



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Identifying the “Why” and Improving the “How” of Collecting High-Quality Parent Involvement Data

June 21–23, 2022



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Nashville, TN - June 6–7, 2022

Amy Bitterman, IDEA Data Center

Joanna Bivins, IDEA Data Center

Mary Lane, New Hampshire Department of Education

Michelle Lewis, Parent Information Center of New Hampshire

Virtual - June 21–23, 2022

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Participant Outcomes

- Increase understanding of general Indicator 8 requirements and supports
- Learn strategies to engage stakeholders in this work
- Identify the “why” behind learning and feedback

Agenda

- Overview of Indicator 8 and technical assistance
- Stakeholder engagement for Indicator 8
- New Hampshire's experience
- Your “why” for Indicator 8

Overview of Indicator 8 and Technical Assistance



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Indicator 8 Measure Overview



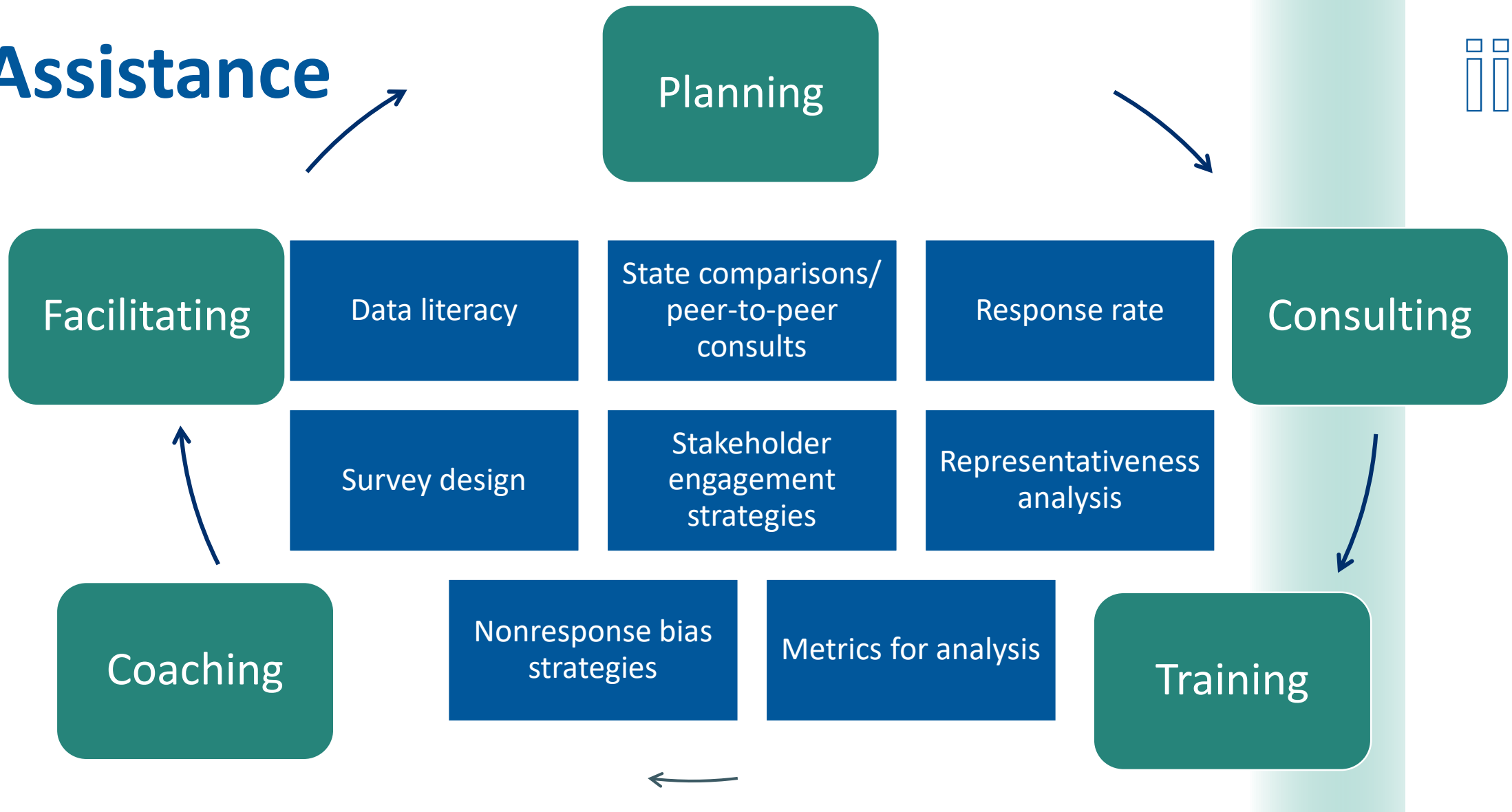
State Actions Overview

- Collect data
- Analyze data
- Determine level of representativeness and if there is nonresponse bias
- Plan for how to address nonresponse bias and issues of representativeness
- Share/report results

State Actions—Planning

- Determine plan for collecting data
 - Survey or other type of data collection
 - Sampling versus all parents
 - Method (e.g., online, paper)
 - Inclusion of preschool or separate data collection for preschool
- Determine metrics for data analysis
- Consider strategies to optimize representativeness and minimize nonresponse bias
- Obtain feedback from stakeholders
- Review and set baselines and targets

Assistance



Stakeholder Engagement for Indicator 8



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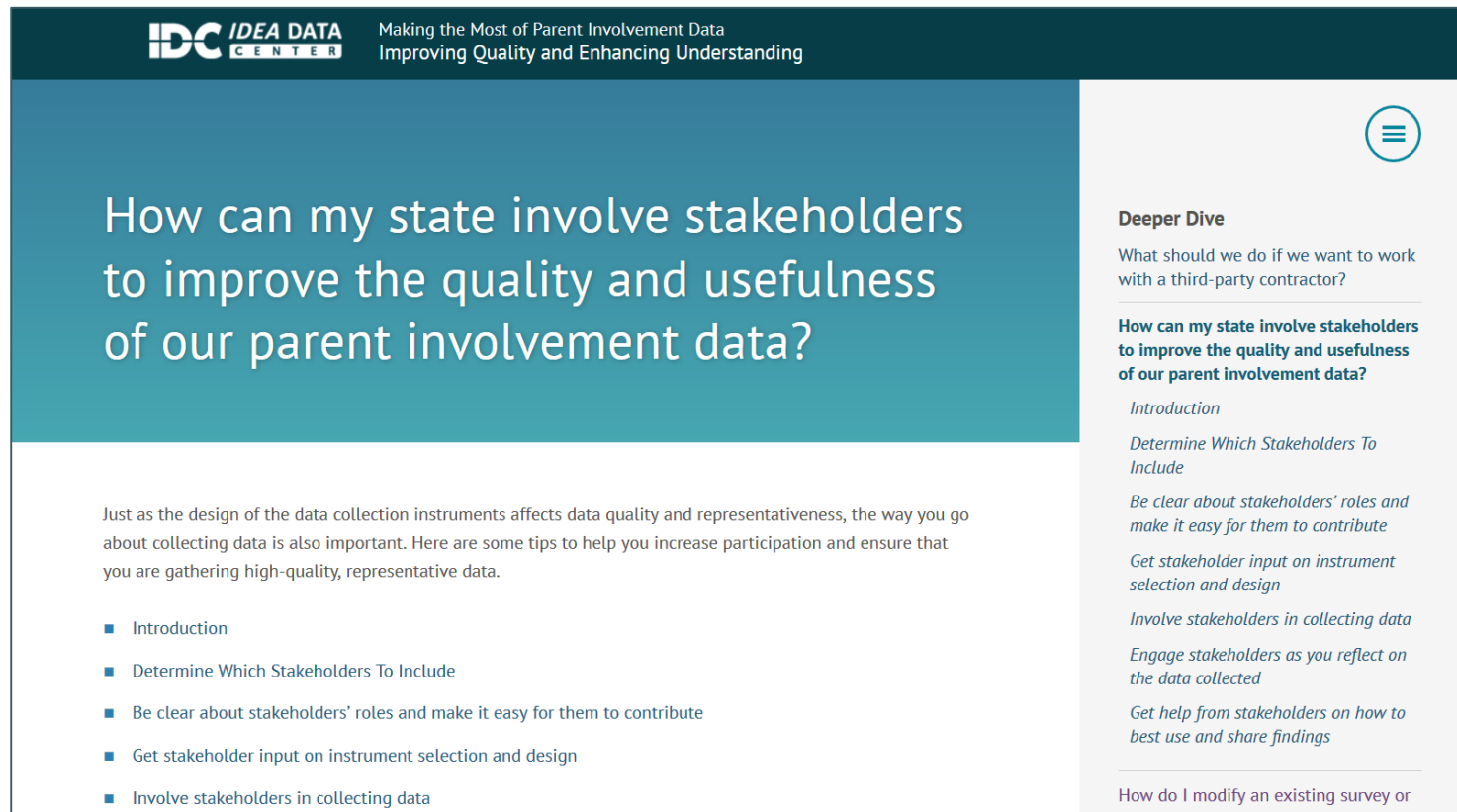
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Stakeholder Engagement: What Have States Been Doing?

- Providing response rates and results to stakeholder groups
- Offering strategies and resources for using parent involvement data to improve family-school partnerships in special education and outcomes for students with disabilities



IDC Toolkit Snapshot: Engaging Stakeholders



The screenshot shows a webpage from the IDC IDEA DATA CENTER. The header includes the IDC logo and the text "IDEA DATA CENTER Making the Most of Parent Involvement Data Improving Quality and Enhancing Understanding". The main content area has a teal background with the question "How can my state involve stakeholders to improve the quality and usefulness of our parent involvement data?". Below this, there is a paragraph of text and a bulleted list of five items. On the right side, there is a sidebar with a "Deeper Dive" section containing a question and several sub-sections with introductory text.

IDC IDEA DATA CENTER Making the Most of Parent Involvement Data
Improving Quality and Enhancing Understanding

How can my state involve stakeholders to improve the quality and usefulness of our parent involvement data?

Just as the design of the data collection instruments affects data quality and representativeness, the way you go about collecting data is also important. Here are some tips to help you increase participation and ensure that you are gathering high-quality, representative data.

- Introduction
- Determine Which Stakeholders To Include
- Be clear about stakeholders' roles and make it easy for them to contribute
- Get stakeholder input on instrument selection and design
- Involve stakeholders in collecting data

Deeper Dive
What should we do if we want to work with a third-party contractor?

How can my state involve stakeholders to improve the quality and usefulness of our parent involvement data?

Introduction

Determine Which Stakeholders To Include

Be clear about stakeholders' roles and make it easy for them to contribute

Get stakeholder input on instrument selection and design

Involve stakeholders in collecting data

Engage stakeholders as you reflect on the data collected

Get help from stakeholders on how to best use and share findings

How do I modify an existing survey or...

Source: IDC's [Parent Involvement toolkit](#).

How Can Stakeholders Be Involved in Data Collection?

- Parents, Parent Centers, parent advocacy groups, and parent resource organizations can
 - Help design the surveys
 - Distribute surveys directly
 - Encourage parent participation through their regular communications

How Can Stakeholders Be Involved in Reflecting on the Data Collected?

- Provide feedback to prompt further analysis that may help the state better understand what the survey results mean
- Explain possible patterns of results and suggest strategies to address areas of concern
- Provide input for improving survey distribution in future years

Discussion

- At what point and for what purpose(s) do you engage stakeholders for Indicator 8?
- What do you find to be the most challenging in doing so?
- What approaches have you taken to engage stakeholders that have been successful?

At what point and for what purpose(s) do you engage stakeholders for Indicator 8?

We engaged stakeholder groups extensively with target setting in the new APR package.

Source: Third-party application (Mentimeter).

What do you find to be the most challenging in doing so?

We use representative samples each year, so some stakeholders are very focused that the same cohort isn't participating each year, making a "apples to apples" comparison challenging.

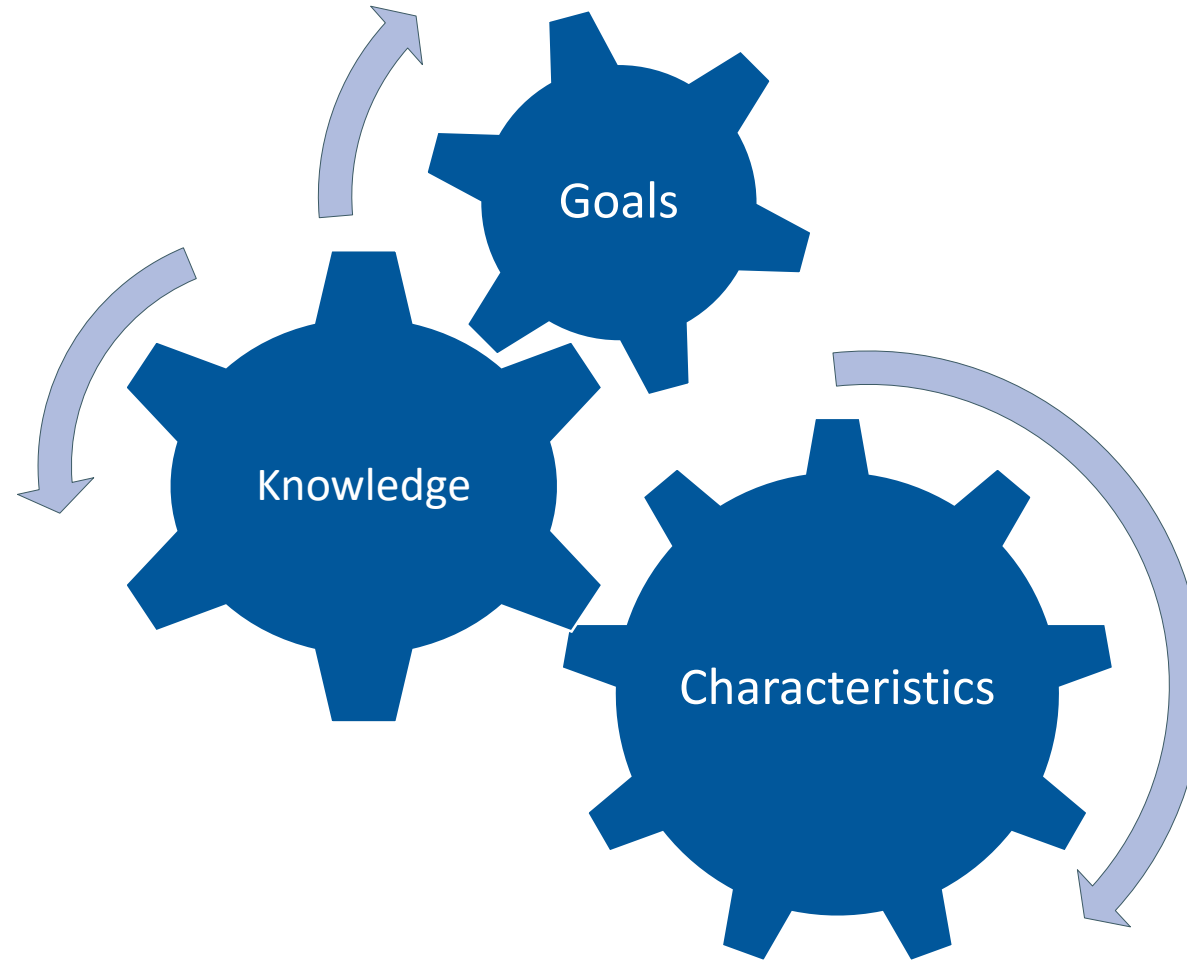
Source: Third-party application (Mentimeter).

What approaches have you taken to engage stakeholders that have been successful?

We made videos and fact sheet documents available on our website which many stakeholders found helpful.

Source: Third-party application (Mentimeter).

Stakeholder Groups



Adult Learning Assumptions and Principles

Dr. Malcolm Knowles

- Adults want to know why they should learn
- Adults need to take responsibility
- Adults bring experience to learning
- Adults are ready to learn when the need arises
- Adults are task oriented

Ways to facilitate adult training

- Interactivity
- Skills practice
- Case studies
- Brainstorming exercises
- Facilitated discussions
- Problem solving

Principles of Adult Learning and Instructional Systems Design. Retrieved May 6, 2022,
from <https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf>

New Hampshire's Experience

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Stakeholder Involvement

- Brief history of state survey
- Description of stakeholder engagement approach
 - First session
 - Second through fourth sessions
 - Defining the “why”
 - Successes
 - Lessons learned

Initial Task Force Meeting

- Purpose of survey revisions
- Federal regulations
- IDC Parent Involvement Toolkit
- Historical state survey information
- Task force discussion activities
 - Ideally, in a perfect world, how does it look for schools to facilitate parent involvement as a means for improving services and results for children?
 - In what ways can we use these survey data?
- Group feedback: We still feel like we are missing the “why?”

Taking a Step Back: The “Why?”



Source: Third-party application (Jamboard).

Interactive Activity: Your "Why" for Indicator 8



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Role Modeling—Let's Discuss the "Why?"

From your perspective

Why do we collect this information?

Why is the data important?

Why do we collect this information?

We have several family engagement groups that we want to give direction to.

Source: Third-party application (Mentimeter).

Some "Whys" and "Hows"

- Why?
 - Ensure you are providing high-quality services
 - Promote accountability
 - Identify and prioritize needs for improvement
 - Create and support family engagement initiatives
- How?
 - Go beyond the indicator
 - Add qualitative findings
 - Involve stakeholders
 - Combine with other data
 - Share findings

Celebrate Your Successes and Strategies



How does your state use Indicator 8 data?

Past attempts at the "why"

Successes

Potential activity to implement



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Resources

- IDC Parent Involvement Toolkit: [*Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding*](#)
- [*SEA Data Processes Toolkit*](#)

Contact Us

- Amy Bitterman, AmyBitterman@westat.com
- Joanna Bivins, JoannaBivins@westat.com
- Mary Lane, Mary.T.Lane@doe.nh.gov
- Michelle Lewis, mlewis@picnh.org

What actions will you take to commit to being a Data Quality Influencer?



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For More Information



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Project Officers: Richelle Davis and Rebecca Smith

