



**SEEDS Project**  
Summary of Parent/Guardian Involvement

**2004-2005**

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#### **California Department of Education, Special Education Verification Review Process**

The SEEDS Project has assisted the California Department of Education (CDE), Special Education Division (SED) with Verification Reviews for the past four years. This year SEEDS participated in eighteen school district Verification Reviews as well as assisted in nine California Youth Authority Special Education Reviews. SEEDS participated in the following Verification Review Activities: Planning Meetings, Parent /Guardian Input Meetings, Parent /Guardian Survey Collection and Reporting, Review of Student Records and Post Review Meetings. SEEDS also interviewed parents by phone in nine of the eighteen districts participating in the Verification Reviews.

#### **SEEDS Project Parent Moderators**

The Parent /Guardian Input meetings were moderated by SEEDS staff and consultants. All moderators are parents of children with special needs. Parent Moderators received individualized training on the Parent /Guardian Input Meeting specific to process, content and facilitation strategies. Utilizing parent focus groups as an informational source, CDE-SED crafted a series of questions to ask parent/guardians during input meetings. Frequently occurring non-compliance items, identified from previous Verification Reviews, also shaped the questions used within the Parent /Guardian Input Meetings.

#### **Parent/ Guardian Input Meetings**

The SEEDS Project staff and consultants moderated Parent /Guardian Input Meetings for seventeen of the eighteen districts involved in Verification Reviews. A total of three hundred eighty- one parents attended the Parent/ Guardian Input Meetings in the 2004-2005 school year.

#### **Parent/ Guardian Survey Collection and Reporting**

The Parent/Guardian Survey utilized questions closely aligned to the content of the Parent/Guardian Input Meeting protocol. Parents/guardians in all eighteen districts accessed this survey. The surveys were designed to offer parents an opportunity to provide information on their experiences with the special education services provided for their child. The Parent/Guardian Surveys were translated into several languages including Spanish, Hmong, Vietnamese, Chinese and Arabic. Parents' written responses were solicited using three methods: a two-page paper survey which the districts distributed to their parents, a fan-fold design survey booklet provided to parents attending the input meetings and an online survey parents accessed using a URL address.

SEEDS collected one thousand twenty-six (1026) surveys from the eighteen districts involved in the review process. Surveys received were in English (850 surveys (82.8%)), Spanish (175 surveys (17.1%)) and Chinese (1 survey). Of the one thousand twenty-six

surveys collected, nine hundred and twelve were mailed to SEEDS, seventy-three were submitted at Parent/Guardian Input Meetings and forty-one were transmitted online.

Surveys were received from parents/guardians with children between the ages of eleven months and 22 years. The highest survey return from a given age range was from parents/guardians of 11 year olds (106 surveys) followed by 10 year olds (99 surveys).

**Parent /Guardian Surveys -Top 5 Received By Age**

<i>Rank</i>	<i>Age of Students</i>	<i>Number of Surveys Received</i>	<i>Percentage</i>
1	11	106	10.3%
2	10	99	9.6%
3	12	86	8.4%
4	9	75	7.3%
5	6	65	6.3%
	13	65	6.3%
	16	65	6.3%

The survey provided the parents/guardians an opportunity to describe the primary disability of their child. The following chart indicates the five most frequently identified disabilities.

**Parent/ Guardian Surveys - Top 5 Received by Specific Disability**

<i>Rank</i>	<i>Primary Disability of Students</i>	<i>Number of Surveys Received</i>	<i>Percentage</i>
1	Specific Learning Disability	297	28.9%
2	Not Specified	215	21%
3	Speech or Language Impairment	184	17.9%
4	Autism	88	8.6%
5	Other	55	5.4%

**Summary of Parent/ Guardian Survey and Responses**

The Parent/Guardian Survey was separated into seven content areas. Parents /guardians were asked to describe their experiences within the areas of: The Individualized Education Program and Meeting, Your Students Success in Education, Assessment Planning and Procedures, Transition, Infant Program, English Language Learners and General Comments. Questions within each content area were framed from a positive perspective. An example of this is “The language considerations, educational support and assistance given to my limited English speaking student were appropriate and helpful” There were a total of 36 questions within the parent/guardian survey. A five-point satisfaction scale was used. Responses on the scale ranged from “Strongly Disagree”, “Disagree”, “Don’t Know” to “Agree” and “Strongly Agree”.

Survey questions generating the most positive parent /guardian responses (“Strongly Agree” and “Agree”) are indicated in the following table.

**Parent/ Guardian Surveys - Top 10 “Strongly Agree” & “Agree” Responses**

<i>Rank</i>	<i>Question</i>	<i>Total Strongly Agree &amp; Agree Responses</i>	<i>Percentage</i>
1	I have a good understanding of the parent rights that were given to me.	903	88%
2	There has been an I.E.P. meeting for my student every year.	882	86%
3	My concerns and contributions were included in developing my student’s I.E.P.	862	84%
4	Overall, my experience with my student’s I.E.P. was positive.	861	83.9%
5	The goals developed at the I.E.P. are good next steps for my student.	855	83.3%
6	The information I received about my student’s progress was very helpful.	842	82.1%
	The educational information included within the I.E.P. was very helpful.	842	82.1%
8	The I.E.P. team members were the right people and did a good job.	830	80.9%
9	I have a good understanding of the notices, documents and information I received about the special education assessment process.	826	80.5%
10	Overall, my student’s educational experience was positive.	820	79.9%

Survey questions generating the most negative parent /guardian responses (“Strongly Disagree” and “Disagree”) are indicated in the following table.

**Parent/ Guardian Surveys - Top 10 “Strongly Disagree” & ” Disagree Responses”**

<i>Rank</i>	<i>Question</i>	<i>Total Strongly Disagree &amp; Disagree Responses</i>	<i>Percentage</i>
1	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	138	13.5%
2	The teachers have a good understanding of my student’s learning needs.	117	11.4%
3	Overall, my student’s educational experience was positive.	115	11.2%
4	My student receives the kind of special services needed to achieve the goals identified in the I.E.P, meeting.	114	11.1%
5	When I.E.P, goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	113	11%
6	My student’s involvement in classroom learning activities and extra-curricular activities has been positive.	98	9.6%
7	The decision-making process used to determine my student’s participation in statewide testing was fair and open, and included discussing providing accommodations.	91	8.9%
8	Overall, my experience with my student’s I.E.P. was positive.	90	8.8%
	The IEP team members were the right people and did a good job.	90	8.8%
10	The information I received about my student’s progress was very helpful.	89	8.7%

Questions soliciting the most “Don’t Know” responses from parents/guardians are indicated in the following table.

**Parent/ Guardian Surveys- Top 10 “Don’t Know” Responses**

<i>Rank</i>	<i>Question</i>	<i>Total Strongly Don’t Know Responses</i>	<i>Percentage</i>
1	My student is re-evaluated for special education every three years.	232	22.6%
2	The decision-making process used to determine my student’s participation in statewide testing was fair and open, and included discussing providing accommodations.	192	18.7%
3	When I.E.P. goals are not met, the educational adjustments, adaptations and modifications developed to support my student’s learning are appropriate and positive.	174	17%
4	My student receives needed special services often enough to achieve the goals identified in the I.E.P. meeting.	111	10.8%
5	The results of my student’s assessment are used to plan future I.E.P. goals.	99	9.6%
6	My student receives the kind of special services needed to achieve the goals identified in the I.E.P. meeting.	79	7.7%
7	My student’s strengths were considered in the assessment.	77	7.5%
8	My student’s involvement in classroom learning activities and extra-curricular activities has been positive.	74	7.2%
	The teachers have a good understanding of my student’s learning needs.	74	7.2%
10	The goals developed at the I.E.P. are good next steps for my student.	73	7.1%

**Parent/Guardian Phone Interviews**

Using interpreters as necessary, SEEDS staff conducted sixty-six parent/ guardian phone interviews. The purpose of the follow up phone call was to gain additional information on the parents/guardians experience with their districts implementation of services identified on their child’s I.E.P.

### **The California Youth Authority (CYA)**

The SEEDS Project supported CDE-SED in the completion of Verification Reviews for nine CYA sites. CDE-SED and CYA consultants specifically designed a survey for parents/guardians of incarcerated youth and/or adult students (18years of age or older) receiving special education services. There were slight differences in wording between the parent/ guardian survey and the adult student survey. As an example question 2 on the Parent /Guardian survey asked, “Did the CYA clearly explain why your son/daughter was placed into special education?” While question 2 on the Adult Student survey asked, “Did the school clearly explain to you why you were placed in Special Education?”

The Adult Student Survey contained one additional question “Did the YA school tell you about serving as your own parent at least one year before you turned 18?” This question was omitted on the Parent/ Guardian Survey. Another question on the Adult Student Survey that was omitted from the parent /guardian form was “Have you ever asked for a meeting to review your IEP goals and objectives? Did the YA school hold such a meeting?”

The Parent/Guardian Survey asked the question “If you speak a language other than English, do you get information from the school in your language?” This question was not included in the Adult Student Survey. The total amount of questions on the Adult Student Survey was twenty-two while the Parent/ Guardian Survey posed twenty-one questions.

Survey respondents had the opportunity to select an answer using either “Yes”, “No” or “Don’t Know”. SEEDS received a total of four hundred twenty-one surveys. Parents /guardians submitted forty-four surveys while three hundred seventy-seven adult students participated.

Using wording from the Adult Student Survey, questions soliciting the most “Yes” responses from parents/guardians and students are indicated in the following table.

**CYA Parent/ Guardian Combined with Adult Students Surveys-  
Top 10 “Yes” Responses**

<i>Rank</i>	<i>Question</i>	<i>Total Yes Responses</i>	<i>Percentage</i>
1	Do you go to an IEP (Individual Education Program) meeting at least once a year?	352	83.6%
2	Did the school clearly explain why you were placed into Special Education?	331	78.6%
3	Did the IEP discuss things as job interests, employment and future goals after high school?	313	74.3%
4	Were your concerns talked about and put into the IEP?	311	73.9%
5	Did you receive a copy of your rights as serving as your parent, and were they explained to you so that you understood them?	300	71.3%
6	Was the information you gave included when planning and writing your IEP?	297	70.5%
7	Are you making progress toward your goals written on your IEP?	284	67.5%
8	Did a Regular Education teacher come your IEP meeting?	274	65.1%
9	Did the YA school tell you about serving as your own parent at least one year before you turned 18?	234	55.6%
10	Does the school give the help that you need to learn and do well in school, as it is written in the IEP?	249	59.1%

Using wording from the Adult Student Survey, questions soliciting the most “No’ responses from parents/guardians and students are indicated in the following table.

**CYA Parent/ Guardian Combined with Adult Students Surveys-  
Top 10 “No” Responses**

<i>Rank</i>	<i>Question</i>	<i>Total No Responses</i>	<i>Percentage</i>
1	Do you have a hard time speaking or understanding the English language?	338	80.3%
2	Does your IEP talk about your need to learn English?	299	71%
3	Have you ever asked for a meeting to review your IEP goals and objectives? Did the YA school hold such a meeting?	211	50.1%
4	Do you get reports on how you are doing in your classes?	183	43.5%
5	If you are learning English, are you getting the help you need to learn other subjects like Math or Science?	151	35.9%
6	Do you participate in school activities such as special programs, sports activities?	145	34.4%
7	At your IEP meeting, did the IEP team talk about how you would take part in state and district testing?	144	34.2
8	Are you getting the type and amount of services that are listed on your IEP (e.g., speech two times a week for 30 minutes)?	143	34%
9	At your IEP meeting, did the team talk about placing you in classes with other students who are not in special education?	142	33.7%
10	Does the school give the help that you need to learn and do well in school, as it is written in the IEP?	117	27.8%

Using wording from the Adult Student Survey, questions soliciting the most “No” responses from parents/guardians and students are indicated in the following table.

**CYA Parent/ Guardian Combined with Adult Students Surveys-  
Top 10 “Don’t Know” Responses**

<i>Rank</i>	<i>Question</i>	<i>Total Don’t Know Responses</i>	<i>Percentage</i>
1	Are all your teachers aware of your learning needs?	81	19.2%
2	Was the information you gave included when planning and writing your IEP?	67	15.9%
3	Are you getting the type and amount of services that are listed on your IEP (e.g., speech two times a week for 30 minutes)?	66	15.7%
4	At your IEP meeting, did the IEP team talk about how you would take part in state and district testing?	64	15.2%
5	Are you making progress toward your goals written on the IEP?	56	13.3%
6	At your IEP meeting, did the team talk about placing you in classes with other students who are not in special education?	54	12.8%
7	If you are learning English, are you getting the help you need to learn other subjects like math or science?	52	12.4%
8	Were your concerns talked about and put into the IEP?	47	11.2
9	Did a regular education teacher come to your IEP meeting?	46	10.9%
10	At your IEP meeting, do they interpret all of the information you need to know about in your language?	39	9.3%

**Additional Participation with Parent/Guardian Involvement Activities**

During the 2004-2005 school year the SEEDS Project participated in the following activities:

- Supported five California Early Start Reviews
- Partnered with CDE-SED, Department of Developmental Services, Family Resource Center/Network and other statewide training and technical assistance providers to pilot Part C NCSEAM Parent Family Surveys in California