



Activity Handout

Activity: Parent Input

(Requirement for LEAs identified with Significant Disproportionality)

Purpose

Gathering parent input is an integral and essential part of the CIM process. The purpose of gathering parent input is to gain insight into how the policies, practices, and procedures of the LEA are being understood and experienced by the LEA students and their families. For LEAs with disproportionality, conducting empathy interviews and focus groups is highly recommended as a primary source of gathering qualitative data from identified internal and external groups. Hearing from parents and other caretakers can increase an LEA's understanding of the student groups' culture and values, illuminating potential barriers to services and support while highlighting strengths and opportunities.

Instructions

1. **Identify areas** where it would be particularly valuable to hear from family members (for example, discipline policies, cultural differences in behavioral expectations, cultural differences in understanding of disabilities, what tiered supports are available and who is eligible to receive them, what is impeding their child's academic success). The significant disproportionality indicator; the Policies, Practices, and Procedures Review; and quantitative data already collected will point to areas where family members can provide informative insights.
2. **Identify family members** who represent the group of students experiencing disproportionate outcomes. The most helpful information can be gathered from family members who are also not staff members or school volunteers.
3. **Plan** for the best method to gather information from the family members whose students are most impacted by the inequities. External support may be needed from experts including Technical Assistance Facilitators to ensure language and other cultural issues are addressed in a manner that facilitates meaningful family participation. Factors to plan carefully include the invitation to participate, the timing of the interviews or focus groups, the design of the questions or prompts used, and any needed compensation or resources such as travel stipends or childcare.
4. **Conduct** information gathering sessions using professional and evidence-based methods that ensure appropriate levels of confidentiality, quality data analysis, and respectful processes for sharing and reviewing the qualitative data gathered from family members. One resource for team consideration is the [California Protocol for Addressing Significant Disproportionality in Special Education \(CAPE\)](#) and the [CAPE User Guide](#).

5. **Summarize** key findings noting themes that emerge. These findings can be reviewed in conjunction with other methods used by the LEA to gather parent, family or student input, including the [CDE SED Special Education Parent Survey](#) through Seeds of Partnership.

Resources

[California Protocol for Addressing Significant Disproportionality in Special Education \(CAPE\)](#)
[California Protocol for Addressing Significant Disproportionality in Special Education \(CAPE\) – Spanish Version](#)
[CAPE User Guide](#)
[CAPE User Guide – Spanish Version](#)
[California Department of Education, Special Education Division Special Education Monitoring Parent Survey](#) through Seeds of Partnership



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