Technical Assistance Resource: Part B SPP/APR FFY 2020–2025 Expanded Stakeholder Engagement

For FFY 2020–2025

The following guidance is offered specifically to assist the State Education Agency (SEA) in completing the development and implementation of Indicator 17—State Systemic Improvement Plan (SSIP) for federal fiscal year (FFY) 2020–2025, beginning with the submission due February 1, 2022 and continuing through February 2027. While the following guidance is specific to the SSIP, the practices and resources are applicable to soliciting broad stakeholder input for setting targets and for any subsequent revisions that the SEA has made to those targets for other indicators in the State Performance Plan/Annual Performance Report (SPP/APR).

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2.d. Stakeholder Involvement: The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). This must include	• This opening statement has not changed from previous years. • However, the Office of Special Education Programs (OSEP) has been more prescriptive than in previous years about expectations for stakeholder involvement, as described in the following items i–iv.		

i. The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and Statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress	• The activities in which the State would be engaging parents with the SSIP are
	   o target setting for the State-identified Measurable Result;
	   o analyzing data for identifying target setting, for identifying improvement strategies, or for evaluating progress;
	   o developing improvement strategies;
	   o evaluating the progress of SSIP
		• Identify the type(s) of engagement in which parents were involved (e.g., they were informed of how the State proceeded [informing]; they were asked for suggestions [network], which were considered; the parents and the State shared information back and forth and the State used the information to make a final decision [collaboration]; the parents and the State agreed on how to proceed through consensus [transforming]).	• **Dialogue Guides** https://nasdse.org/docs/diagloge_guide.pdf to raise questions and encourage community discussion
			 • **Sample Stakeholder Matrix** https://wested.ent.box.com/s/vl2yrosf5gna7fwpv6u2at1jrj9v9vm2 for documenting parent/stakeholder involvement
			 • **Parent Centers Serving Families of**

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	implementation; and
	
	  o making decisions related to revisions of the SSIP, including types and timing of revisions.
	
	• For these activities:
	
	  o How many parents have been involved?
	
	  o Who are the parents that the State has involved? OR What are the characteristics of the parents that the State has involved?
	
	  o What have the parents done to contribute to the SSIP activities?
		• Document the number, demographics, roles, and manner of involvement of parents engaged in SSIP activities, for later reporting.
		
		  o The number of parents to be reported should be the sum of the number of unique parents of children with disabilities from the identified groups.
		
		  o Analyze parent participation against State demographic information to verify that the State had a representative sample of parents or identify demographic groups for whom representation is needed.
		
		• Describe the methods in which parents were involved with the State work (e.g., responding to surveys, participating in focus groups or in-person or virtual discussions; co-creating materials; implementing decisions; collecting data; making decisions).
		
		• Connect with parent centers, parent-professionals, and other parent organizations to extend your outreach and to leverage their connections with parents, including
		
		  o federal Parent Training and Information Centers (PTICs) and Community Parent Resource Centers (CPRCs) and other IDEA-, State-, or locally-funded parent centers; and
		
		  o local and Statewide advocacy organizations, parent education and support groups, and advisory groups.
			Children with Disabilities https://www.parentcenterhub.org/the-parent-center-network/ to identify parent centers serving families with disabilities
			
			• Leading by Convening:
			
			  o **Module 3: Ensuring Relevant Participation** https://ncsi.wested.org/resources/leading-by-convening/modules-tools/module-3-ensuring-relevant-participation/, a self-paced module to learn about engaging stakeholders
			
			  o **Engaging Everybody tool** https://ncsi.wested.org/wp-content/uploads/2024/02/Leading-by-Convening-Engage-Everybody.pdf to ensure participation of relevant stakeholders

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		• To expand involvement to include more parents, representative of different groups,
		
		   ○ determine what groups are missing;
		
		   ○ set goals for filling in gaps related to specific groups;
		
		   ○ extend invitations to parents through PTICs, CPRCs, and other parent groups;
		
		   ○ hold meetings and events at a variety of times/locations—including within the community, when possible—to enhance opportunities for engagement; and
		
		   ○ use multiple strategies (e.g., surveys, polls, in-person discussion, phone calls, focus groups, and public comment periods) to collect input from more parents.
		
		• When accessing advisory bodies established through federal or State regulations for parent involvement activities, ensure that they meet the mandated membership requirements.
		
		   ○ Example: Ensure that the State Advisory Panel (SAP) in your State adheres to 34 CFR §300.168(b): Special rule. A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities (ages birth through 26).
		
		• Maintain documentation of parent	

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		participation in meetings and SSIP involvement activities, including membership lists, meeting notes, etc.	

ii. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities;	• What has the SEA done to increase the knowledge and skills of parents to support the development and implementation of activities to improve outcomes for children with disabilities?
	
	• In what areas or topics has the SEA increased parents' capacities to support the development of implementation activities designed to improve child outcomes?
	
	• Are the parents who have been trained to contribute to SSIP activities representative of different demographic groups and roles?
		• Provide training to interested parents about
		
		   o roles and responsibilities, within the group or activity;
		
		   o data analysis and data-based decision-making, including understanding and interpreting data;
		
		   o appraising, choosing, and evaluating evidence-based practices, e.g., instructional content and delivery of supports; and
		
		   o continuous improvement approaches.
		
		• Partner with PTICs, CPRCs, and other parent centers, to
		
		   o disseminate information to parents, and
		
		   o develop a curriculum and training activities to prepare parents to participate effectively in stakeholder engagement opportunities.
		
		• Provide information that supports parents' involvement
		
		   o in advance of meetings, so that parents have time to ask questions and prepare to participate;
		
		   o in formats appropriate for and
			• **Serving on Groups That Make Decisions: A Guide for Families** https://servingongroups.org/guidebook, a training series to prepare families to serve on groups
			
			• **Three Circles of Evidence-Based Decision Making** https://ncsi-library.wested.org/resources/224 to consider what works when selecting using the best available research evidence, family wisdom and values, and professional wisdom and values
			
			• **The Hexagon Tool** https://nirn.fpg.unc.edu/resources/lesson-1-hexagon-tool to analyze and evaluate fit and feasibility of practices and initiatives
			
			• **Data Visualization Toolkit** https://dasycenter.org/data-visualization-toolkit-2/ to help illustrate data that are engaging, comprehensible, relevant, and meaningful to stakeholders

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		accessible by diverse parent audiences; and ○ using visual interpretations of data, processes, and systems. • Use strategies and processes as described above for 2.d.i. to document and identify diverse parent representation as appropriate for the State or the program.	
iii. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;	• How has the SEA documented timelines and plans for receiving input at each/every stage of SSIP planning and implementation? • What was the SEA's process for requesting and receiving public input and input from advisory groups that are required by the IDEA?	• Establish an active calendar of SSIP planning, implementation, and reporting activities and integrate public/parent input activities into the calendar. • For each type of stakeholder group (see the Implementation Ideas for 2.d.i.), identify, utilize, and document mechanisms that would be most effective for information dissemination; consider ○ newsletters; ○ websites; ○ partner organizations; ○ social media; ○ postal or electronic mailings; and/or ○ infographics, e.g., data displays.	• **IDEA Part B General Supervision Activities: An Integrated Timetable** https://ncsi-library.wested.org/resources/256 to highlight key timelines, including APR deadlines and SSIP activities • **IDEA State Advisory Panel (SAP) and State Interagency Coordinating Council (SICC) State Resources** https://collab.osepideasthatwork.org/SAP-SICC/state-resources (see the Outreach/Public Input section) for outreach and input examples from States
iv. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.	• How has the SEA shared information to the public at each/every stage of SSIP planning and implementation? • What is the SEA's timeline for reporting? • What format will the SEA use to report	• Partner with parent centers and other stakeholder groups to ensure that formats of information are accessible to a variety of audiences (e.g., Do materials need to be translated?; Would a visual format be easier to interpret?; Is it 508 compliant?).	• **Data Visualization Toolkit** https://dasycenter.org/data-visualization-toolkit-2/ to help illustrate data that are engaging, comprehensible, relevant, and meaningful to stakeholders.

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	results?
	
	• How will the SEA ensure that the format used is understandable across a variety of audiences?
		• Document the manner(s) in which parents were informed, such as:
		
		   o updates at in-person meetings;
		   o virtual convenings (e.g., webinars);
		   o postings on websites;
		   o newsletters;
		   o infographics;
		   o newscasts;
		   o social media;
		   o dissemination networks; and/or
		   o postal or electronic mailings.	

For FFY 2021 SPP/APR

The following guidance is offered specifically to assist the SEA in completing the development and implementation of Indicators 8 and 14 for the FFY 2021 SPP/APR, due February 1, 2023, where "another demographic category" identified through a stakeholder input process is now provided as one option for a demographic data category.

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Indicator 8: When reporting the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services, States must include race and ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.	Are there other demographic categories, besides age of student, disability category, gender, or geographic location, that are State-specific or that would better illlustrate whether parent responses are representative of children receiving special education services in your State?
	
	States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.
		• Partner with parent centers to convene stakeholders.
		
		• Share data disaggregated by additional variables, such as family income, parent education level, parent occupation, family structure, poverty, and/or home language.
		
		• Determine whether any of these additional demographic variables would be beneficial in helping to illustrate the representativeness of the demographics of the parent respondents.
			• **Parent Centers Serving Families of Children with Disabilities** https://www.parentcenterhub.org/the-parent-center-network/ to identify parent centers serving families with disabilities
			
			• Leading by Convening:
			   ○ **Module 3: Ensuring Relevant Participation** https://ncsi.wested.org/resources/leading-by-convening/modules-tools/module-3-ensuring-relevant-participation/, a self-paced module to learn about engaging stakeholders
			   ○ **Engaging Everybody tool** www.ideapartnership.org/documents/Leading%20By%20Convening/Ensuring%20Relevant%20Participation/EngageEverybody.pdf to ensure participation of relevant stakeholders
			
			• **Data Visualization Toolkit** https://dasycenter.org/data-visualization-toolkit-2/ to help illustrate data that are engaging, comprehensible, relevant, and meaningful to stakeholders
			• **Serving on Groups That Make Decisions: A Guide for Families** https://servingongroups.org/guidebook, a training series to prepare families to serve on groups

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			• **District Reference Groups** sdeportal.ct.gov/Cedar/Files/Pdf/Reports/db_drg_06_2006.pdf, an example of demographic factors considered in Connecticut to create comparisons among school districts
			
			• Examples of data sources that could be used for developing demographic categories:
			
			   ○ **Civil Rights Data** https://ocrdata.ed.gov/
			
			   ○ **Child Well-Being** https://www.fcd-us.org/2013-child-well-being-index-cwi/
			
			   ○ **Child Opportunity** https://www.diversitydatakids.org/maps/
			
			   ○ **Opportunity Levels** https://opportunityindex.org/ (State and county)
			
			   ○ **Educational Outcomes** https://nceo.info/
			
			   ○ **Educational Statistics** https://nces.ed.gov/

Indicator 14: When reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States must include race and ethnicity in its analysis. In addition, the State's analysis must include at least one of the following demographics: disability category, gender,	Are there other demographic categories, besides age of student, disability category, gender, or geographic location, that are State-specific or that would better illustrate whether responses are representative of youth who are no longer in secondary school but who had an IEP in effect at the time they left school?	• Convene stakeholders. • Share data disaggregated by additional variables, such as family income, parent education level, parent occupation, family structure, poverty, and/or home language. • Determine whether additional demographic information would be beneficial in helping to illustrate the	• See resources listed in the previous row.

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geographic location, and/or another demographic category approved through the stakeholder input process.		representativeness of the demographics of youth who are no longer in secondary school but who had an IEP in effect at the time they left school.	