State Advisory Panel (SAP) and State Interagency Coordinating Council (SICC) 2017-18 Webinar Series March 15, 2018 Recording

The IDEA Data Center Presents: An Online Toolkit to Improve the Quality of Parent Involvement Data
Welcome!

• Thanks for joining today. We will begin very soon.

• To prevent background noise from interfering with the call, your line is muted on entry.

• During the presentation you will have an opportunity to ask questions and make comments at any time, by using the chat.

• You will receive a short evaluation survey after the webinar. Please take a few minutes to give us your input.
Agenda

• Welcome from OSEP
  Ruth Ryder and Kim Richey

• Introduction of topic and presenters
  Carmen Sanchez, OSEP

• Introduction to IDCs Parent Involvement Data Toolkit
  Amy Bitterman and Hadley Moore, IDC

• State Presenters - Rhode Island and New Hampshire
  Kerri A. Sorensen and Susan Donovan, RI
  Mary Lane and Ron Mirr, NH

• Closing Comments and Announcements
  Stephanie Moss
Introduction to IDC’s Parent Involvement Data Toolkit

MAKING THE MOST OF PARENT INVOLVEMENT DATA: IMPROVING QUALITY AND ENHANCING UNDERSTANDING

March 15, 2018

Amy Bitterman, IDC
Hadley Moore, IDC
Kerri Sorensen and Susan Donovan, RI
Mary Lane and Ron Mirr, NH
Welcome!

- Webinar logistics
  - Webinar is being recorded
  - Materials will be posted online
  - Chat box is open for discussion and questions
  - There will be several breaks for Q & A
Agenda

- Introduce the toolkit—Describe background and purpose
- Demonstrate the toolkit—Highlight topics of interest
- Discuss how states engaged stakeholders to improve the quality of their parent involvement data
PARTICIPANT POLL
Poll 1: Are you part of your state’s…

- SAP
- SICC
- Parent Center
- Other
Poll 2: How involved are you with your state’s collection, analysis and/or reporting of parent involvement data?

- Very involved
- Somewhat involved
- Not at all involved
Purpose of the Webinar

- Learn about the content and structure of the toolkit
- Understand how the toolkit can be useful in your role
- Discuss ways you have been engaged with parent involvement data
- Hear how states work closely with stakeholders to improve the quality of their parent involvement data
INTRODUCTION TO THE 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
Parent Involvement Data Toolkit

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

- Defines key concepts
- 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
Toolkit Development

- 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
Purpose of the Toolkit

Help states improve the quality and comparability of their parent involvement data

- Collection
- Analysis
- Reporting and Use
How Might You Use the Toolkit?

- To gain a better understanding of how states you are advising should be collecting, analyzing, and using their parent involvement data

- As a resource to direct your states and other stakeholders to improve the quality of parent involvement data
What Are States Doing?

- All states used surveys (48% used state-developed and 39% used the National Center for Special Education Accountability Monitoring [NCSEAM] survey)
- 53% of states sampled
- Most states administered the survey via paper and web
- About half of the states sent reminders to parents who had not completed the survey
- Over half the states involved third parties (e.g., external evaluators, contractors, universities) in at least one aspect of the data collection
- Many states’ response rates were below 30%

Source: 2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet and IDC’s survey of states
Questions for Discussion

How have you been involved in the collection, analysis, and use of parent involvement data with your state?

Have you encountered challenges?
QUESTIONS:
INTRODUCTION TO THE TOOLKIT
TOOLKIT OVERVIEW
Structure of IDC’s Parent Involvement Toolkit

- Divided into four sections
  - Ready
  - Run
  - Reflect
  - Reach

- Also, three standalone sections
  - Working with third-party contractors
  - Involving stakeholders
  - Modifying or developing a survey
Today, We Will Touch On…

- Steps states can take to improve data quality during data collection
- Making the most of parent involvement data and communicating findings to key audiences
- Involving stakeholders to improve the quality and usefulness of parent involvement data
Questions for Discussion

What methods has your state used to increase response rate and representativeness during data collection?

How have you seen states use their parent involvement data to make improvements to programs and services for students with disabilities and their families?

At what point in the process have you most often seen stakeholders involved?
QUESTIONS: TOOLKIT OVERVIEW
STATE PRESENTERS
The Survey

- ONE survey (general education & special education)
- Vendor ~ Panorama
- Topic Areas
  - Teachers & Administrators
  - Perceptions of Schools
  - School Environment
  - Perceptions of School Safety
- Delivery ~ electronic and paper only to those without valid email addresses
- Window ~ 1/16 to 3/30
- Unique identifier code
- One survey per child with IEP
- Mailed directly from Panorama
Marketing

- Email reminders to Parents
- Reminders to Special Education Directors
- Social Media
- Panorama Tool Kit for Districts
- Commissioner’s 2018 State of Education Address

SurveyWorks is here!

Importance of SurveyWorks: Three Easy Steps!
https://youtu.be/Rllvu3OaS14

SurveyWorks is a school culture and climate survey that helps illustrate what is working and what can be improved in Rhode Island schools. Please contact your school to receive your access code. If you have your access code, please fill out the survey online.
Rhode Island Parent Information Network (RIPIN)

- Call Center Customer Support
- RIPIN contact information located on parent cover letter
- Weekly reports submitted to Panorama
- Relationship and Communication
- Promotion of survey
- Stakeholder input
Response Rates & Indicator 8

- Panorama live response rate dashboard – Leadership and District Staff
- Accurate and easily accessible reporting ~ Indicator 8
- ↑ in response rates
- Comparable data ~ general education parent responses v. special education parent responses

Spring 2018

<table>
<thead>
<tr>
<th>Name</th>
<th>2018 Building Administrator Survey</th>
<th>2018 Family Survey</th>
<th>2018 Special Education Family Survey</th>
<th>2018 Student Survey</th>
<th>2018 Teacher and Staff Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhode Island</td>
<td>223 responses</td>
<td>8510 responses</td>
<td>1752 responses</td>
<td>52393 responses</td>
<td>6565 responses</td>
</tr>
</tbody>
</table>

Results
- Rhode Island
- 62 Districts
- 351 Schools
- Your bookmarks (0)
- Response Rates

Use dashboards to explore data in different ways:
- See survey results across schools or teachers
- Compare results across all subgroups in one place
- See how many surveys have been completed
- See results grouped by topic across all your surveys

Top
- Comparison
New Hampshire Center for Family Voice

Mary Lane, NH DOE
Ron Mirr, Scholastic
Family Engagement is any way that a child’s adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development at home, at school and in the community.

--Karen Mapp (Harvard GSE)
How do you build effective partnerships?

- **Welcome** all families into the learning process by building trusting relationships.
- **Inform** families about what their child should know, what their child does know, and what they can do to help.
- **Empower** school staff and families to support learning at home.
How we measure Family Engagement

1. Family Survey
2. Administrator Survey
3. Teacher Survey
4. Physical Walkthrough
5. Web Site Review
6. Social Media Review
7. Document Review
8. Shopper Call
What we are helping schools do to engage all families

- **Commit**
  - Define family engagement
  - Communicate the definition of FE
- **Assess** current family engagement practice
- **Plan** to empower all families to support learning
- **Implement** a family engagement plan
  - Provide professional learning & coaching for school staff
  - Monitor family engagement efforts
- **Sustain** effective family engagement efforts
QUESTIONS:
STATE PRESENTERS
For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Meredith Miceli
Visit the SAP-SICC website

https://collab.osepideasthatwork.org/SAP-SICC

Check out the State Resources at
https://collab.osepideasthatwork.org/SAP-SICC/state-resources

For example, specific to our webinar topic today
http://dasycenter.org/other-resources/data-resources-for-families/
We want to hear from you!

• Resources you are willing to share on the SAP-SICC website
• Questions, comments, feedback
• Topics for future webinars

info@stateadvisorypanel.org
Assessing information after this webinar

- Information from SAPs and SICCs as well as archived webinars with PowerPoint presentations are available at:

https://collab.osepideasthatwork.org/SAP-SICC
Save The Date:
SAP/SICC Webinar: Tuesday May 15, 2018

The Center for IDEA Early Childhood Data Systems (DaSy) will present on:

Building Stakeholder Knowledge about Data- A Toolkit for IDEA Part C and Part B 619 Stakeholders

The flyer will be posted on
https://collab.osepideasthatwork.org/SAP-SICC
Please tell us how we are doing

- Each registered participant will get a short evaluation immediately following this webinar. Please take a few minutes to share your insights.
- SAP SICC Webinar Survey
- Thanks you for your participation today!
>> Good afternoon, my name is Stephanie Moss and I'm with the region three parent technical assistance Center located in Atlanta, Georgia. I chair the state advisory panel and SICC workgroup that is bringing you this workshop today, focusing on a toolkit developed by the IDEA development center. I want to thank you all for being here and joining us. We have Bruce and Johnny who want to welcome you all as well and say a few words before we begin.

>> Good afternoon, everyone. I did want to welcome new today to the presentation. I'm really excited to learn more about this myself and excited for you to have an opportunity to do that as well. Thanks to all our partners who are joining us on the discussion today and especially thank you to all the state advisory panel and council members who join us today. As you know, we are deeply committed as parent involvement is foundational to IDEA. I was reflecting on the call today and thinking about my time as a state part B director. It was just invaluable to me to work so closely with the state advisory panel in Kentucky and rely on them often and consistently to advise the department on matters that we all had a stake in. One of the things we are committed to is remembering and that we all have a stake in the success of children, youth with disabilities. Nobody has more of a stake in their success than their parents. Just know we will continue to be committed to that and we hope this is a step in the process of making that even better as we think about having accurate data and reliable data, making sure that parents and all stakeholders can access the data they need to really understand what is going on and to use the data to make decisions. So we are looking forward to you learning more about that today, grateful for the opportunity to talk about this Parent Involvement Online Toolkit, grateful for IDC and all their good work and I will handed it over to Ruth for her comments.

>> I want to thank Carmen and the team who have been working on these quarterly webinars and also the planning team and Stephanie and others who have done such a great job of providing this opportunity quarterly to state advisory panels and today's webinar, as Johnny said, is going to focus on work that the IDEA Data Center has been doing on it online toolkit to involve the quality of the parroted Baldwin data. We take the collection -- of the parent involvement data. We use those data on an ongoing basis and really care a lot about the quality. I know that many of you have involvement in your state with the work so I know you
take it seriously as well. This work came specifically out of a GAO report that was looking at improving the quality of the dispute resolution, particularly hearings in special education, and they were looking at the data that states were collecting and were those data transparent and providing helpful information to the public. They looked at the hearing data that we collect, the timeliness of the completion of hearing and they also looked at parent involvement, looking for a connection between the dispute resolution data and the parent involvement data. I think they quickly understood that states are collecting those data in many different ways, which is fine, that is certainly something that we have allowed over time, recognizing that many states have long-standing collections of parent involvement data and wanting to maintain those trend lines. But the GAO -- work -- did ask us if we would work with states to improve the quality of data coming in around parent involvement and family engagement, particularly related to indicator 8 in Part D. They spent considerable time developing this toolkit to be a user-friendly document that can kind of bring together best practices for data collection and analysis as well as state examples of effective practices. So what we are hoping is that states will utilize the toolkit to improve the quality of the data they are collecting and develop actionable steps from the data that will improve the results for families and children with disabilities. We want states to be collecting valid and reliable data that they can use to focus their actions to improve parent involvement and family engagement in states. So thank you very much for the opportunity to speak to you today, and also to learn more about the toolkit myself. I will turn it back to Stephanie.

Stephanie: Thank you Johnny, and thank you Ruth. I think with that, we are ready to move into introduction of our presenters and let them, Carmen Sanchez is going to do that and then we will get right to the content, which I know you guys are eager to hear about.

Carmen: Tanner, can you advance this to the next slide, please? Thank you for joining us today. We just wanted to remind you to prevent any background noise from interfering with the call, you will have the opportunity to ask questions and make comments at any time by using the chat space, so everyone can see your question. There is a short evaluation survey after the webinar, so please take a few minutes to give us input. This is our agenda. We heard from Ruth, and we were fortunate that Johnny is back in the office, and after I introduced the presenters, Amy Bitterman and Hadley more will talk about the Parent Involvement Online Toolkit, and then we will get to hear from states, which is wonderful. Mary and Ron in New Hampshire, and then Stephanie will close us out and make some announcements. As I said, if you could please use the chat space for your questions we can address them as we go along. With that I'm going to turn it over to Amy and Hadley from IDC.

>> Thank you so much. Tanner, can you pass the ball to us? Great, thank you so much.
IDEA the agenda -- Amy: I will be introducing the toolkit and describing the purpose of it, a little bit about how it was developed, and we have already covered quite a bit of that, and then something you and your roles might yell to use the toolkit, and then Hadley and Stephen, the developer behind the toolkit, will take us through a demonstration of it, highlighting several important areas of particular interest to you all in the audience, and then finally, as Carmen said, we will hear from several state and they will be sharing with us how they have collected and used their parent involvement data, and in particular how they have engaged stakeholders in this process. We have a couple of quick polls that we want to open up to everyone to find out who is on the call today. The first one is, if you could share with us -- and Tanner, I don't know where these will appear -- on the side, there you go. If it is other, I think you can put in the chat what or the organization you might be involved in. I will give you a couple of seconds to answer that question.

>> Please be sure you hit the submit button after you answer the question.

Amy: And it looks like we have quite a few state advisory panel members and Parent Center members and then a number of other as well. A good range of folks on the call. We have one other quick question, which is to kind of gauge and get a sense of how involved you are with your state's collection, analysis, reporting and use of parent involvement data. Are you very involved, somewhat, or not at all involved. And again, hit the submit button after you select your response. So the majority are somewhat involved. Most of you probably have some idea of actually what is happening in your state around the parent involvement data collection, which is great. So thank you for responding to those. The purpose of today's webinar is really importantly for you all to learn more about the content and structure and the organization of this toolkit. Also, we want you to be able to understand how this can be a useful toolkit to you in your roles within your state as advisory members to individuals in the state department of education. We also hope to hear from you how you have been engaged with your state in terms of parent involvement data process, and then we are going to hear from several states who have worked closely with stakeholders to improve the quality of their parent involvement data. The toolkit was developed specifically related to Part B, indicator 8. However, the concepts and content in this toolkit with filler applicable as well to the parts he indicator -- Part C indicator 4. Even going beyond indicator 8 and data they are collecting specifically for that indicator, but looking at parent involvement overall. The toolkit is web-based and interactive. It is really centered around offering guidance and strategies for states to improve the quality of their data. We have key concepts throughout, we will have a glossary, and there are also resources and tools that are highlighted and can aid states, and we also highlight throughout a number of states and practices that they have been engaged in. We do want to mention the
toolkit is not yet available. We estimate having it ready in May, and we will definitely let the workers know when it is ready and we have a process in place to get that out to this audience. We want to talk a little bit about how the toolkit was initially developed. Ruth mentioned quite a bit about that, so we won't repeat it, but it's from the GAO report that she talked about. We conducted a number of activities, we had a workgroup, focus group of special education directors, parent Center Directors, and we conducted a survey of states to better understand how states are currently collecting, analyzing, and using their parent involvement data. We have 39 states and territories that completed the survey. We had numerous conversations with states and parent centers and we conducted a really extensive review of existing sources of information for help parent data are being collected, analyzed, and used, and best practices. We looked at state websites, other technical assistance centers and organizations that do a lot of the top of work. That brought us to the purpose of the toolkit, which is to present to states ways that they can improve the quality of the data they are collecting, improve how they are analyzing the data as well as reporting and using their data. Specifically for you, some ways that you might be able to use this toolkit is it will give you a better understanding as you assist your states to improve the quality of the parent involvement data that they are collecting, so that you in your advisory capacity will have a better sense of how states really should be collecting, analyzing, and using their data, and can import that -- in part that information to your state. It is also a resource that you can be aware of and director state for other stakeholders if they want more information about this or you think they need further guidance and tools to help improve the quality of their data. So now we want to give you just a little taste of what we know states, how they are collecting their parent involvement data. This comes from the survey that IDC conducted and the analysis that OSEP produces every day. About half the states are developing their own survey or some survey states are using our widely available and that is the same one that the states are using. We know that from the survey we conducted. There is a self-administered survey, many states provide parents with multiple ways of completing the survey. About half the states send a reminder to parents about completing the survey. The most states response rates are below 30%. So with that, we wanted to kind of open it up and see if anyone wanted to share with us how within your state you have been involved in the collection, analysis, or use of parent involvement data. If there are challenges you have encountered and maybe ways you have come to address those challenges, and also I will posit there are any questions if you want to ask about what we've covered so far -- I will pause if there are any questions, and we can answer those now, too.

Amy: I'll wait another little bit and see if anyone wants to jump in and tell us what you've been doing in your state.

>> This is April from Florida. I think it -- our biggest challenge has been getting parents of high school students to respond to the survey. We get pretty good response from elementary and
just a little struggle around middle school, but getting parents of high schoolers to respond has been quite challenging. If anybody has figured that out, I would love to hear some suggestions.

Amy: Great question, thank you for sharing that. If any was does -- if anyone does have anything to share, and please be sure to mute your line, it is*6 to mute. Inc. about that and we will have more opportunities to pause and share, please jump in. Now I am going to turn it over to Hadley and Stephen to show us this toolkit.

Hadley: Hi, everyone, this is Hadley, and I'm going to stop -- talk a little bit about the structure that you will get. The toolkit is divided into an introduction and then four main sections within the main section. I will take a moment to orient you to the type of content in each section. In the ready section, we talk about planning before data collection even begin so you can improve the quality of your data. The questions that we will be answering here are, how can my state improve the quality of its parent involvement data and how can my state ensure that the data collected our representative? In the Run section, were talking about what's going on during the data collection window. What steps should my state take to improve data quality during data collection? In Reflect we are thinking about preparing the data for analysis and then analyzing the data. And how can we conduct high-quality analysis. And it then in the Research section, we share findings to make improvements and inform action. The questions focused on here are how can we make the most of our parent involvement data and what is the best way to communicate findings to key audiences? The toolkit also has three stand-alone sections outside of the ready, run, reflect, and reach structure. That is the structure of the toolkit. One thing important to mention is that all states are using a survey to collect the parent involvement data, but they are not required to use the survey. In this toolkit, we discuss data collection instruments more broadly to the extent that it makes sense. In some cases we do want to offer specific guidance on using surveys in particular. You will notice the language is a little more specific and refers to surveys. So today were going to take a closer look at three sections of the toolkit in particular. We do hope that when it becomes available, you will take some time to explore in greater detail because were really just going to take a quick look. The sections we are going to look at today are steps states can take to improve data quality during data collection, making most of parent involvement data and communicating findings to key audiences, and involving stakeholders to improve the quality and usefulness of parent involvement data. As we talk about the sections, were going to get to look at that's look at it like to get a sense of how looks and how it works why we talk a little bit about the material contained in toolkit. Stephen is also on the call and he's going to explain to us a little bit about how this is organized and that he will navigate through the tool is weak force in the content in those three sections.

Amy: Stephen, we are going to give you the ball.
Stephen: Hi, everyone. Hopefully you can see what is up on my screen right now. So thanks, Hadley, for that overview of some of the parts here. I'm glad to share with you guys through the initial build of the toolkit, so as previously mentioned, it is not live yet, we are looking at this locally on my machine, but as we walked through some of the functions and content offerings on this, I just want to provide a little background information about some of the thought that went into the design of this tool. We designed the toolkit to support both first-time users and repeat visitors to the toolkit. Users are able to start at the beginning of the toolkit and move all the way to the end, or you're able to jump to specific areas of interest from anywhere within the site. This is our homepage here, and the site was designed to provide one click access to all parts of the toolkit. As moved down, we can see there are a number of different areas available that you can dive into. It was planned in this way so first-time visitors can start at section one and start moving through in a linear fashion. Also so repeat visitors are able to jump back in the toolkit potentially where they left off because there's a lot of information available on here, and we want to ensure that people are able to get back into this thing without having to go through all of this robust content in one visit. People will be undoubtedly, -- coming back to this over and over again. To continue consuming all this information is available or go back and target some of the areas they have previously viewed on here. Each section on here is a short description so users know what is going to be available in these different areas as well. Since the toolkit is linear in nature, we want to provide a path forward to all our users and let people move through this in a page by page fashion as if they were moving through a more traditional document are toolkit. There is always that ability that users have to jump to the next page so you can always move through this stuff and through all the content we will be offering in that linear fashion. And also for -- providing the ability anywhere within the toolkit to have one click access to a table of contents so in this way were able to provide a table of contents with links to all the different sections within the toolkit that are available as well as that secondary support deeper dive information and additional resources.

>> Stephen, can you make your screen any bigger? Is there any way to make it full screen, or is that as big as you can get it? You may want to try increasing the size of the WebEx application. Greg Stephen, are we ready to take a closer look at the first section here? Excellent. We’re going to take a closer look at the section here, what steps should my state take to improve data quality during data collection? The content is not final, this is to give us a chance to export the look and feel of the toolkit and give you a sense of some of the ideas that we will cover. Here in this section, we are thinking specifically about response rate, the percentage of parents who that responded to the survey out of all the parents that were sent the survey and representative of them, which means the extent to which the parents of the children who responded to the survey represents all children with its abilities in that state. We will look at three subsections here. Worked to improve response rates. Here we have some suggestions for
things you can do during data collection such as investigate and correct contact information, send follow-ups and reminders, and track responses and follow-up with responders. As you can see we are going to this pretty quickly as just give you a sense of the overall content, but you can tell we have a lot of detail and additional suggestions contained here within the toolkit. States want to conduct periodic checks for representatives -- reviews -- representativeness. They need to think about the threshold for when data will be considered representative, so we present two different thresholds and calculators that states can use to determine whether data are representative. There are different ways to test for representativeness. And to help us visualize what this might look like, we present two different graphs that you can see here. And then finally, states may need to work to improve representativeness. Some targeted ways to do this are sending additional follow-ups to underrepresented parents, or working with parents or other stakeholders to encourage parents are underrepresented groups to respond. That is sort of a quick overview of that section. The next section that we will take a closer look at is the R section, how can we make the most of our heritage involvement data? This section of the toolkit is focused on the stage after states have collected and analyzed their data and they are thinking about using and sharing their findings. In this section were going to look through, we are thinking specifically about how states might use their findings. As a first step, states need to report the right information to OSEP and the public. As you can see here, we provide a detailed list of the requirements related to that submission. And then we want to highlight the value of going beyond indicator B8 to make meaning of the data. The data can also be incredibly useful for other purposes. States will want to think critically about what they found and what it means, some ways to do this include looking for patterns in the data. For example, from year-to-year patterns of expenses might this between groups of parents and examine -- might exist between groups of parents. States can explore hypotheses and then draw conclusions about what it all might mean. This may include working with stakeholders, and you can see here we have this box highlighting how stakeholders might be able to help with this work. And then finally, -- once we've done the deeper dive into the data, they'll want to use what they found a make improvements and informed action. This can be done any number of ways, including informing monitoring in the annual determination process, identifying and prioritizing needs an improvement planning, and creating and supporting family engagement initiatives. You can see here again that there's a lot more detail information and suggestions included in the toolkit, and also wanted to point out these boxes where we can see what states are doing, and we have boxes like that scattered throughout but were giving examples of things that states are doing. Then the final toolkit section were going to look through today is involving stakeholders. This is something that is important for many reasons, including to gain trust from parents during data collection, to make sure that surveys or other data collection instruments are clear, and to ensure the data are interpreted correctly. In this section, we are going to walk to the steps associated with involving stakeholders. An important first step for states is to determine which stakeholder groups to include. That might involve thinking about the landscape of stakeholders and essentially open it -- opening up the process to additional groups. States should be clear about stakeholder roles and make it easy for everyone to contribute. For example, meetings
should be scheduled at times and in ways that work for everyone involved. You can see again that we are providing much more detail and specifics in the toolkit. Once the process has been defined, you can get stakeholder input on instrument collection and design, for example, stakeholders can provide input on how Kerry involvement should be fine or have to think about which language the survey should be distributed in. Then stakeholders can also be involved in collecting data. For example, parent advocacy groups and resorts organizations ever dissipate in data collection and we have some specific strategies laid out for that. And state should engage stakeholders as you reflect on the data collected. Stakeholders may suggest strategies to address areas of concern or provide input on how to improve survey distribution, and again, more details provided here in the toolkit. Finally, stakeholders can be invaluable in state efforts to use and share findings. Stakeholders can offer guidance on addressing issues of parent involvement, work with families to help share their suggestions and work to build a positive relationship between schools, families, and committees that can promote family involvement. You can see here where we have some additional resources for teaching and working with stakeholders. That was our quick sort of overview of the toolkit. We are just going to take the presenter ball back here, and we have some questions for discussion. Some questions for us to think about, if you guys have any thoughts you would like to contribute, what methods has your state used to increase response rate and representativeness during data collection? How have you seen states use their parent involvement data to make improvements to programs and services for students with disabilities and their families? And what point in the process have you most often seen stakeholders involved? In the chat box, just add any thoughts or responses to these questions. A lot to consider. I think our next slide is asking folks if they have any questions for us so we can also sort of open it up to both.

Amy: I guess we will continue, and we have at this point, several state presenters that we would like to introduce. We will start out with Rhode Island and we have Kerri Sorensen, and with her is Susan Donovan.

Kerri: thank you so much for having us today, and if we can just advance to the, we just why to give you a brief overview of what we are doing here in Rhode Island. This is the first year ever that we combine general education and special education into one survey statewide. It's very exciting for us here, and were using panorama education as a vendor for the third year in a row. Our topic areas for the special education parent survey is focusing on teachers and administrators, perceptions of schools, school environment, perceptions of school safety, and the delivery method this year is electronic and paper only to those parents who don't have a valid email address on file. The way we collect the data is requested strict to actually submit their census data and we use the contact data to move forward. The goal is mentioned earlier is that were working on increasing the accurate data that is coming in. The survey window is from January 16 to close this month on the 30th. Although it is one survey, the special education
The parent survey actually comes with a cover letter and the survey. The cover letter has a unique identifier code which is then tracked back to each student and parent so we are able to track demographics. For instance, general education service tracked the school code -- tracked via school code. If a parent does have more than one, we just send out reminders as well for them to complete each survey because of that unique identifier. In the survey is mailed directly from panorama education. We have 62 districts and 351 schools. We are disputing the survey in two language this year, in English and in Spanish -- in two languages, English and Spanish. We are focused on marketing the survey due to increasing response rates which coincides with indicator 8, and again, its first year we are using one survey. We are using a number of marketing tools including emailing parents, whether it is every other week when it comes closer to the end of the survey winter -- window, panorama emails the parents reminders. We have requested that districts use Robo calls with reminders to parents and we have a backup link if the parent did not receive the survey to track the survey data. Social media is huge this year, with Facebook, twitter, and as you can see on the screen, feel free to click on the YouTube video the Commissioner of education here in Rhode Island is hosting videos weekly, just going to have a complete the survey, if parents have questions, who’d contact, the Special Ed survey versus the general education survey, and panorama also works with districts, their own sort of toolkit in both languages, has backup links and some other tools that the districts can use to consistently remind the parents to complete the survey. Again, the Commissioner state of education address this year is March 19 and we work together as a team for it to be a unique opportunity for kit -- for parents to get assistance completing the survey. We have volunteers that will work with parents to help them compete that -- complete the survey and it will act as a reminder to parents. If you want to dance again to the next slide -- advancing into the next slide.

>> This is very exciting to see us move to one survey for all students, all families. The parent Center in Rhode Island has been very involved with the state agency for the past 14 years doing the indicator 8 special education survey, and we were fortunate enough to bring in stakeholders from the very beginning. We worked in conjunction with the local advisory committees in all of the school districts and brought parents together, which we still do twice a year, to a meeting called the special education advisory network. It was there that the Department of Ed and the parent Center solicited information and input from the parent leaders from the local districts on what they would like to see, how they would like to see it rolled out. There were some great suggestions. We worked with the special education advisory network doing some meet and greets at the local district level so that families could come in and understand what the survey was all about. We didn't want families worrying or nervous if they filled it out, if there were repercussions. We are really looking at how the districts were engaging families in this process. After doing that for 14 years, to have one survey to all families is just a great accomplishment, and we are thrilled to be at that point. We work closely with the ICC in getting it from our -- getting information out and feeding it back to the rollout them --
Rhode Island special education committee. We have a resource center, we do a lot of case management, we get phone calls from families that maybe have some questions about how to answer the survey or maybe they deleted the email and need to get the link again, or they threw the survey outcome are just any questions they have around the survey and request the information. Maybe they needed provided in their own language. We take all that information and it is submitted weekly. We report back to the state education agency as well as panorama so the families get the information they need or a hard copy if that’s what they need. Working on the relationships and communication with the school districts, we are a small state and folks get ready -- get really competitive. As we see the return rates coming back, you can see the folks in the district reaching out to families to get those return rates higher. So that is exciting in itself. We continue to go back to our stakeholders. As a matter of fact, tonight we have our Rhode Island special education advisory committee that will be meeting downstairs this evening and providing updates to them on the survey. They happen great about taking information back to their stakeholders and letting us know how it is going and where we need to tweak or what we need to pay attention to, if there are changes or requests. You can go on to the next slide.

We work so closely in the state of Rhode Island with our stakeholders, and also with the stakeholders in deciding on questions that were in the survey. As you said, we are a very small state and everyone’s voice matters and this is just a huge and exciting opportunity for us here, and response rates are very competitive amongst the districts and they have access to their life response rates and they can log into a dashboard at any time and see not only where their district is as a whole and how many responses they have received, general education versus special education, but they can break it down by schools and that works to increase that competition. Commissioner Wagner here in Rhode Island does the Facebook updates of which districts have large response rates, who is doing well in the district, and also works to create their own competition within the district, which is exciting. The data is live, so as surveys are completed, the data is updated, it’s accurate, and it’s easily accessible. There is kind of a screenshot of what the dashboard looks like when Special Ed director’s login and are able to view the data. It is unique in the fact that every district has a person that is in charge of working with the Rhode Island Department of Education and we do weekly conference calls discussing what is working, what is not working, where there’s room for improvement, how to increase response rates, and then working with the Rhode Island information network and seeing what parents are calling in about, what can we do in order to move forward in the future and kind of work on this. We have seen an increase in the response rates in the last three years, a substantial increase which is exciting for us, and of course working to get responses up, and again, it is huge that it is one survey. We have many goals of what going to be doing with this data, and we are going to be comparing those responses with parents who have students in general education versus parent responses in special education. We are going to look at that data and see how they can enhance or areas that need enhancement and we also put on our
website the comparable data for the public to view and for parents to look at so when we move forward we are -- the general message we are trying to get here is that your voice really does matter in completing the survey. It is really exciting, and we look forward to the next steps in processing the data and getting it out and moving on to see what areas in the school district really need enhancements and changes.

>> We have also worked with a partner agency at the local level to provide additional support for our at-risk populations, families that are homeless or in transit, they are able to comment and fill out a hard copy of the survey in person with staff. We want to be responsible and responsive to our families that are at risk.

>> And as of today we are well over 100,000 responses statewide, and that combines with student surveys, families surveyed, educators, and just all participants. So we look forward to next year, and thank you so much.

Amy: Thank you both so much. Now we are going to turn it over to Mary Lane, who is an educational consultant with New Hampshire Department of Education, and Ron Mirr with Scholastic education, working with New Hampshire Department of Education.

Mary: I work in special education and I feel like I can take a few moments to lay the stage -- set the stage as to what do we mean by the New Hampshire Center for family voice? As part of my responsibility in the Bureau of special education over the last several years, I've been responsible for indicator 8. We really have always had what we call an input work group, really involving special educators, at the New Hampshire parent Center and other organizations outside the department. What has been happening is, a network, we realized that we were suffering from what is the culture of responsiveness of parent involvement in general, both within education and outside education into the whole system? The struggle with this. Many folks did wonderful efforts, but then what was the connection? What was the collaboration? What was the true purpose and vision? What we decided was, in looking at all the research that was found, the dual capacity framework was the one tool by which several of our organizations both inside and outside the department really felt the work with what we could get done based on her framework. Under the leadership of our state director of special education and the Commissioner of education, they allow that we step outside your comfort zone and really look at what is it really about this work and where do we need to go, along with the fact that we truly believe in New Hampshire about personalized learning, and if we get, and if we've all been echo system, what would be the part of that echo system that move student to mastery without involving families and caregivers, to have meaningful decision-making input into the
entire system. This is where we came up with the notion that we needed a center that really looked at and engage all of us to be able to have someone move all of it forward based on the research that we believed it. I'm going to pass the baton to Ron Mirr, who will help explain why the relationship between the Department of Education and Scholastic is going to move the work of Karen Mapp forward toward truly identifying an authentic center for New Hampshire.

Ron: Thank you, Mary. I'm senior vice president for family and commuting gauge meant at Scholastic. You've got the next -- community engagement at Scholastic. Mary mentioned that our work is all based on what Karen Mapp has done about the deal capacity framework. This is the definition we operate by. The whole idea about engaging families and schools him of the goal is not family engagement, the goal is student learning and preparing students to be productive adults. We really are trying to support schools throughout New Hampshire to understand where they are with Emily engagement and be able to put action plans in place that really do empower families to support their kids learning. On the You will see there are three broad areas that we work with the schools to plan around and are data that we gather supports this. The first broad area, and we talk about all families, not just families whose children have an IEP. We know that when parents trust the school and feel at partners in learning, we really look at how well the schools build those relationships with families? Do families trust the school? Then we focus on, to the schools provide the information that families need, and it boils down to three basic questions. Do we help families know what their children should be learning? Do we help them know where their children are, what they have learned, and do we give them information on what they can do to support learning? That is the information piece. I worked with Karen Mapp for close to 20 years and I been involved with family engagement with school since 1993. Just giving information to a family doesn't mean that will take the action they need to take to support their child's learning. It is essential that when we look at family engagement and gather data so that we can form a good action plan, we really need to understand how well schools are empowering families to take action. Sending a note home, having information available, having one or two meetings with the family, that's not enough. There has to be multiple opportunities to die for families to practice in Gitmo -- get feedback. This is the part where he tried or bring the dual capacity framework to life. Related to the assessment piece, as you will see on the next slide, we are engage in something called the family engagement assessment. In this process, it's very holistic, we gather data more than just from the family. There are eight sources of data collection. This is the first year we are working with 24 schools across the state. The first three items are surveys. We make sure that every family in the school has the opportunity to complete the survey and as they talked about when they were highlighting the toolkit, we've taken many steps to ensure that things are available both electronically and on paper in the appropriate language. We try to support each school to ensure that every family has the opportunity and hopefully completes the survey. It's about 20 questions long. We surveyed all the administrators in the building, and all the instructional staff in the building, the people who have the information about what children are supposed to
know and what they do know and information about what families can do to help. Those are the three survey pieces. In addition to that, the other data collection pieces come from folks looking at the physical environment. You may have heard over the years several districts have done some -- some physical walk-through. As we go through the building, we are really looking at how welcoming the environment is, we have rubrics that teens used to walk-through and evaluate how welcoming is the physical space. It starts out from the curb, begins with, do families have a place to park and how to get in, do they know where to go, etc. We look at the website to see if it is a welcoming place, if the website is really for families. Does it tell families what they can do to help? We look at the social media. I was in Miami, they talked about they don't use their website as much as they use their twitter feed. In New Hampshire, were looking at the social media they use and what is the content of what they share. Is it general information? We look at the documents they give to families. We look at documents that give out in general, maybe at the guidance office or at the front desk, documents available on the website for download and documents that are handed out at event like family literacy night or open house or whatever the event is, what printed materials are they giving to families? And we look at the content of that and use rubrics to assess if the schools are sharing information that families really need and are they doing it in ways that empower families to take action. The last thing we do is a shopper call. We will call into the school and say we've moved to your district and need to register our child. There a rubric of things we listen for, how the school interacts with families and what that looks like. On the last flight that we have, what we do is put all this together in a report -- I'm hearing someone. What we do is we work with action teams throughout the year. Each building has an action team composed of administrators, teacher voice, family voice and community partners. They look deeply at these assessment data and can use it to as the questions, what is the story behind this, where do we need to dig a little deeper, and how we create an action plan that is going to leverage a high impact strategy to really empower families in this building to take the kind of action that they need to take in order to make a difference? At the end of the day, having data is not sufficient, it's how we use the data to really empower families to take that action.

Amy: Thank you so much, Ron. I think we are passing it back to Stephanie.

Stephanie: Great, thank you. I just want to take a moment -- I'm going to show you a three -- a few things as we wrap up, but I want to thank all of our presenters and our state folks for being with us and sharing what is going on in their states. I got some really good ideas and I was taking notes. We are right at 4:00. I want to remind you if you are not familiar, that we do as a SICC workgroup have a website. I will show you quickly a couple of things on the website that I think -- I'm just going to take you what is on the website in the interest of time. You see our website there, there's a section with state resources. I really want to encourage you all, if you have things you think you are doing well or would be willing to share in your state, please let us
know. We would love to add them to the state resources section. For example, specific to the topic today, there are some resources from the Daisy center around data resources for families. There is a variety of topics there related to SICC and state advisory panels on recruiting new members, bylaws, how they do outreach and public awareness and family engagement and all that. Please take a look, we would love for you to tell a sweat is missing, what you think we need to add. -- tell us what you think is missing. Just let us know. We have a web address you can use if you want to share things with us. If you have questions or feedback after today's webinar or at any time in the future, please let us know that as well. If you have ideas about what would be helpful for you that you would like us to think about for future topics for webinars, let us know that as well. We do get those emails, it is monitored and you will definitely get a response and hear back from us. All of the webinars we have done in the past as well as the PowerPoint and the one for this one that we just did today are available on that website as well. This one will be up in a few days but all the webinars we have done in the past are there as well as the PowerPoint. You may find some other resources and information that will be helpful for you. And I think one more slide. Lastly, I just want to let you know that we have Artie gone ahead and scheduled our next orderly webinar and I hope many of you will be able to join us. It is scheduled for Tuesday, May 15. We will obviously send out a flyer and it will be posted on the website. It will be on the presentation of another toolkit that has been developed by the IDEA Daisy center about building stakeholder knowledge about data. It is also applicable across the age span and I think you will find it equally as rich with information and compelling and hopefully useful for you. Lastly, in the chat box, I believe Tanner posted the link to an evaluation survey in survey monkey. Also there is a link here and you will have a few minutes, we would ask you to please complete the survey. Your feedback is really important to us in it does help us know where we go from here. In closing, I want to thank our colleagues for joining us, from IDC and from Rhode Island and New Hampshire. I am excited to see this toolkit go live and cannot wait to check it out when it is there. We will get that word out to all of you as well so you know when it goes live. Thank you for joining us today and please do complete the survey.