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

Thomas McGhee, MSW, Technical Assistance Specialist, ECTA
Carolyn Hayer, Project Director, Ctr. for Parent Resources & Information @ SPAN
Jennifer Miley, Part C State Lead – Family Engagement Lead

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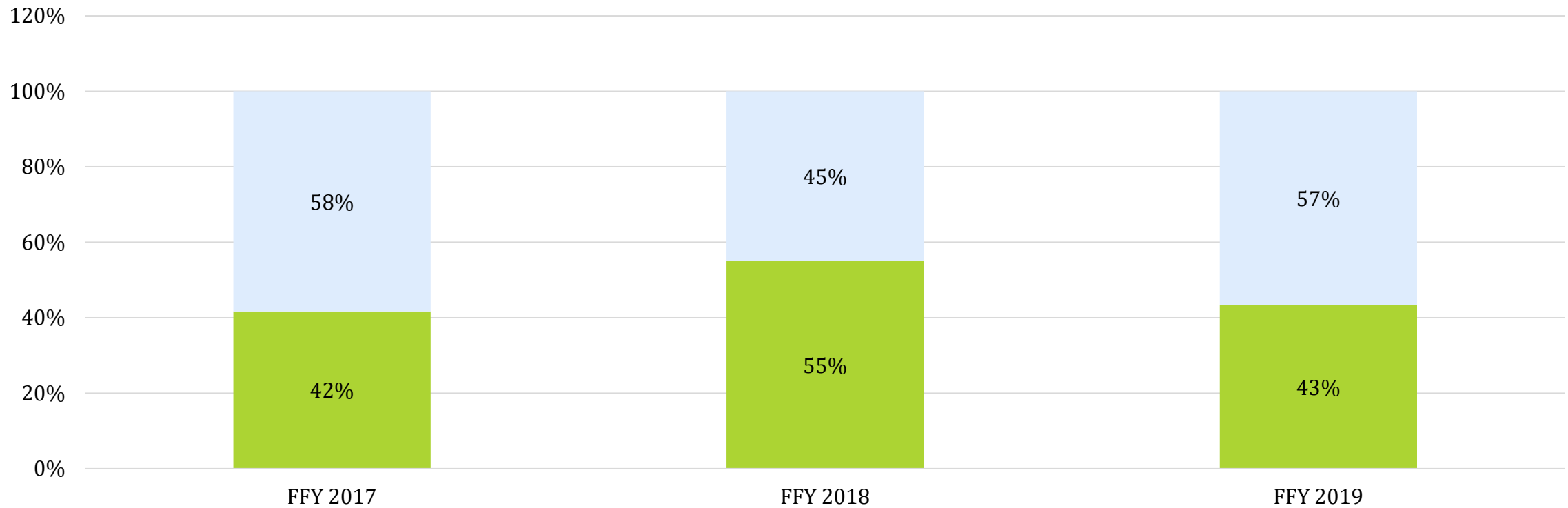"Prior to the pandemic, we had a system that served some students better than others, and we have to be bold and unapologetic in addressing that."
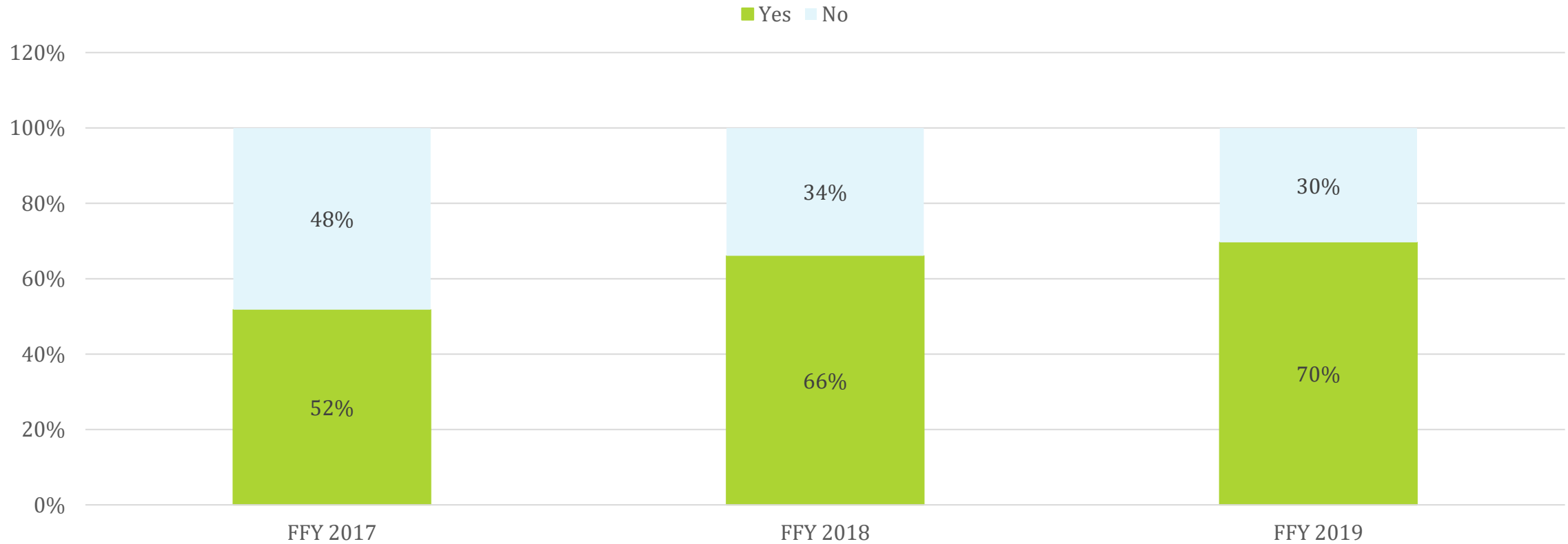
% of Demographically Representative Responses

(Among children ages 3-21 with disabilities and their families)

■ Yes ■ No

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

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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

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Promising Practices/Improvement Strategies
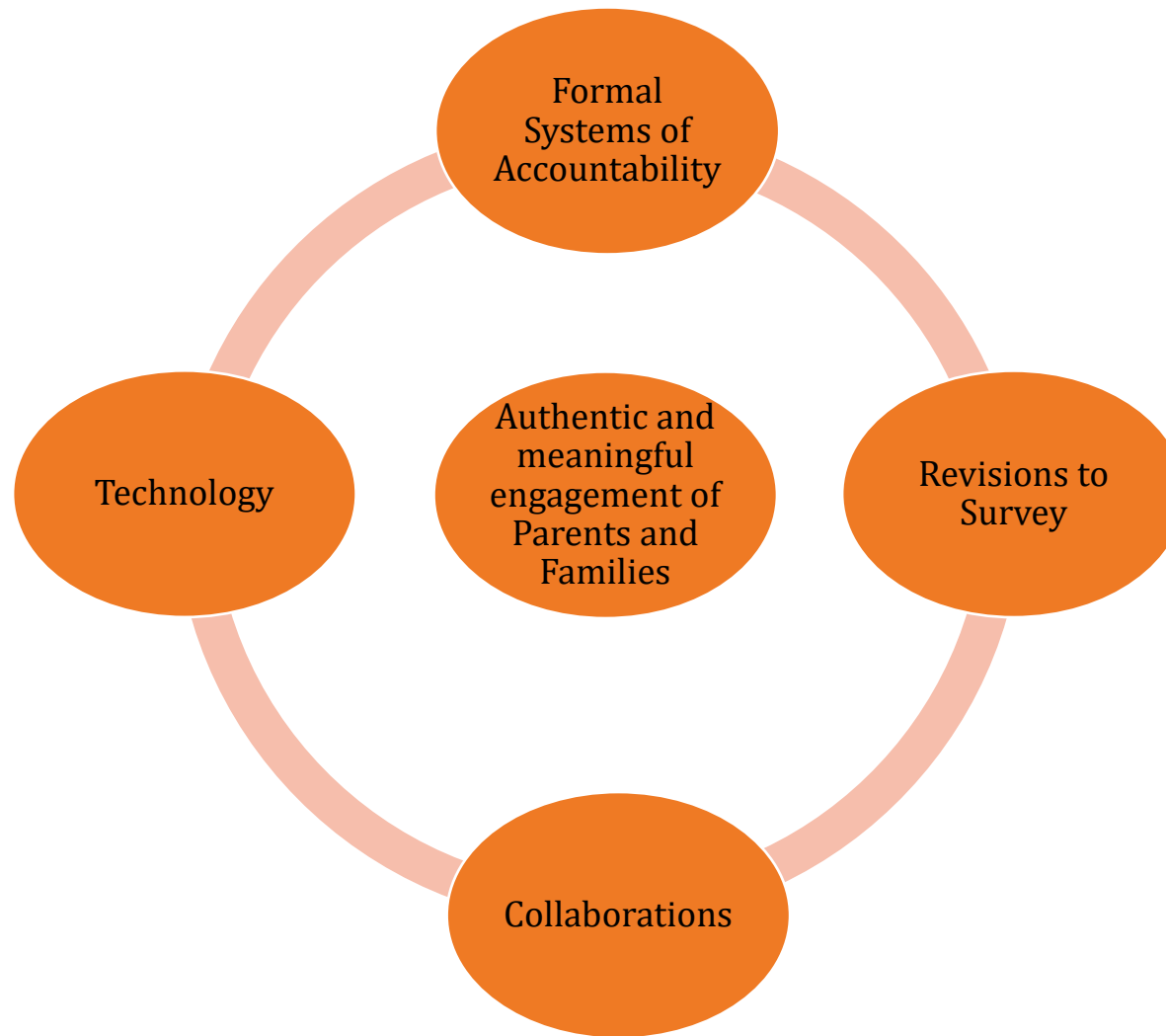
REPRESENTATION MATTERS

➢ Improved Results and Outcomes

➢ Equal Access to Education

➢ Address Achievement Gaps

➢ Parent Engagement = Parent Rights

➢ Sense of Community/Inclusion

➢ FOS data = Improved Performance data

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C4: Family Involvement

B8: Parent Involvement

Demographics

Describe the metric used

Identify potential non-response bias

Collaborate with Parent Centers

Compare Response Rates

Describe Strategies

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Resources (ECTA, SPAN, OSEP)

- 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/7sK7UdjV9zI
- https://dasycenter.org/using-part-c-family-outcomes-data-to-examine-equity-and-representativeness/
- Six Steps to Partner With Diverse Families Karen Buchanan and Thomas Buchanan
- https://www.naesp.org/sites/default/files/Buchanan_JF17.pdf

- Policy Statement on Family Engagement—From The Early Years to the Early Grades (PDF) (ed.gov)

- https://ectacenter.org/topics/disaster/coronavirus-faq.asp

- https://dasycenter.org/ffy-2018-spp-apr-indicator-analysis-for-part-b-and-part-c/

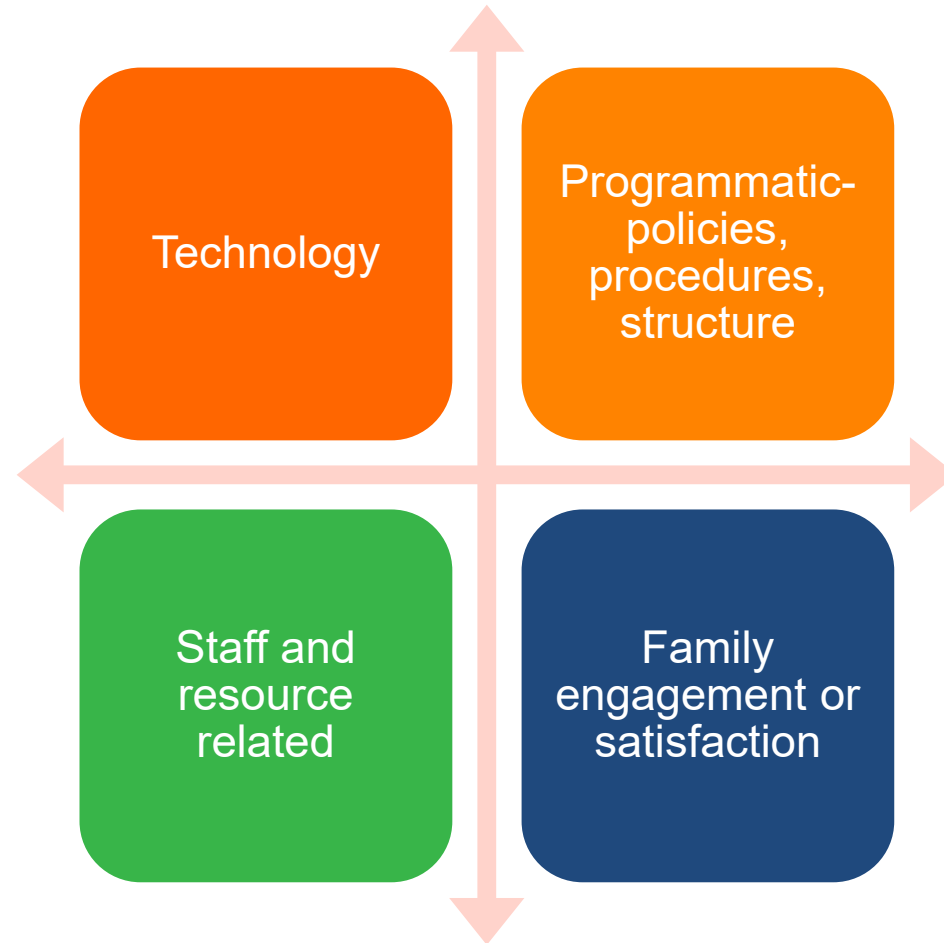OSERS | OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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

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13

Strategies continued…

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.

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EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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**.

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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:

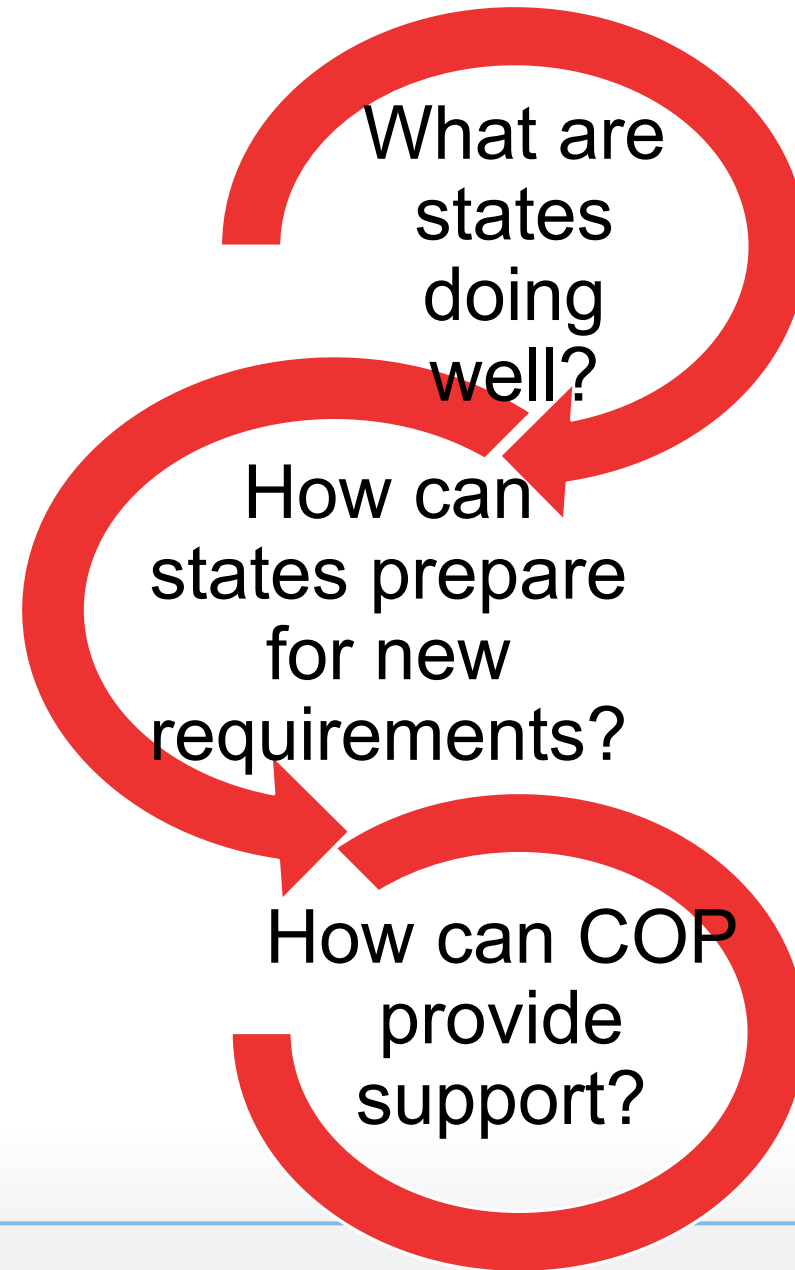**Provide effective strategies**

Peer to Peer Learning

Share available tools/resources

Help staff better understand the requirements

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Family Outcomes Discussion

What are states doing well?

How can states prepare for new requirements?
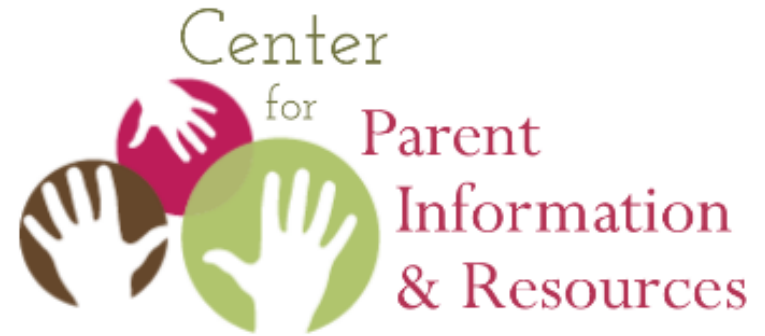
How can COP provide support?

DaSy ecta

Office of Special Education Programs
U.S. Department of Education
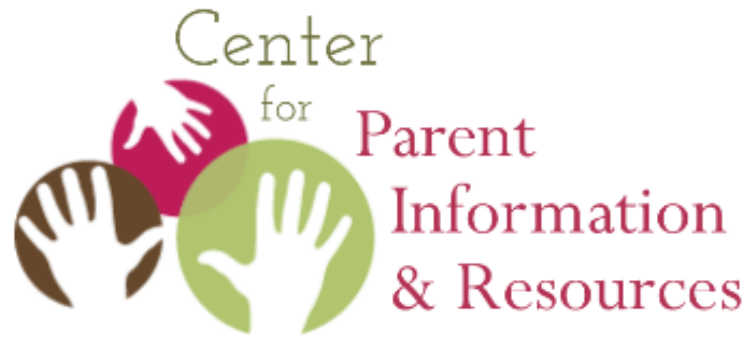
Center for Parent Information and Resources

www.parentcenterhub.org

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 Sudents with the Most Intensive Needs Videos**

- **Visit us**: 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
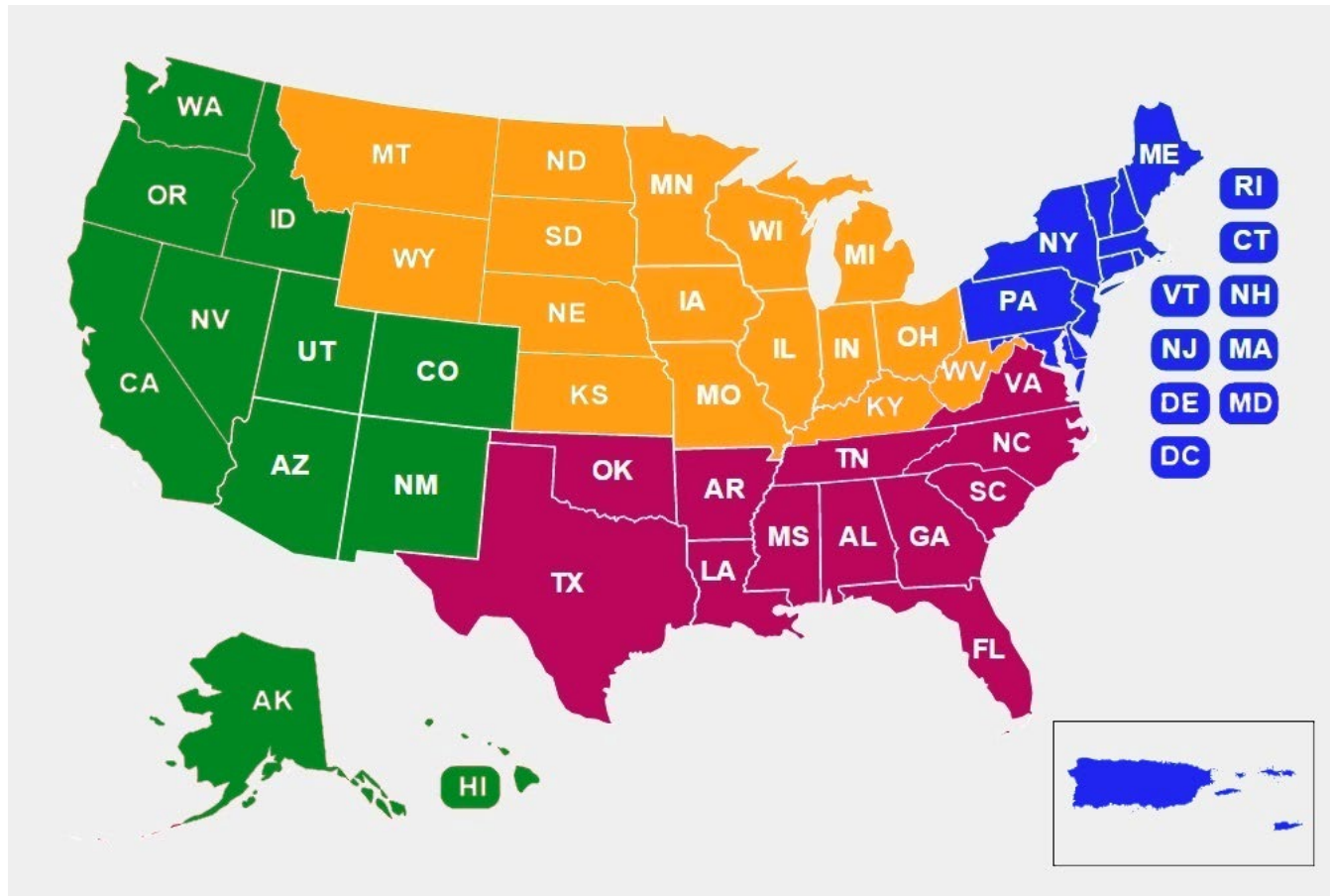
The 4 Regional Parent Technical Assistance Centers (RPTACs)

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*

Parent Centers In Action
2019-2020 Data

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/

Parent Centers in Action

How many times did Parent Centers connect with families, professionals, and youth with disabilities in 2019-2020? → **1.8 million⁺**

Parent Centers inform and train <u>parents</u> of children with disabilities to be effective advocates for their children

729,650⁺ Parents attended *TRAININGS*

420,970+ Parents received *INDIVIDUAL ASSISTANCE*

Parent Centers are knowledgeable, committed, and a source of info you can count on

- ✓ IEP assistance
- ✓ On the phone, by text, by mail, in-person meetings
- ✓ In-person and virtual trainings
- ✓ Websites
- ✓ Webinars
- ✓ Newsletters
- ✓ Partners in systems change

Parent Centers also inform and train *PROFESSIONALS* and *STUDENTS WITH DISABILITIES*

619,325⁺ Professionals and others

63,480⁺ Students with disabilities

EVERY STATE AND TERRITORY has a Parent Center → **Find *Yours!*** https://www.parentcenterhub.org/find-your-center/

Center for Parent Information and Resources | CPIR
https://www.parentcenterhub.org/

https://www.parentcenterhub.org/a-year-in-the-life-2019-2020/

Engage With Stakeholders

ACROSS *ALL* INDICATORS
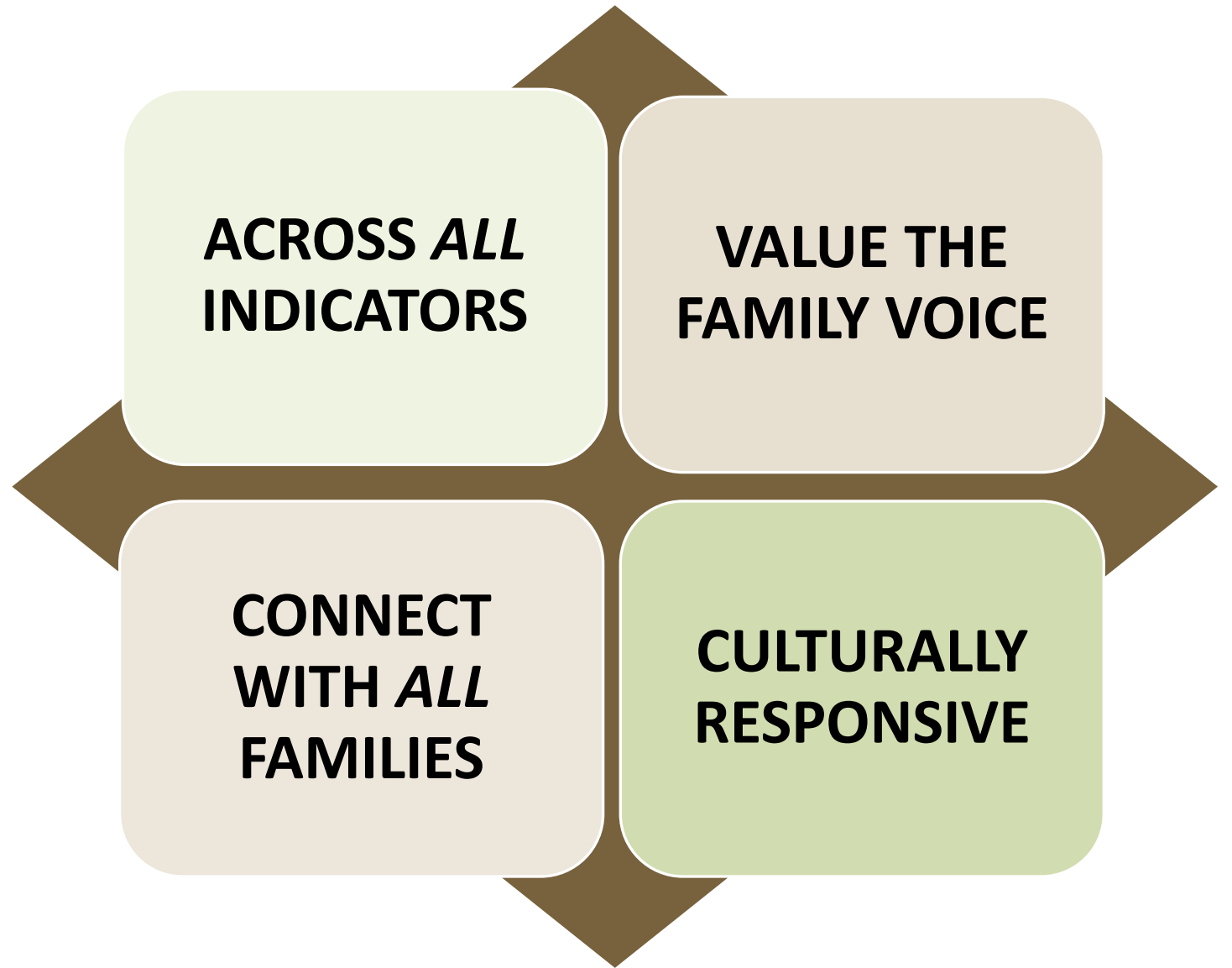
VALUE THE FAMILY VOICE

CONNECT WITH *ALL* FAMILIES

CULTURALLY RESPONSIVE

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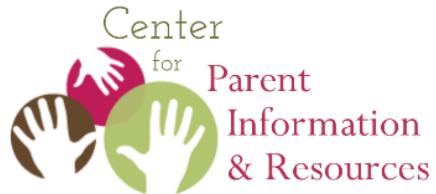& Resources

Engage With Stakeholders

Representation matters.
Representation matters.
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Center for Parent Information & Resources
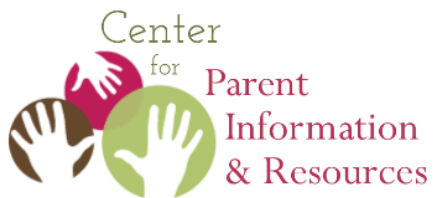
Show Me The Data

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

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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

Center for Parent Information & Resources

Weiss, H. & Lopez, M.E. (2011). Making data matter in family engagement. In Redding, S., Murphy, M., & Sheley, P. (Eds.) Handbook on family and community engagement (pp. 21-28). Lincoln, IL: Academic Development Institute. Retrieved from http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
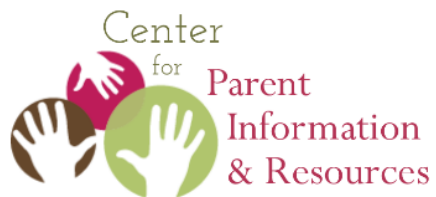
Tools You Can Use:

Strategies for Success

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

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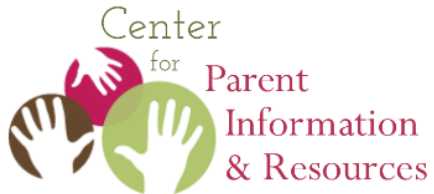

Stages of Data Use

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

Tools You Can Use: Leading by Convening

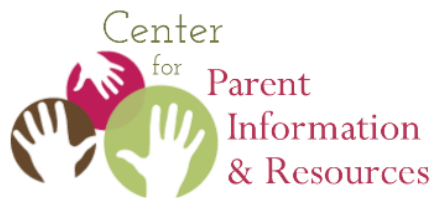Center for Parent Information & Resources

RUBRIC
Building Support Through Data

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

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	**INFORMING LEVEL** sharing / disseminating one-way communication	**NETWORKING LEVEL** exchanging two-way communication	**COLLABORATING LEVEL** engaging working together on the issue over time	**TRANSFORMING LEVEL** committing approaching issues through engagement & consensus building
A Increase the number and types of stakeholders who are 'data literate.'	**A1** The convener/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 convener/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 convener/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 convener/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 convener/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 convener/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 convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.	**D2** The convener/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 convener/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

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Center for Parent Information and Resources

Carolyn Hayer

chayer@spanadvocacy.org

Resources (ECTA, SPAN, OSEP)

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