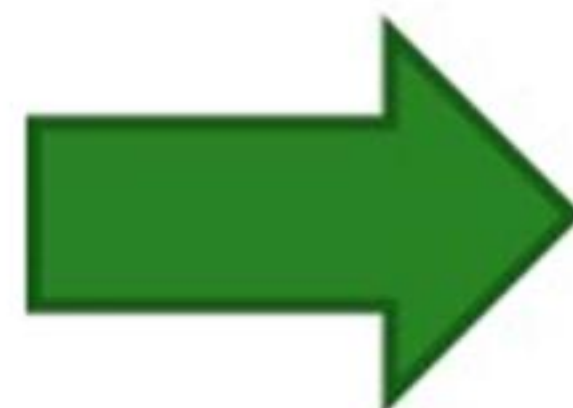


# How Did We Make Sense of the Stakeholder Input?

To align better with the 6 PTA standards

Stakeholders read the current items and

- Added comments,
- Edited the item, or
- Came up with a completely new item



IDC folks put stakeholder input in "buckets"

- Which PTA standard?
- Re-write? Needs clarification? Delete?

Homework for survey team:

- **Come up with an item you'd like to recommend for each of 6 PTA standards!**
- Choose something you feel most represents each PTA standard.
- You can choose from the stakeholder inputs IDC compiled or write your own based on stakeholder feedback and other resources we used for the stakeholder meeting.





# How Are We Selecting the Final List of Items?

- IDC folks developed items based on the homework
- Collectively narrowing items down to 3-4 per PTA standard



Create the first draft by Jan 1<sup>st</sup>!

WE  
ARE  
HERE

Speaking Up For Every Child	
Please check the box that indicates to what extent the staff at your child's school do <u>each</u> of the following:	
19.	School staff actively encourage me to advocate for my child(ren) with disabilities.
20.	School staff encourage me to speak up if I disagree with a decision of the school regarding my child's education.
21.	School staff give me information concerning what options I have if I ever disagree with a decision made by the IEP team (such as the Procedural Safeguards).
Please check the box that indicates to what extent you agree or disagree with <u>each</u> of the following statements.	
22.	I feel I can disagree with my child's special education program or services without negative consequences for me or my child.
23.	My child's school gave me information about my rights as a parent of a child who is eligible for special education services (such as the Procedural Safeguards).
24.	The educators who work with my child and I (and my child, if appropriate) have a shared vision about our expectations for my child's education.





# Questions



# Common Data Collection Challenges

- Ensuring high response rates
  - How many parents responded compared to the total number of parents who were invited to participate in data collection
- Ensuring data are representative
  - Do the demographics of the children whose parents participated in data collection activities represent the demographics of all children receiving special education/early intervention services in the state



# Strategies for Improving Data Collection Processes

- Create procedures and tools to facilitate participation and track responses
  - Consider mode of data collection and survey delivery method
  - Investigate incorrect contact information
  - Track responses and send follow-ups and reminders





# Indiana First Steps

## Family Outcomes Survey

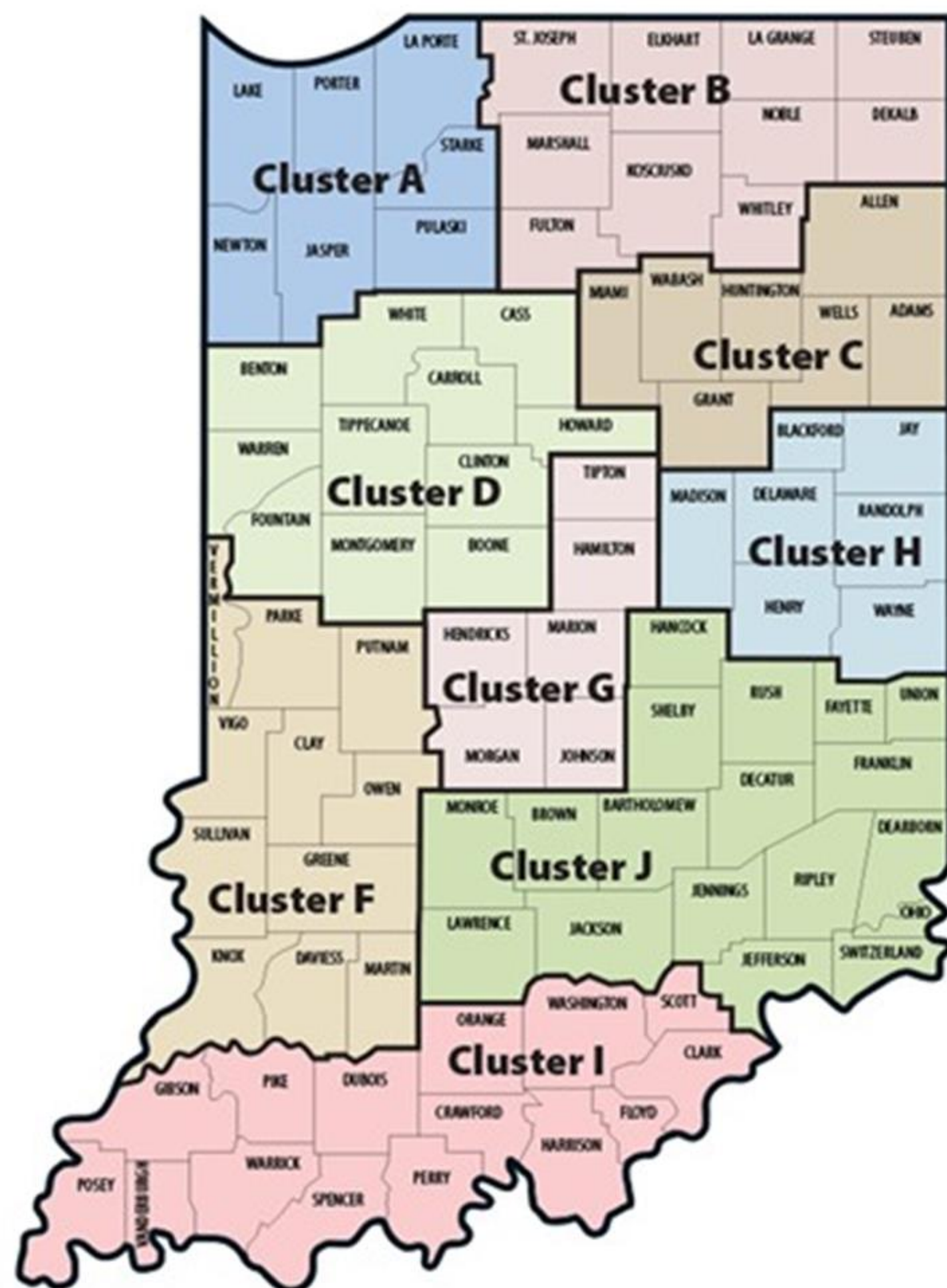


First Steps





# Data for SFY17 (July 2016 – June 2017)



Annual Count of Children With IFSP:  
**20,775**

Annual Count of Children Who Exited:  
**10,127**

Annual Count of Children Who Exited  $\geq$   
6 months in FS:  
**7,258**

Annual Count of Complete Family Survey:  
**5,226**

Annual Percentage With Complete Family  
Survey:  
**72%**





# Family Outcomes Survey—Distribution Methods

- **In Person**

- Service coordinator (SC) has family complete survey on tablet or paper at last scheduled face-to-face meeting

- **Snail Mail**

- SC mails paper copy of survey to family with return envelope

- **Email**

- SC emails copy of survey to family

- **Phone Call**

- SC calls family and asks survey questions over the phone

- **Text Message**

- SC texts family and asks the survey questions





# Family Outcomes Survey

Survey is always prefaced with-

*"The Family Outcomes Survey focuses on the helpfulness of the First Steps program. For each question, please select how helpful First Steps has been to you and your family over the past year."*





# Family Outcomes Survey (cont.)

- Survey consists of 17 questions
  - 5 related to knowing your rights
  - 6 related to communicating your child's needs
  - 6 related to helping your child develop and learn
- Parents are asked to sign the survey and mark if they agree or decline to complete the survey





# Family Outcomes Survey (cont.)

- Use a 5-point scale
  1. Not helpful at all
  2. A little helpful
  3. Somewhat helpful
  4. Very helpful
  5. Extremely helpful
- Only counted answers with ratings of “very helpful” and “extremely helpful” toward meeting outcome





# Family Outcomes Survey—Data Collection

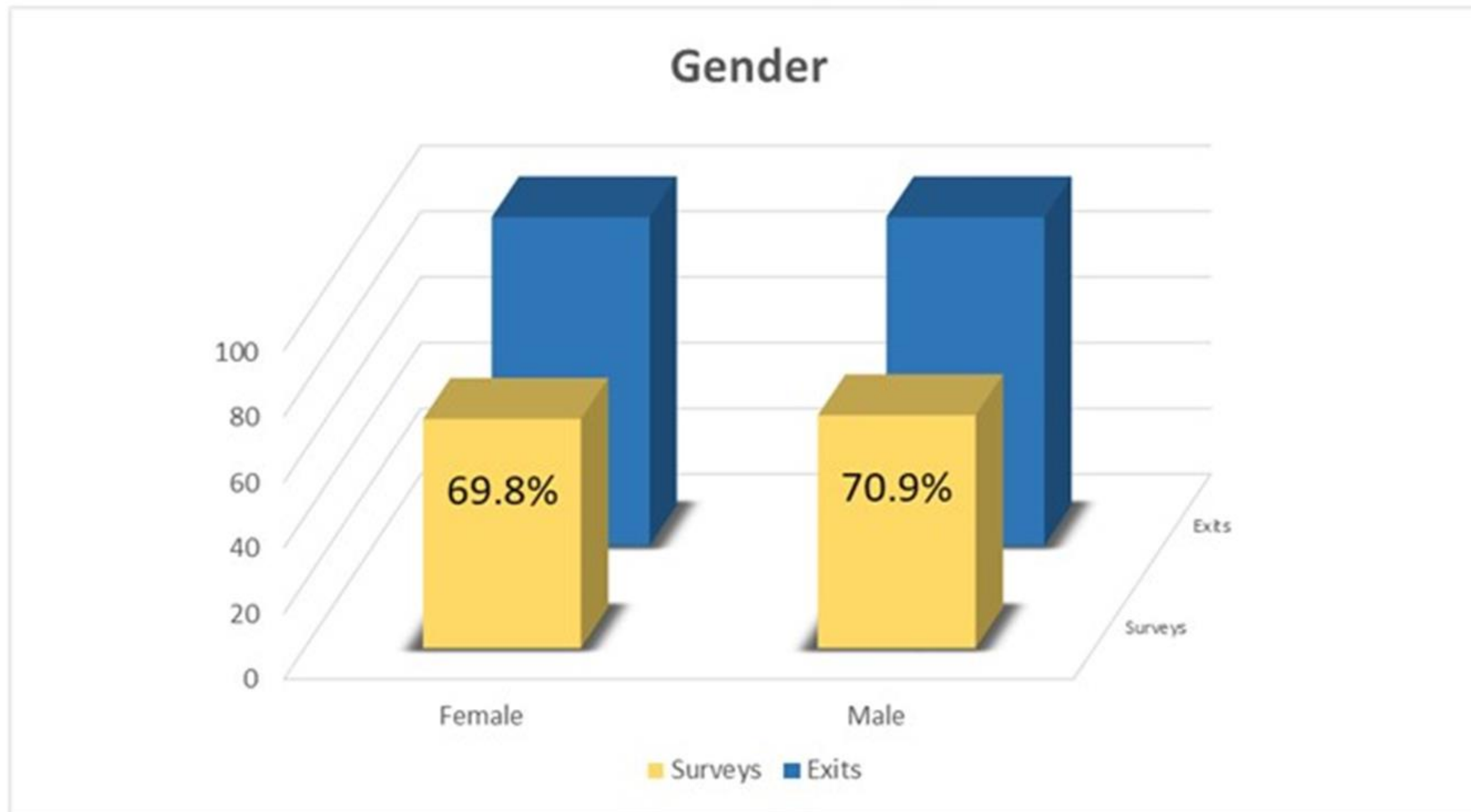
- Data Entry Specialists enter survey responses into Indiana University (IU) system
- Each month, IU updates the system to include children who have recently exited
- System links the Family Outcomes Survey responses to the child ID number





# Data for SFY17 (July 2016 – June 2017)

Of those exiting the program:





# Family Outcomes Survey

Q: Isn't the data skewed because the SC is sitting with the family while the survey is completed?

A: Maybe, but we still aren't meeting all targets.

Family Outcomes	STATE	TARGET
Outcome A: Know their rights	96.8%	98%
Outcome B: Effectively communicate their children's needs	96.7%	98%
Outcome C: Help their children develop and learn	94.7%	96%





# Family Outcomes Survey (cont.)

Family Outcomes	1	2	3	4	5	6	7	8	9
Outcome A: Know their rights.	98.6%	95.6%	97.2%	96.2%	96.1%	96.5%	97.0%	96.8%	97.1%
Outcome B: Effectively communicate their children's needs	97.8%	95.1%	95.1%	96.2%	97.0%	97.1%	96.7%	97.5%	97.1%
Outcome C: Help their children develop and learn	97.8%	92.4%	92.4%	92.6%	93.9%	96.0%	94.8%	94.7%	94.4%





# Family Outcomes Survey (cont.)

- Regions that fall below 95% of target or do not meet target for two consecutive quarters must write Continuous Quality Improvement Plans (CQIP)
- Currently, no region meets the target consistently





# Family Outcomes Survey (cont.)







# Questions



# What Is the Parent Involvement Data Toolkit?

Interactive web-based tool to assist states as they collect and report high-quality parent involvement data

- Offers guidance on ways to improve the quality of the collection, analysis, and use of parent involvement data
- Provides resources and tools to help states in their efforts
- Defines key concepts



# How Was the Toolkit Developed?

- Focus groups with states and Parent Centers
- Survey of states
- Extensive review of literature and other resources to glean information on best practices for improving the quality of parent involvement data



# How Is the Toolkit Organized?

- Four main sections
  - Ready
  - Run
  - Reflect
  - Reach
- Three standalone sections
  - Working with third-party contractors
  - Involving stakeholders
  - Modifying or developing a survey
- Additional resources





# Expected Outcomes for Today's Participants

- Increased understanding about common challenges states are facing related to survey development and data collection
- Increased knowledge about how other states are applying strategies and best practices for improving survey development and data collection processes
- Increased knowledge about IDC services and resources to support parent involvement data work



# IDC Resources

- Parent Involvement Data Toolkit - <https://ideadata.org/parent-involvement-toolkit/>
- IDEA Data Processes Toolkit
  - Part B - <https://ideadata.org/part-b-idea-data-processes-toolkit>
  - Part C - <https://www.ideadata.org/part-c-idea-data-processes-toolkit>



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# Evaluation

- The poll questions will appear on the right-hand side.



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