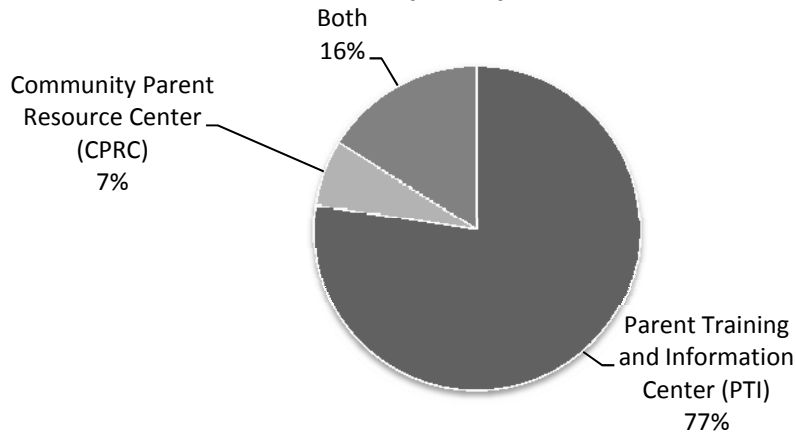


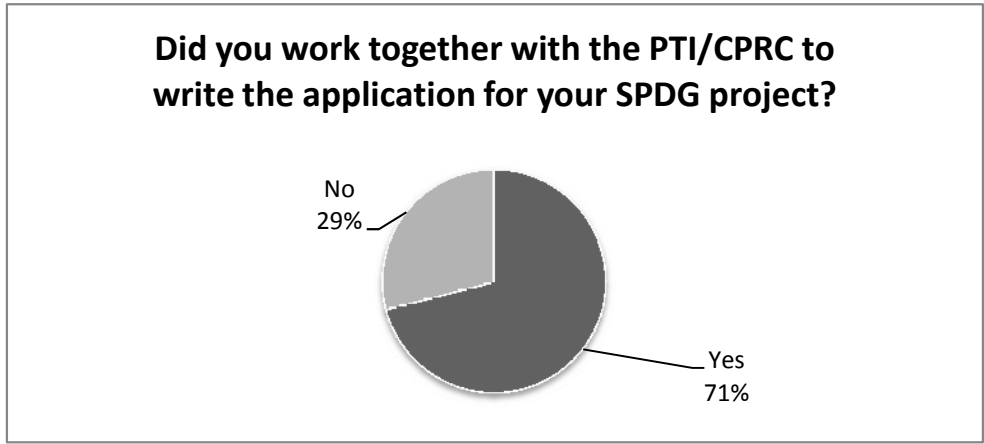
SPDG Project and Parent Training and Information Center or Community Parent Resource Center Survey

Do you contract with one of your state's Parent Training and Information Centers (PTI), a Community Parent Resource Center (CPRC), or both?		
Answer Options	Response Percent	Response Count
Parent Training and Information Center (PTI)	77.4%	24
Community Parent Resource Center (CPRC)	6.5%	2
Both	16.1%	5
<i>answered question</i>		31
<i>skipped question</i>		1

Do you contract with one of your state's Parent Training and Information Centers (PTI), a Community Parent Resource Center (CPRC), or both?



Did you work together with the PTI/CPRC to write the application for your SPDG project?		
Answer Options	Response Percent	Response Count
Yes	71.0%	22
No	29.0%	9
<i>answered question</i>		31
<i>skipped question</i>		1



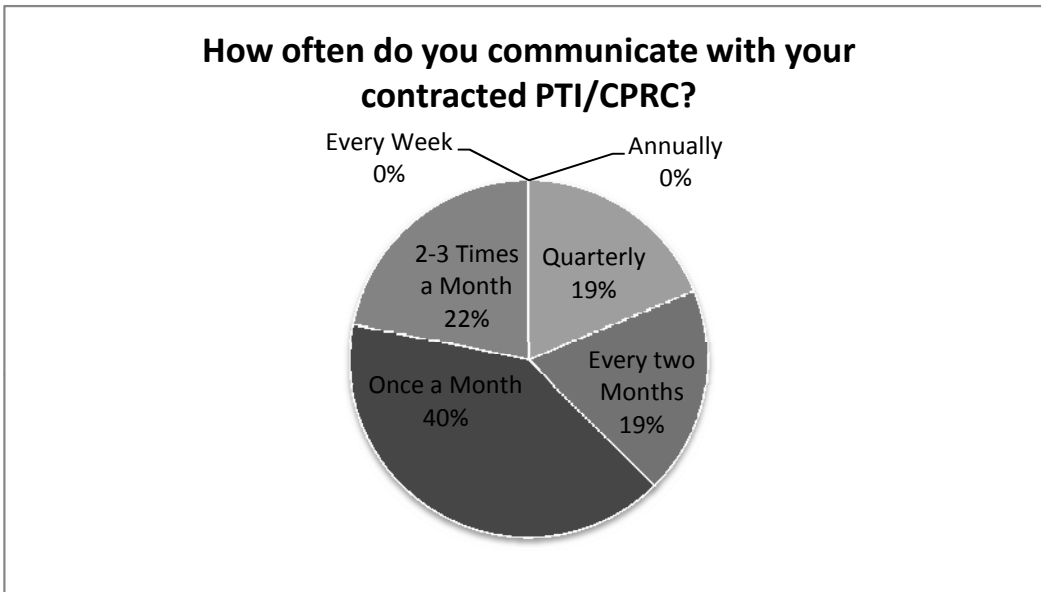
Do you contract with other parent organizations (e.g., PIRC, PTA)?		
Answer Options	Response Percent	Response Count
Yes	25.0%	8
No	75.0%	24
<i>answered question</i>		32
<i>skipped question</i>		0



What percentage of your SPDG funds do you budget for your contract with the PTI/CPRC?
<i>Responses (28 total)</i>
3%
20% -25% The amount is dependent upon on the number of courses taught each semester.
Less than 1% but have learned that they need to be an equal partner in next one to truly infuse family engagement in all our efforts.
10-15%
5%
5%
4%
3%
9%
3%
~ 4%
5%
Starting at approximately 2% and increasing annually with more deliverables.
Seven percent (7%)
3%
Seven percent (7%)
3.25%
3.5%
We fund our PTI with IDEA discretionary dollars
2%
20%
3%
8.2% of total SPDG
about 5.5% of the annual funds
2%
During this contract year about 2%; however, the allocation will be increased to 5% during the next year.
5%
5%

SPDG Project and Parent Training and Information Center or Community Parent Resource Center Survey

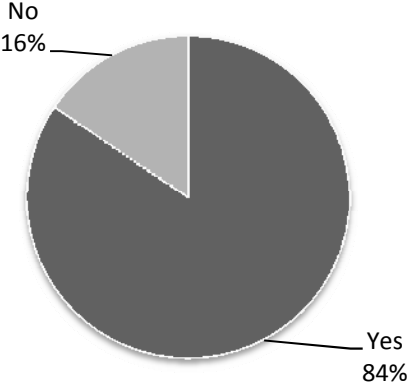
How often do you communicate with your contracted PTI/CPRC?		
Answer Options	Response Percent	Response Count
Annually	0.0%	0
Quarterly	18.8%	6
Every two Months	18.8%	6
Once a Month	40.6%	13
2-3 Times a Month	21.9%	7
Every Week	0.0%	0
<i>answered question</i>		32
<i>skipped question</i>		0



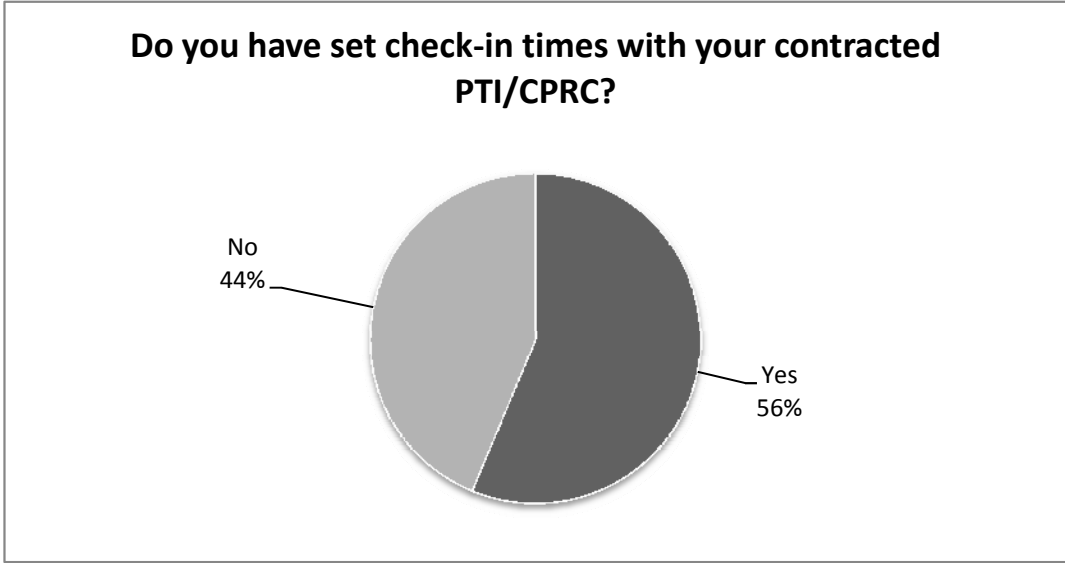
Do you collect data from the PTI/CPRC activities that demonstrate progress made toward related project objectives?

Answer Options	Response Percent	Response Count
Yes	84.4%	27
No	15.6%	5
<i>answered question</i>		32
<i>skipped question</i>		0

Do you collect data from the PTI/CPRC activities that demonstrate progress made toward related project objectives?



Do you have set check-in times with your contracted PTI/CPRC?		
Answer Options	Response Percent	Response Count
Yes	56.3%	18
No	43.8%	14
<i>answered question</i>		32
<i>skipped question</i>		0



What are the strengths of the collaboration between the SPDG and the PTI/CPRC?

Responses (28 total)

Developing common language and training materials

The fact that we wrote the SPDG as a team has helped us to have common goals, vocabulary and priorities. We have a strong relationship that is build upon trust and respect. The work that we have been doing through the SPDG has strengthen the relationship between the Federation for Children with Special Needs(FCSN) and the educators in school districts across the state. This work has also strengthen the relationship the has with other units in the Department.

Both focused on collaboration towards improved student outcomes
Align family engagement philosophy and activities across various initiatives given we are a small state
Strong positive relationship with our PTI
Collaborate on trainings, materials and survey development

same vision, improved services to families

The evaluator and design of the data collection gave SPDG a lot of information in terms of outcomes and needs from the PTI.

One of the greatest strengths is the desire, of both organizations, to provide family members with high quality, meaningful professional development to strengthen their ability to advocate, not only for their own children, but for all children. The collaboration is built on mutual respect and the shared vision of building meaningful family involvement in the schools and districts in our state.

Building on line modules together on supporting increased parental involvement has created a forum for regular communication

Common goals to improve environmental conditions and educational results for children with disabilities. Clear expectations for project implementation and results.

It provides us with an avenue for receiving parent input; disseminating information, resources and training to parents; and increasing parent involvement in their child's education.

Assurance of some consistency in information parents are receiving relative to the educational initiatives embedded in the grant;networking; lends to collaborative efforts among grant partners

Regular meetings, shared data use and review

The relationship in the past has been strained, but through our conversations with the new SPDG proposal, we have turned a corner and I am hopeful we can have a true partnership going forward.

We value the insights our Parent Center provides and use their feedback to adjust practices so that parents are more engaged in their children's education. They provide a perspective we wouldn't otherwise have. They, also, are a tremendous asset to the project through their development of parent materials and professional development. The professional development they provide for parents is the bridge between parents and the work within the project.

New insights on improving student achievement;
More effective approaches to family involvement;
Products and approaches are family-friendly;
PTI has regional offices statewide so dissemination and local access is easy;
Communication, accountability,and sustainability are strengthened because we work together.

At this point in our relationship with our PTI we are hard pressed to identify a strength.

They are meeting a specific set of goals that they are completely responsible for relative to our grant. These goals enhance a number of other SPDG school-based goals.

Their willingness to support us with whatever is needed. They have a very "can do" attitude.

What are the strengths of the collaboration between the SPDG and the PTI/CPRC?

Increases resources/avenues for getting information out to families and their communities. Enables mechanism in place for sharing and gathering input related to special education issues and policies. Can create and sponsor joint training and meetings.

knowledge that parents are gaining access to information about the improvement activities and educational models available in schools.

The PTIs are able to reach different constituency groups. They also have provide a parent perspective to the project. Additionally, they give us ongoing feedback and help publicize how the SPDG initiatives impact student outcomes.

Long term relationships.

This parent organization won the successful state competition for another parent work in the state. However, the organization lost it in another competition.

Our PTI is well connected with families across the state, they work well with our office and are willing to participate to help improve achievement for SWD. The PTI has recently been more involved and has brought in a national parent engement expert. We are working to build from this Epstein work and bring those components of parent engagement into our SDPG work.

Developing an understanding of tiered models of student support and how these can benefit students with disabilities.

Our PTI director is supportive of our work at the SPDG and is a very able trainer, connecting well with families as well as local school system personnel. She is very creative and has designed some excellent training sessions for grandparents raising children with disabilities that meet SPDG goals. She also utlizes other venues, such as housing projects and churches, to access families.

It has improved greatly in the last few years.

Understanding of the activities of the PTI/CPRC and how they can be incorporated into the work of the other Hubs of our grant for the purpose of strengthening both the PTI/CPRC and the Hub.

We have a good relationship, and they are willingly increasing their target goals. The PTI gives presentations to pre-service special education teachers to help them understand the needs of students with disabilities and how to involve parents in the education of students with disabilities. Throughout the SPDG they have greatly increased the number of pre-service teachers attending the PTI presentations, and they are expanding the number of colleges and universities where they give their presentations.

What are the challenges you face in collaborating with your contracted PTI/CPRC?

Responses (27 total)

ensuring the focus of activities are SPDG goals, not their organizational goals.

Last year, the only challenge we faced in collaborating with the PTI was that the demand from the field for their graduate level courses was greater than their capacity to teach the courses and they have solved that challenge by finding additional staff to teach the courses! FYI - this has been a challenge for many of our content providers. We have more demand for our courses than the providers have instructors.

Didn't fund them at the same level as other partners so PTI is not able to be at the table for all conversations

Overcoming entrenched idea by school districts that family engagement is an add on after they have perfected their process - okay to involve families in development

time

Regarding collaboration, there are not many challenges as our PTI is very responsive and collaborative. It's getting the work done and the systems in place that sometimes delay other activities to occur or move forward.

We are continuing to investigate training options that provide the best platform to reach the greatest number of participants.

finding time to spend together

Project involvement is limited and based primarily on quarterly reporting and subsequent discussions.

Because our project focuses on Rtl, it's been challenging to connect with parents whose children do not have IEPs in terms of disseminating information and providing training to that population of parents. The PTIs primarily have contact information for parents of children with disabilities; therefore, this group makes up the vast majority of parents who attend our training events.

Keeping collaborative efforts aligned with the multiplicity of educational initiatives in the state; occasional conflict on perspectives of how grant funds and activities are to be carried out and perceptions of how the other PTI activity is aligned with grant objectives.

none

The amount of funding they want to compensate for their funding cuts.

We don't have challenges other than finding time to collaborate.

Due to limited fiscal resources, the PTI's technology infrastructure sometimes lacks the sophistication needed, but we develop a work-around.

We are now in our third SIG/SPDG cycle. During the first two grants we had a very collaborative relationship and worked on mutual goals with our PTI. Over the last three years the relationship has become less collaborative. At this point it seems like we are only a source of money for the PTI and effort from the PTI to collaborate on the goals of the SPDG is pretty much nonexistent. We believe in the importance of parents and have worked to accomplish this in spite of our PTI's lack of partnership and follow through. In order for the SDE to effectively engage parents in their child's education and assist in accomplishing the goals of the SPDG we developed and hired a coordinator position who's job responsibility is parent engagement. This position is funded out of Part B and Title dollars. He has made many attempts to work with our PTI in meaningful ways. He has been working with the CPRC, PTA and other parent groups effectively and engaging their organizations in activities. The amount that we provide to the PTI has decreased substantially over the years as the follow through and quality of work has decreased. We have gone to funding them for what we feel they can accomplish and finding other ways to meet goals. We have become frustrated with our PTI and their lack of involvement.

What are the challenges you face in collaborating with your contracted PTI/CPRC?

None to speak of.

None at this time

Keeping communication current so we know what each other are working on and do not duplicate efforts. Ensuring that we have aligned our messages and that school districts receive consistent messages. (Sometimes their goals may not align with ours.)

Parent attendance is low at assigned trainings.
Parents are removed from department access.

We have developed a long-standing and mutually beneficial relationship with both PTIs in the state - this relationship has been cemented using the ongoing SPDG activities. These have required us to work together toward common purposes SO, no challenges except routines issues that require discussion.

The changes within the parent organization caused the SEA to consider changes during the final year of the grant.

initially our PTI was only involved as learning along with the districts, our SPDG is a larger system change effort which started at District level - we are now working towards classroom Teacher based team intervention, the PTI is more involved at this level in developing and designing the Epstein work into the classroom at the TBT level.

Districts often only see the "advocacy/adversarial" side in their contacts with the PTI. When we attempt to collaborate with them to do joint activities for district/parent training on evidence-based practices, districts find it difficult to get beyond the adversarial/advocate image. It is a challenge.

We need to schedule more time for face to face collaboration, and plan to do so in the future.

Matching grant needs with expertise in the PTI/CPRC

Because of the change in leadership of our SPDG, the Hubs became self-sufficient. Present challenge is to return to a collaborative style of working across Hubs.

N/A

Is there something, your Project Officer, the SIGnetwork or the Parent Program leadership could do to improve the collaboration?

Responses (20 total)

Not to our specific contractors, but a general statement to all PTI/CPRCs that reminds them that when partnering with the SPDG that the focus of activities are SPDG goals.

No, I feel that we have a very strong relationship that has been build over the years and will continue to flourish! Thank you for the opportunity to highlight our relationship with the Federation for Children with Special Needs.

Not that I can think of

NA

SIGnetwork- perhaps build some networking/PD sessions that the SPDG and PTIs are required to attend/participate in together.

Not at this time.

Support participation in project activities by key SPDG personnel as well as by Contracted Providers.

no

The Parent Program Leadership should continue to disseminate the numerous resources available nationally to the signetwork of projects and people.

The requirement of the SPDG for the SEA to partner with the PTI is a topic that needs to be addressed. The feeling that I have gotten when it is raised is that regardless of the PTI's position, it is the SEA's responsibility to make the relationship work. The question that doesn't seem to be addressed is; What is the responsibility of the PTI to engage with the SEA? To have an effective partnership the PTI has to be willing and able to collaborate to meet identified goals. Isn't the goal to improve the participation of parent's in their child's education and thus improve outcomes for children with disabilities? As an educator this has been the belief that shapes and drives my work. Partnership with the PTI is not the only way this can be accomplished. We have worked to find other ways.

Our state will be applying for our next SPDG in the coming year. We will be including components of parent/family engagement when it is written. It will be important for us to know the expectations OSEP has for family engagement and PTI partnership. Our PTI was just funded for another five years. We have concerns that the PTI's ability to partner and carry out activities will not improve. I would welcome a conversation with my Project Officer (Jennifer Coffey) and the Parent Program leadership about my concerns and to hear their suggestions as well as what other states have done to address this issue.

No-- we are more than fine.

Nothing at this time.

Continue to share ideas about examples of collaborative efforts.

Not at this time - we work well together!

Not that I am aware of.

We are also working to tie the work of the PTI to the SPDG which also ties to the SPP indicator 8- in building these ties we believe we stregthen the impact of parent engagement across struggling distircts, improving parent engagement as an element to impact student achievement.

Clarify role of PTI. Emphasize cooperation, communication, collaboration with both SEA and LEAs. Deemphasize advocacy/adversarial role.

Is there something, your Project Officer, the SIGnetwork or the Parent Program leadership could do to improve the collaboration?

Perhaps some joint webinars regarding what other SPDG projects are doing around parent and family collaboration would be helpful.

I think awareness is the most important thing. When the Parent Program leadership is aware of what the "big picture" of the SPDG grant is, and keeps that big picture in mind, they are more likely to see where their work fits and enhances what's being done in other areas of the grant.

N/A