

Parent Involvement Report 2022



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Prepared for the

Kentucky Department of Education

Office of Special Education and Early Learning



Kentucky Post School Outcomes

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Background

The 2022 Parent Survey was administered from March through September 2022. This was again extended from previous years at the request of several Local Education Agencies (LEA's) as well as the Kentucky Department of Education (KDE). KDE contracted with the Kentucky Post School Outcomes Center (KYPSO) to develop the instrument, assist with distribution, collect and analyze data, and report results both related to IDEA Indicator 8 for the Annual Performance Report as well as other items deemed to be in the state's interest. This report presents analyses of the data collected. Further analysis is available upon request.

Methods

In consultation with the Kentucky Post School Outcomes Center (KYPSO), the Kentucky Department of Education (KDE) decided to include all parents of students with Individualized Education Programs (IEPs) during the 2021-22 school year as participants in the study. The State Director of Special Education contacted local Directors of Special Education and provided instructions on how to contact parents to complete the survey. A sample letter was given to local directors for distribution to parents of students with IEPs by school staff who had such students on their caseload. The letter informed parents of multiple ways to access the survey, including a direct link located on the [KYPSO website](#), a "QR" code which could be scanned by a mobile device, and the opportunity to take the survey in person at the school at any time, including during the annual Admissions and Release Committee (ARC) meeting. The survey was made available in English, Spanish, and Arabic, as were the sample letters to parents. See the appendix for copies of the survey and sample parent letter.

The survey could have potentially been distributed to parents of over 100,000 students with IEPs in the state of Kentucky. It was suggested that only one parent complete the survey per child. If parents had multiple children with IEPs, they should fill out one survey for each child. 15,373 responses were completed and collected, by far the highest ever for this survey.

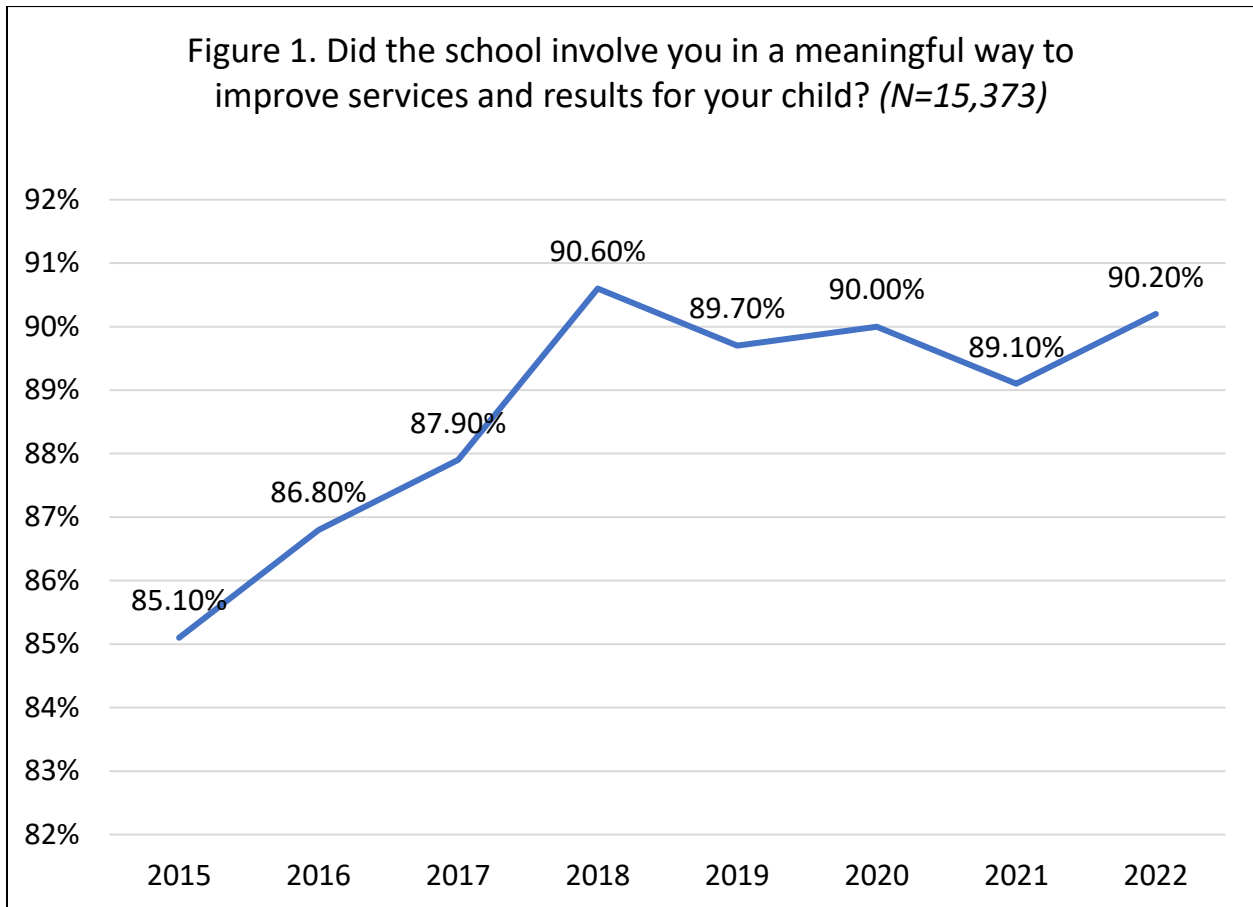
Items

1. Did the school involve you in a meaningful way to improve services and results for your child?

The first and most important item of the survey is what is used for federal reporting purposes under Indicator 8. This item is deliberately worded to try to capture the language of the

indicator itself. The actual item is, "Did the school involve you in a meaningful way to improve services and results for your child?" Response options were "Yes" and "No."

In 2022, **90.2%** of respondents gave an affirmative ("Yes") response. This continues a pattern of high rates, which have remained around 90%. These include 2015 (85.10%), 2016 (86.8%), 2017 (87.9%), 2018 (90.6%), 2019 (89.7%), 2020 (90.0%), and 2021 (89.1%) (See Figure 1). Other items included in the survey were not reported as part of Indicator 8 but were considered valuable to the state for feedback related to parent involvement.



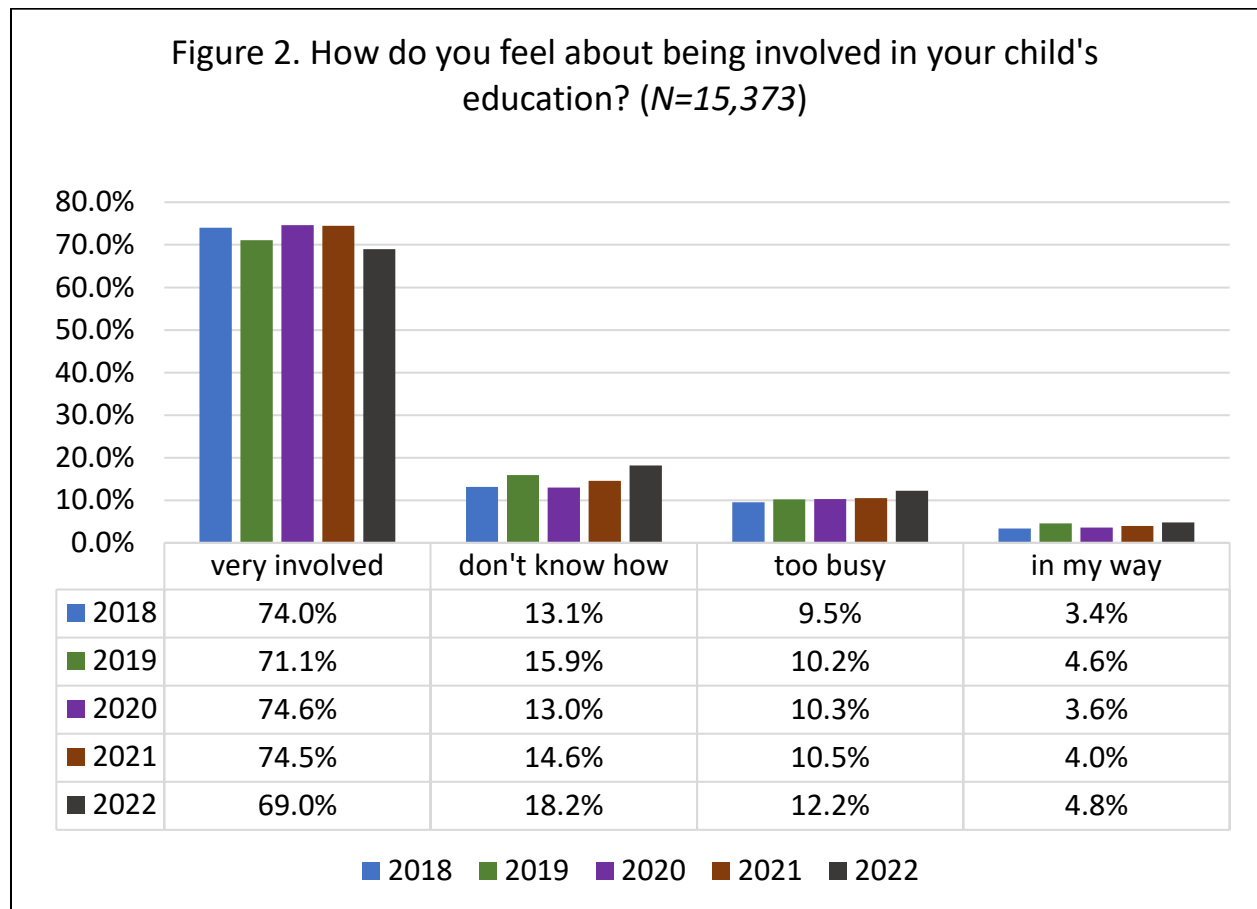
2. How well would you say that you understand the IEP process?

The second question on the survey asked about the parents' level of understanding of the IEP process. Specifically, the item was worded, "On a scale of 1 to 5, where 1= "I don't understand the IEP process at all" and 5= "I fully understand the IEP process," how well would you say that you understand the IEP process?" The mean response for this item was **4.23** on the five-point scale, indicating that parents who answered the survey believed they were knowledgeable

about the IEP process. Over half of the **respondents (51.1%)** scored the item a "5." The percentage of respondents reporting a full understanding of the IEP process remains similar to that of 2019 (54.0%), 2020 (53.6%), and 2021 (51.9%).

3. How do you feel about being involved in your child's education?

A third item asked parents to describe how they feel about being involved in their child's education. This was an item that allowed respondents to check any of the four response options that applied to them. **69%** of parents said that they were very involved in their child's education (Figure 2). 18.2% of respondents indicated that they wanted to be more involved but didn't know how to be, and 12.2% responded that they were too busy to be involved. 4.8% of respondents indicated that they preferred being involved in their child's education in their own ways instead of getting help from the school. Note that respondents were able to select more than one answer. This year there was a slight drop in the percentage of respondents indicating that they were very involved, and slightly higher figures for the other answer options (see Figure 2).



4. Do you feel that school staff welcome you to participate in planning for your child's education?

The survey then asked a question about how welcomed school staff made them feel in participating in their child's education. In 2022, **89.5%** of the respondents reported feeling welcomed by school staff, which is down only slightly from 2021, in which 90.1% of respondents indicated feeling welcomed.

5. Has your school helped prepare your son or daughter for future employment through vocational training (e.g., exploring jobs, paid work experiences)?

For the purpose of assessing the school's involvement in planning for transition, this item was asked to parents of students who were 14 years or older ($N=2,988$) about vocational training services. **92.3%** of respondents indicated that the school had helped prepare their son or daughter for future employment. This represents a major improvement over 2021.

Disaggregated Results

The survey included items related to the race/ethnicity, primary disability, and age of the child (Table 1 and Table 2). While several of these categories have too few responses to be included in this report, we include breakdowns by item for the largest groups.

Table 1 reports the item regarding overall meaningful involvement (used for Indicator 8), the level of understanding the IEP (mean ratings), and school staff being welcoming. Data were disaggregated by race, disability, and age in 2022. As shown, all the disaggregated groups of respondents reported high rates in meaningful school involvement (around 90%), in school staff being welcoming (over 84%), and in understanding the IEP (mean > 4.00).

Among all the race groups, parents of White students reported the highest rates in meaningful school involvement (90.6%). Parents of Pacific Islander students reported the highest rate of school staff being welcoming (93%) and also scored the highest in understanding the IEP (*mean* = 4.7).

The difference in responses by disability category continued to be very small in 2022. The overall involvement rate and welcoming staff rate were all around 90%, and the mean of understanding the IEP were all above 4.0 out of 5. This year, parents of children with speech or language impairments reported the highest involvement rate (92.9%); and parents of students with mild mental disabilities felt the most welcomed by school staff (92.4%).

Among all the five age groups, over 85% of parents of students in all age groups reported meaningful involvement and welcoming services from the school. In general, parents of younger students responded most favorably, although parents of students over the age of 18 indicated feeling the most welcomed by school staff.

Table 1. Overall meaningful involvement, the level of understanding IEP (mean ratings), and school staff welcoming by race, disability, and age ($N=15,373$).

| | | School involves parents meaningfully (%) | School staff are welcoming (%) | Understand IEP (Mean score out of 5) |
|------------|---|--|--------------------------------|--------------------------------------|
| Race | White ($n = 12,064$) | 90.6% | 89.8% | 4.25 |
| | Black or African American ($n = 1,228$) | 88.7% | 88.6% | 4.21 |
| | Multiple Race ($n = 1,133$) | 89.8% | 88.9% | 4.22 |
| | Hispanic or Latino ($n = 430$) | 88.6% | 89.3% | 4.14 |
| | Asian ($n = 203$) | 91.1% | 90.1% | 4.20 |
| | Native American ($n = 38$) | 84.2% | 84.2% | 4.12 |
| | Pacific Islander ($n = 15$) | 93.3% | 93.3% | 4.67 |
| Disability | Speech or Language Impairment ($n = 3,556$) | 92.9% | 91.5% | 4.27 |
| | Autism ($n = 2,641$) | 88.3% | 88.0% | 4.26 |
| | Developmental Delay ($n = 1,433$) | 92.0% | 91.4% | 4.27 |
| | Specific Learning Disability ($n = 2,490$) | 90.1% | 89% | 4.21 |
| | Other Health Impairment (OHI) ($n = 1,674$) | 88.9% | 89.1% | 4.26 |
| | Mild Mental Disability (MMD) ($n = 867$) | 92.0% | 92.4% | 4.25 |
| | Emotional Behavioral Disorder (EBD) ($n = 601$) | 88.4% | 87.8% | 4.11 |
| | Functional Mental Disability (FMD) ($n = 199$) | 89.9% | 91.4% | 4.14 |

| Age | Age < 5 (n = 2,079) | 91.6% | 90.8% | 4.21 |
|-----|-----------------------|-------|-------|------|
| | Age 5-9 (n = 6,366) | 91.9% | 90.3% | 4.22 |
| | Age 10-13 (n = 3,940) | 88.9% | 88.5% | 4.27 |
| | Age 14-18 (n = 2,869) | 87.3% | 87.9% | 4.23 |
| | Age >= 19 (n = 119) | 89.1% | 95.7% | 4.42 |

More details about how parents were involved in the child's education were further examined by students' race, disability, and age (Table 2). There were four responses to this question: I am very involved with my child's education; I want to be involved in my child's education in my own ways and do not need the school's help; I want to be more involved, but I'm too busy with other commitments; and I want to be more involved, but I don't know how to be. In general, almost 70% of respondents reported that they were very involved in their child's education. This is slightly lower than in previous years.

Table 2. How parents feel about being involved in the child's education by race, disability, and age (N=15,111)

| | | I am very involved. | I don't need school involvement. | I don't know how to be involved. | I am too busy to be involved. |
|------|---------------------------------------|---------------------|----------------------------------|----------------------------------|-------------------------------|
| Race | White (n = 12,064) | 69.8% | 5.0% | 17.7% | 11.5% |
| | Black or African American (n = 1,228) | 68.6% | 3.8% | 19.0% | 15.0% |
| | Multiple Race (n = 1,133) | 68.1% | 3.6% | 20.0% | 12.9% |
| | Hispanic or Latino (n = 430) | 60.5% | 4.4% | 20.7% | 20.0% |
| | Asian (n = 203) | 60.1% | 3.5% | 26.6% | 20.7% |
| | Native American (n = 38) | 68.4% | 0.0% | 21.1% | 13.2% |
| | Pacific Islander (n = 15) | 60.0% | 6.7% | 13.3% | 20.0% |

| Disability | Speech or Language Impairment (<i>n</i> =3,556) | 72.1% | 4.3% | 17.0% | 11.3% |
|------------|---|-------|------|-------|-------|
| | Autism (<i>n</i> = 2,641) | 69.4% | 3.7% | 20.0% | 10.8% |
| | Developmental Delay (<i>n</i> = 1,433) | 67.3% | 4.5% | 18.6% | 13.6% |
| | Specific Learning Disability (<i>n</i> = 2,490) | 68.0% | 5.8% | 19.1% | 11.7% |
| | Other Health Impairment (OHI) (<i>n</i> = 534) | 72.2% | 4.8% | 15.5% | 11.5% |
| | Mild Mental Disability (MMD) (<i>n</i> = 867) | 63.1% | 7.5% | 15.3% | 16.8% |
| | Emotional Behavioral Disorder (EBD) (<i>n</i> = 601) | 66.6% | 5.2% | 21.3% | 14.8% |
| | Functional Mental Disability (FMD) (<i>n</i> = 199) | 70.4% | 3.5% | 14.1% | 10.6% |
| | | | | | |
| Age | Age < 5 (<i>n</i> = 2,079) | 67.8% | 3.3% | 22.3% | 11.2% |
| | Age 5-9 (<i>n</i> = 6,366) | 69.4% | 4.2% | 18.9% | 12.2% |
| | Age 10-13 (<i>n</i> = 3,940) | 69.7% | 4.8% | 17.3% | 12.1% |
| | Age 14-18 (<i>n</i> = 2,869) | 68.2% | 7.2% | 14.9% | 12.9% |
| | Age >= 19 (<i>n</i> = 119) | 65.6% | 4.2% | 11.8% | 11.7% |

Results among race categories showed a similar pattern to that of the previous year. As with previous years, White, African American/Black, and Multiple Race students reported higher percentages of being very involved in their child's education than others. Parents of Hispanic students reported notably lower involvement.

Since 2020, Pacific Islander parents responded at the highest rate regarding not knowing how to be involved, but this year were replaced by parents of Asian students. Parents of Asian students also reported the highest rate of being too busy to be involved. Parents overall reported lower levels of not knowing how to be involved; however, reported involvement rates did not improve.

Over 60% of parents among all seven main disability groups believed they were very involved in their child's education in 2022, and the parents of students with Other Health Impairment (OHI) reported the highest rate while those of students with Mild Mental Disabilities (MMD) scored

the lowest. Parents of students with Functional Mental Disabilities (FMD) scored lowest on both knowing how to be involved and being too busy to be involved.

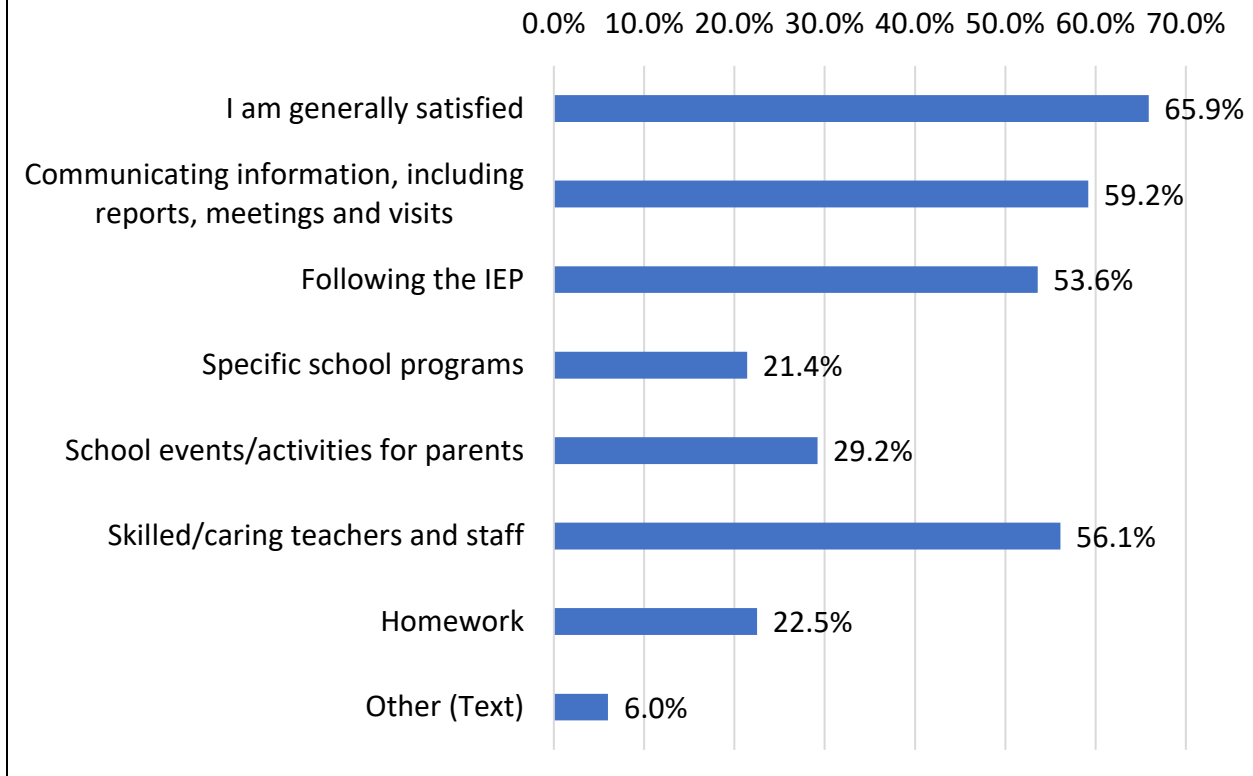
The age group of 10-13 scored the highest in terms of being involved, while parents of those 19 and above reported the lowest rate (in 2021, this group had been the highest). Consistent with 2021, parents of students who were younger than 5 showed the highest rate of “not knowing how to be involved” and being “too busy to be involved,” indicating more efforts on education for parents with younger students.

What do you think the school is doing well in terms of involving you in your child's education?

Two multiple-choice questions with the option for text responses were asked to get detailed information about parents' perceptions of how the school involved them in their children's education: 1) What do you think the school is doing well in terms of involving you in your child's education? 2) What do you think the school can do better to involve you in your child's education? The multiple choices offered categories of responses. "Other" was also an option for both items, with an opportunity to supply a text-based response. These responses will be available in a forthcoming addendum to this report.

The multiple-choice results of the question "What do you think the school is doing well in terms of involving you in your child's education?" was given in Figure 3. Among all the responses, about 65.9% of parents were generally satisfied with the school's involvement, and more than half of parents confirmed that the school did well in communicating information, following the IEP, and having skilled/caring teachers and staff for students. Lower numbers reported that the school was doing well at offering homework, hosting events for parents, and offering specific school programs.

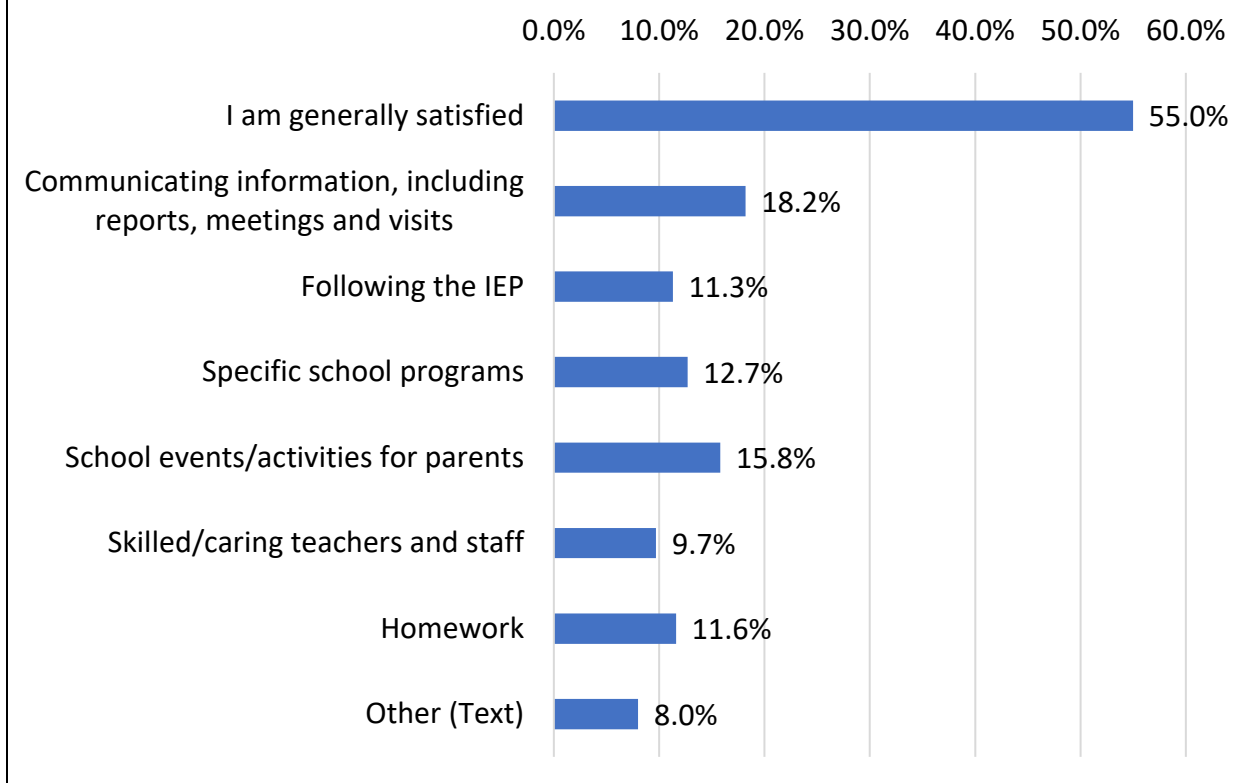
Figure 3. What do you think the school is doing well in terms of involving you in your child's education? (n=15,373)



What do you think the school can do better to involve you in your child's education?

Among all the responses to the multiple-choice question, "What do you think the school can do better to involve you in your child's education?" over half reported general satisfaction. Other items received fairly low and similar rates, with the highest two being related to communication and events for parents. Concerns regarding skilled teachers and homework were slightly more prevalent this year than in the previous year.

Figure 4. What do you think the school could do better to involve you in your child's education? (n=15,373)



Discussion and Conclusions

The most noteworthy finding of this year's survey administration was the overwhelming increase in response rate, which essentially doubled from the 2021 survey. This gives us greater confidence in our results, represents a wider sample of the population, and increases representativeness. It also reflects the value and impact of the state prioritizing the specific area.

It is remarkable to note that the actual results for Indicator 8 increased even with the greater response rate. It could be (and frankly was) assumed that results would decrease as the response rate increased due to a greater proportion of less involved parents responding to the survey. It is encouraging to see that this was not the case. Over 90% of respondents indicated that their son or daughter's school district made an effort to involve them in their child's education. We recommend that the state continue to make survey response rate a priority for districts and also prioritize the encouragement of districts to improve areas identified as weaknesses. It should be noted that district reports are available upon request, and at the time of this report, over half of the districts in the state have requested such reports.

While Indicator 8 increased, the percentage of parents who reported that they were actually very involved in their child's education slightly decreased from last year. This may indicate that while the districts make a substantial effort to involve parents, parents themselves do not avail themselves of these opportunities. Among the highest responses to the question of what schools could do better to involve parents was to host more events. This may be something that districts wish to focus on in the coming year. With the advent of greater use of virtual meeting spaces, districts may find innovative ways to host events at a lower cost to parents.

2020 and 2021 parent surveys included items related to the Covid pandemic Non-Traditional Instruction (NTI). The 2022 survey did not include such items as they were deemed less pertinent than in previous years. While the effects of Covid are certainly not over, many of the results may indicate a return to a more normal way of life, albeit with certain adjustments. This may be reflected in the higher numbers of parents responding that they are too busy to be involved or do not know how to be involved (perhaps because means of involvement have changed).

While this report has documented differences in responses among subgroups, it is encouraging that these differences are generally small and often reflective of smaller groups themselves (e.g., Native Americans, Pacific Islanders, parents of students over the age of 18), which may have less stable numbers.

A major increase was noted regarding transition preparation. Over 90% of parents responded that the school had helped prepare their son or daughter for a career. In the 2021 survey, this figure was closer to 50%. Most likely, this is due to the greater availability of services provided through OVR and other job placement programs. Further efforts to collaborate with other organizations and involve parents during this transitional period may yield improved post-school outcomes.

Finally, it should be noted that the survey window for this report included both the spring of the 2021-2022 school year and the first month and a half of the 2022-2023 school year. This may have confused some parents. The 2023 Parent Survey will open in mid-January of 2023 and conclude by the end of the Spring semester. This will not only be clearer for respondents but easier for schools to administer the survey.

Appendix A – Sample Letter to Parents

Dear Parents and Guardians,

[INSERT NAME OF DISTRICT] and the Kentucky Department of Education (KDE) greatly value your input and want to hear about your experience as a caregiver of a child with an Individual Education Program (IEP). We would like to know more about how your child's school involves you in the special education services provided to your child. The information you provide will give the KDE and [INSERT NAME OF DISTRICT] valuable data on how to improve parent and family engagement. All responses are anonymous and cannot be traced back to you or your child.

To collect your input, we ask that you complete a brief, online survey about your opportunity to provide input with your child's special education services during the **2021-2022** school year. The survey is available in English, Spanish, and Arabic.

The online survey can be completed in two ways:

1. Go to www.kypso.org and select "*Click here to access the YEAR Parent Survey.*"
2. Scan the code below into your smartphone or mobile device. Some smartphones will open the survey link automatically when you open your camera, others may need a QR code scanner app.



If you do not have access to a computer or smartphone, you may contact your child's school to discuss completing the survey using one of their computers. You can also request a printed copy and a confidential envelope. The sealed envelope can be returned to your child's special education case manager, and they will ensure it is sent to the appropriate location. You may also mail the completed survey to the address below:

*Human Development Institute
c/o Tony LoBianco
1525 Bull Lea Rd. Suite 160
Lexington, KY 40511*

Only one parent or guardian per student should complete this survey. However, if you have more than one child with an IEP, please complete the survey for each of your children.

Survey results will be carefully studied by the Human Development Institute (HDI) at the University of Kentucky (UK) and reported to the Office of Special Education Programs (OSEP). The results will also be utilized by HDI and KDE to further understand what supports parents and districts may need to ensure that parents and guardians have the opportunities to be meaningfully engaged in their child's special education program.

The deadline for completing this very important survey is **September 1, 2022**. If you have any questions or need assistance, please contact NAME/NUMBER/EMAIL.

Thank you for your help.

[Your name and position]

Appendix B – Parent Involvement Survey



Parent Survey 2022

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. In responding to each statement, think about your experience in working with the school. You may skip any item that you feel does not apply to you or your child. All responses are anonymous and cannot be traced back to you or your child. Please answer these questions as they pertain to the current school year (2021-22).

1. Did the school involve you in a meaningful way to improve services and results for your child?
 Yes
 No
2. On a scale of 1 - 5, where 1 = "I don't understand the IEP process at all" and 5 = "I fully understand the IEP process," how well would you say that you understand the IEP process?
 1 2 3 4 5
3. Which of the following statements describe how you feel about being involved in your child's education? (Check all that apply)
 I want to be more involved, but I don't know how to be.
 I want to be more involved, but I'm too busy with other commitments.
 I want to be more involved in my child's education in my own ways and do not need the school's help.
 I am very involved with my child's education.
4. Do you feel that school staff welcome you to participate in planning for your child's education?

- Yes
- No

5. What do you think the school is doing well in terms of involving you in your child's education? (Check all that apply)

- I am generally satisfied
- Communicating information, including reports, meetings, and visits
- Following the IEP
- Specific school programs
- School events / activities for parents
- Skilled / caring teachers and staff
- Homework
- Other (please specify)

6. What do you think the school could do better to involve you in your child's education? (Check all that apply)

- I am generally satisfied and there is no need of improvement so far
- Communicating information, including reports, meetings, and visits
- Following the IEP
- Specific school programs
- School events / activities for parents
- Skilled / caring teachers and staff
- Homework
- Other (please specify)

Please answer a few questions about yourself and your child so that we may focus our efforts to improve services.

7. What is your school district?

8. What is your child's race / ethnicity? (Select one)

- White
- Black or African American
- Native American
- Asian

- Pacific Islander
- Hispanic or Latino
- Multiple Race

9. What is your child's primary disability? (Select one)

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Behavioral Disorder (EBD)
- Functional Mental Disability (FMD)
- Hearing Impairment
- Mild Mental Disability (MMD)
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

10. What is our child's gender?

- Male
- Female
- Other / Prefer not to answer

11. What was your child's age on June 20, 2021?

12. If your child was at least years old, has your school helped to prepare your son or daughter for future employment through vocational training (e.g., exploring jobs, paid work experiences)?

- Yes
- No
- Don't Know
- N/A

