Indicator 8 Slides Presentation Link: https://drive.google.com/file/d/16sZSrwkDR-vmC7W-lh_HGMrvrPQ0QLTI/view?usp=sharing

Summary of Presentation

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.

What does the data show since the establishment of the baseline?
   Presenter:
- More parent responses through the online format than the paper format.
- The number of parent responses compared to the total number of students is low.
- There is a slight upward trend; we will continue the effort to increase the number of survey responses.
- The purpose of the survey is to determine our schools' efforts to partner with their parents.
- A 2% increase each year was noted from the 2020 baseline to 2022. There is still room for growth.
   Participant:
- School Year 2022-2023: Out of almost 20,000 students, 1,447 parent surveys were submitted. Less than 10% of parents responded.
- How are we going to increase participation in completing the surveys?
- How can we provide instructions to the parents so that they know how to answer the survey?
- How can you accurately say that we are meeting the targets when you only have a 2% increase in the response rate? Is there a special threshold (i.e., 50%) that can be implemented? I don't feel that you are close to meeting the target.
   Presenter:
- There is a continuous need for improvement, especially in light of specific grades, eligibility categories, and demographics.
- The Office of Special Education Programs (OSEP) requires states to look at data with greater detail. For example: Are the results representative of our student populations? Are groups under or overrepresented?
- Why are secondary school responses so small?
   Presenter:
- Hypothetically, as the age of students increases, parents' level of involvement decreases.
   Participant:
- Parents start to back away; they don't have the energy and have given up. Parents have advocated since kindergarten and wonder if the survey will make a difference. Will it be worth the effort?
- How can parents be supported during the entire time their child is in school, from preschool to graduation?
- What is the procedure to distribute the survey at the school level? How is it introduced, and are all the team members participating?

Presenter:
- One of the strategies for improvement was the development of a Parent Engagement Workgroup.
Participant:
- At the elementary school level, there is a sense of family involvement, but at the middle/high school level, the family involvement aspect decreases. The family involvement at the different grade levels should be looked at. How are the administrators at the schools taking extra steps to involve families?
Presenter:
- The gap between Hawaiian and Hispanic families' responses is underrepresented. There is a big gap. Consider whether translation affects the response rates.
- We are considering ways to address underrepresented ethnicities.
- Different eligibility categories also reflect under and over-representation.
- We need to increase the level of parent satisfaction.
- Top 3 positive survey responses: Teachers are available to speak with me, teachers treat me as a team member, and at the IEP, accommodations and modifications were discussed.
- The item on the survey with the lowest rating: In preparation for my child's transition planning meeting. I was given information about my child's options after high school.

What are the current strategies for improvement?
Presenter:
- The Special Education Information Network (SPIN) infographic will now have a QR code added to it.
- Data will now go to Complex Area Superintendents to be shared with principals to improve responses.
- Coming soon: email notification to parents to take the survey online annually, possibly ask Care Coordinators to get the email addresses of parents.
- Parents can opt out of the survey.
Participant:
- Parents need to receive the same message from all school staff. Survey results need to be valued. Put survey data into the school performance data.
- Someone from the IEP team should inform the parents that a survey will be sent.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?
Presenter:
- Data from surveys will go to Complex Area Superintendents to share with Admin/schools.
- Send the survey through the parent's email address. Student Services Coordinators are to make contact if there is no response. Parents can opt out after three emails.
Participant:
- It is important to show data so parents can see why they are being asked to do this, and visibility of data online to make it meaningful. Can the data be published on a regular basis? Visibility of the data online would make it more meaningful. If you are attending any training, there is usually a survey. If the IEP team mentions that a survey will be sent, it will inform parents.
- If I know that my input and feedback are meaningful, I can see that changes are happening to benefit the students. The message needs to be the same, and the school needs to value the survey and share it.
- Getting survey responses should be part of the school's performance.
- It would be a huge thing to tell parents at the end of the IEP meeting that the school will be sending a survey on how to improve.
- Can registration data match with survey data; parents need to fill out both forms the same way.

Information regarding ethnicity should be shared with the parents. When they are asked to complete the survey.

Presenter:
- Working to have ethnicity data match registration data.

Participant:
- It should be transparent.

Presenter:
- Are we making improvements? Ideas and suggestions are considered. Did the IEP team consider parent suggestions? How can we get parents from all student age groups? How can there be a balance between students getting older and more responsible and still including their parent's feedback?

Participant:
- How easy is it to have the survey be read to a parent? Make it accessible to a parent of Specific Learning Disability families, consider other Hispanic nomenclatures, and message our high school families to keep them involved in the process and make them feel that they are part of the team.
- Missing the intermediate/middle school when the number of responses starts to drop off. Look at the intermediate/middle transition also.

Presenter:
- Need to focus on every age group.

Participant:
- Consider and request a parent satisfaction survey.

Presenter:
- Reduce the number of questions.

Participant:
- Provide DOE staff with training so that families can be helped.

Presenter:
- How do we get parents of all students to participate/provide survey information?

Participant:
- Engage families to stay involved, especially at the secondary level.
- How accessible is it for the parent to access the survey? Is the survey being read to a parent? If a child is dyslexic, there is a possibility that the parent is also dyslexic. Let families know that they are wanted and appreciated. It is heartbreaking if you have been part of a system for 12 years and don't feel that you are part of a team.
- Marketing and communication is important. After an emotional IEP meeting, a parent may or may not want to respond to a survey. A parent may be more open to responding at a different point in time.
- Consider other ways to communicate with families.
- Make information more accessible to the families.

Presenter:
- Reporting Out Notes (shared with the main group):
  - A Parent Engagement Workgroup to create a Hawaii-specific survey.
    - 11 questions vs 25 questions
- Very low return rate.
  - Look at strategies to improve the return rate.
    - Place QR code on the back of the Procedural Safeguards Notice to make it more available.
    - Translating into more languages.
    - Better messaging.
      - Message to parents that they are valued even while teaching students responsibility.

- ● Keep it friendly and meaningful.
  - ■ Consistent message through, i.e., media campaign.
    - ● Different for different age groups.
  - ■ Not just translating, but have it read to parents who may have problems with reading the survey.
  - ■ Email to parents.
    - ● More than one time
  - ■ Option to respond to survey over the phone.
  - ■ Add into eCSSS a checkbox to indicate that the survey was provided to parents.
  - ■ Build community.
  - ■ K-5 has the highest participation - how can you continue that in secondary?
  - ■ At the end of an IEP meeting, there could be too much emotion, and a parent may not want to respond.
  - ■ Share information with schools so that there will be changes at the school level with families.
- ● Is the information valuable, meaningful, and shared back to schools? Could it be part of performance information so that the value is there?
  - ○ Must be meaningful to family and Department.