FAMILY INVOLVEMENT AND PARENT INVOLVEMENT
ADDRESSING REPRESENTATIVENESS IN THE SPP/APR

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“Prior to the pandemic, we had a system that served some students better than others, and we have to be bold and unapologetic in addressing that.”
% of Demographically Representative Responses
(Among children ages 3-21 with disabilities and their families)

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2017</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>FFY 2019</td>
<td>57%</td>
<td>43%</td>
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</tbody>
</table>
FFY 2017 – 2019 Representativeness Trend Data for C4 – Family Involvement

% of Demographically Representative Responses
(Among infants and toddlers with disabilities and their families)

- FFY 2017: 48% Yes, 52% No
- FFY 2018: 34% Yes, 66% No
- FFY 2019: 30% Yes, 70% No
COVID 19 Impact on C4 and B8

- Lower survey response rate/slippage in C4 and B8
- Inability to mail surveys due to USPS
- Access to EIS and SpEd services; loss of learning among children with disabilities
- Loss of face-to-face contact and connections with families
- Parental stress and competing priorities
- Staff out of offices due to nationwide Stay at Home orders
- Barriers, disparities and challenges associated with technology & broadband
Promising Practices/Improvement Strategies

- Authentic and meaningful engagement of Parents and Families
- Formal Systems of Accountability
- Revisions to Survey
- Collaborations
- Technology
REPRESENTATION MATTERS

- Improved Results and Outcomes
- Equal Access to Education
- Address Achievement Gaps
- Parent Engagement = Parent Rights
- Sense of Community/Inclusion
- FOS data = Improved Performance data
Things to Consider:

- Equity & Diversity
- Trust & Relationship
- Engagement & Support
- Meeting Families where they are
- Parent Involvement = Family Rights
FFY 2020 APR Representativeness Reporting Requirements

C4: Family Involvement
- Demographics
- Describe the metric used
- Identify potential non-response bias

B8: Parent Involvement
- Collaborate with Parent Centers
- Compare Response Rates
- Describe Strategies
2020 DaSy IDIO Virtual Convening Concurrent B5 Family Outcomes
IDIO Conference: Using Part C Family Outcomes Data to Examine Equity and Representativeness
Video: https://youtu.be/7sK7UdjV9zl
Six Steps to Partner With Diverse Families Karen Buchanan and Thomas Buchanan

Policy Statement on Family Engagement—From The Early Years to the Early Grades (PDF) (ed.gov)
https://ectacenter.org/topics/disaster/coronavirus-faq.asp

Family Voices Matter: Improving Response Rates and Representativeness

Thomas McGhee
September 9, 2021
Our Journey Today

- Barriers and Potential Pit-Falls
- Strategies for Engaging Stakeholders
- Disparity and Equity
- Technical Assistance
Barriers and Potential Pit-Falls

- Technology
- Programmatic policies, procedures, structure
- Staff and resource related
- Family engagement or satisfaction
Strategies for Engaging Stakeholders

Seek to Understand
Be Intentional especially with diversity
Embed your processes
Variety and Flexibility are Essential
Provide Prompts and Reminders
Share Results Widely and Timely
How should data from families be used?

- It is shared
- Used to determine trends
- Review of policies and practices for programmatic improvement
- Provide feedback to Providers, State Office and Stakeholders
It is a process

THERE WILL BE PROGRESSION AND REGRESSION EACH QUARTER.

REPRESENTATIVENESS
Next Steps

- Further examine disparities
- Look at impact of social policies
- Revise methodology as needed: be flexible
  flyer/virtual postcards/email or text links
- Be change agents
Disparity

- Disparity is a lack of equality or similarity, especially in a way that is not fair.
- Disparity is experienced by one group relative to another due to differences in resources and/or outcomes within the following categories:
  - HealthCare
  - Social
  - Economic
  - Education
  - Environment
Equal vs. Equitable

• Equal presumes the same starting point

• Equity is when everyone has the same opportunity to reach their full potential and no more likely to encounter burdens or benefits because of their identity.
A picture illustrating the concepts of equality, equity and justice. Courtesy of [Courtesy Advancing Equity and Inclusion: A Guide for Municipalities, by City for All Women Initiative (CAWI), Ottawa](#).
Family Outcomes
Technical Assistance

Individual
Family Outcomes Equity Cohort
Family Outcomes Community of Practice
Purpose of Equity Cohort

- The purpose of this intensive TA is to support state teams in their efforts to improve the quality of family data; and to use these data to improve implementation of recommended practices with families and family engagement at multiple levels. The initiative is designed to engage with states that wish to be intentional in their efforts to improve family outcomes through collaborative and sustainable systemic change focused on advancing equity.
State Updates

What activities to improve representativeness and equity did your state team develop as part of your action plan?

What questions do you have for other states, or what are you still pondering?
The Family Outcomes COP Can Support the following:

- Provide effective strategies
- Peer to Peer Learning
- Share available tools/resources
- Help staff better understand the requirements
What are states doing well?

How can states prepare for new requirements?

How can COP provide support?

Family Outcomes Discussion
The contents of this document were developed under a cooperative agreement, #H326P170001, and a grant, #H373Z190002, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

ECTA Center Project Officer: Julia Martin Eile

DaSy Center Project Officers: Meredith Miceli and Amy Bae
Today’s Focus

- Getting to Know the Parent Center Network
- Stakeholder Engagement: Representation Matters
- Show Me the Data
- Tools You Can Use
The Parent Center Network

*Providing direct services for children and youth with disabilities, families, professionals, and other organizations that support them.*

There are nearly 100 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in the US and Territories.

Some of their activities include:

- Working with families of infants, toddlers, children, and youth with disabilities, birth to 26
- Helping parents participate effectively in their children’s education and development
- Partnering with professionals and policy makers to improve outcomes for all children with disabilities
The CPIR: Responding to the needs and missions of Parent Centers

The CPIR is a central “Hub” of information and products created for the network of Parent Centers serving families of children with disabilities.

Great things you will find on the parent center hub:

- **CPIR Resource Library** – hundreds of family friendly or research-based materials
- **Buzz from the Hub** – a bi-monthly newsletter
- **Resources in Spanish** – with an index for English speakers

Key Information:

- **Reopening Infographics**
- **Supporting Students with the Most Intensive Needs Videos**

Visit us: [https://www.parentcenterhub.org/10-great-things-at-cpir/#](https://www.parentcenterhub.org/10-great-things-at-cpir/)
Regional PTACS
Helping Parent Centers increase their capacities to provide information and training to families of children with disabilities

The 4 Regional Parent Technical Assistance Centers (RPTACs)

**Region A**  CT, DC, DE, MD, ME, MA, NH, NJ, NY, PA, Puerto Rico, RI, VT, and US Virgin Islands

**Region B**  AL, AR, FL, GA, LA, MS, NC, OK, SC, TN, TX, VA

**Region C**  IL, IN, IA, KS, KY, MI, MN, MO, MT, NE, ND, OH, SD, WI, WV, WY

**Region D**  AK, AZ, CA, CO, HI, ID, NM, NV, OR, UT, WA, the outlying areas of the Pacific Basin, and the Freely Associated States*
An Action-Packed Year for Parent Centers

- **Contact** with 1.8 million+ parents, students with disabilities, and professionals
- **Trained** 729,650+ Parents | 619,325+ Professionals and others | 63,480+ Students with disabilities
- **Provided** Individual Assistance to 420,970+ parents
- **Delivered** services in 25+ different languages

Find your Parent Center at: https://www.parentcenterhub.org/find-your-center/
Engage With Stakeholders

- Across all indicators
- Connect with all families
- Value the family voice
- Culturally responsive
Engage With Stakeholders

Representation matters.
Representation matters.
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Representation matters.
Why should states work with the Parent Center on Parent Involvement activities?

- Parent Centers are critical stakeholders in the process
- Parent Centers have significant contributions to share
- Parent Center input can lead to meaningful change at the state and local level
Show Me The Data

Importance of Family Engagement

Families know how to find and interpret data

Families understand child's performance

Families identify ways to support their child

ACCESSIBLE

MEANINGFUL

ACTIONABLE

What are some strategies that can help you be effective in partnering with key stakeholders:

- Invite families to participate in target setting – your Parent Center can help identify families
- Meet families where they are
- Maintain ongoing relationships
- Ensure authentic meaningful engagement
Tools You Can Use: Serving on Groups

Stages of Data Use:
1. Planning & Preparing to Use Data
2. Collecting Data
3. Organizing Data
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement

https://servingongroups.org/guidebook
# RUBRIC

## Building Support Through Data

Each operational decision has a progression of four corresponding levels. Click on each item to see additional resources.

<table>
<thead>
<tr>
<th>OPERATIONAL DECISIONS</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFORMING LEVEL</strong></td>
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<tr>
<td>sharing / disseminating</td>
<td>one-way communication</td>
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<td><strong>NETWORKING LEVEL</strong></td>
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<tr>
<td>exchanging</td>
<td>two-way communication</td>
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<td><strong>COLLABORATING LEVEL</strong></td>
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<td>engaging</td>
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<td>working together on the issue over time</td>
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<tr>
<td><strong>TRANSFORMING LEVEL</strong></td>
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<td>committing</td>
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<td>approaching issues through engagement &amp; consensus building</td>
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### A. Increase the number and types of stakeholders who are ‘data literate.’

- **A1** The convenor/state lead agency explains to stakeholders the available data, the purpose of that data, how it was collected, and how it was analyzed (e.g., at a stakeholder meeting; in a newsletter; posted on a website; memo to districts or early intervention providers, etc.).

- **A2** A core group of interested stakeholders meets with the convenor/state lead agency to discuss available data and what the data means for the issue under consideration (e.g., causes of low performance, improvement strategies, etc.).

- **A3** A diverse group of stakeholders representing state, regional and local agencies and organizations discusses who else cares about the issue, and how to engage and involve others who care about the issue in sharing, understanding, analyzing, and using data for systems improvement.

- **A4** Stakeholders from different roles understand, customize, use, and share information on data with others from their stakeholder groups. The convenor/state lead agency, together with the stakeholders, builds a strategy for increasing data literacy across roles and levels of the system.

### B. Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.

- **B1** The convenor/state lead agency shares data collection practices and findings with stakeholders.

- **B2** Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.

- **B3** The group works together to review existing systems and implement improved strategies and innovations within the network.

- **B4** From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.

### C. Reach agreement on relevant data.

- **C1** The convenor/state lead agency explains to stakeholders the data that it considers to be relevant and why.

- **C2** A core group of interested stakeholders meets with the convenor/state lead agency to discuss available data, relevance to the issue, and data gaps.

- **C3** A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.

- **C4** Stakeholders commit their resources to identify, develop, and use relevant data to bridge data gaps and to inform improvement activities.

### D. Identify a strategy (or strategies) and procedures to monitor data changes.

- **D1** The convenor/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.

- **D2** The convenor/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.

- **D3** Stakeholders and convenor/state lead agency jointly review the data and make decisions on action plans.

- **D4** Ongoing review and revisions of improvement activities - and their impact - by the larger group of stakeholders is an integral part of the data use process.
Questions | Comments
Center for Parent Information and Resources

Carolyn Hayer
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Resources (ECTA, SPAN, OSEP)

- 2020 DaSy IDIO Virtual Convening Concurrent B5 Family Outcomes
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  - Video: https://youtu.be/7sK7UdJV9zI
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