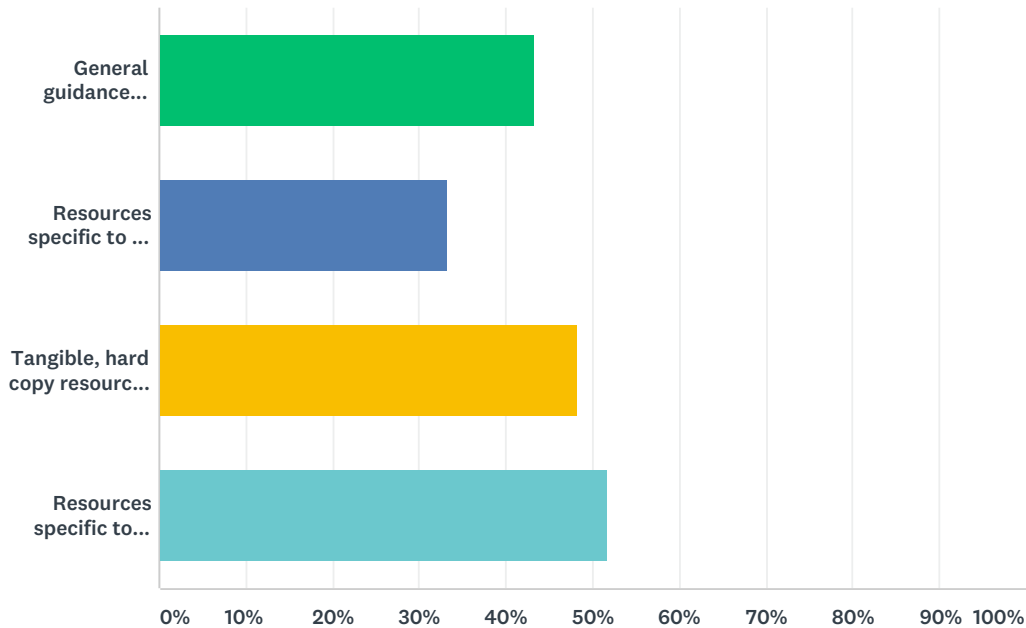


Q1 What type of products do you recommend that the School, Family, and Community Engagement Network provide to support your work and improve outcomes for students with disabilities? (select up to two)

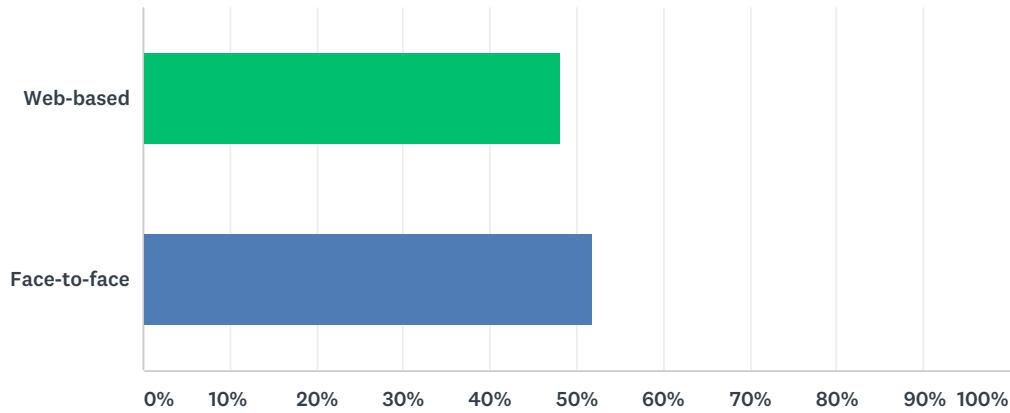
Answered: 120 Skipped: 17



ANSWER CHOICES	RESPONSES	
General guidance documents posted on a website	43.33%	52
Resources specific to a certain grade level	33.33%	40
Tangible, hard copy resources, such as booklets, guides, or info-graphics	48.33%	58
Resources specific to best practices at any grade level	51.67%	62
Total Respondents: 120		

Q2 What type of professional activities do you prefer? (choose one)

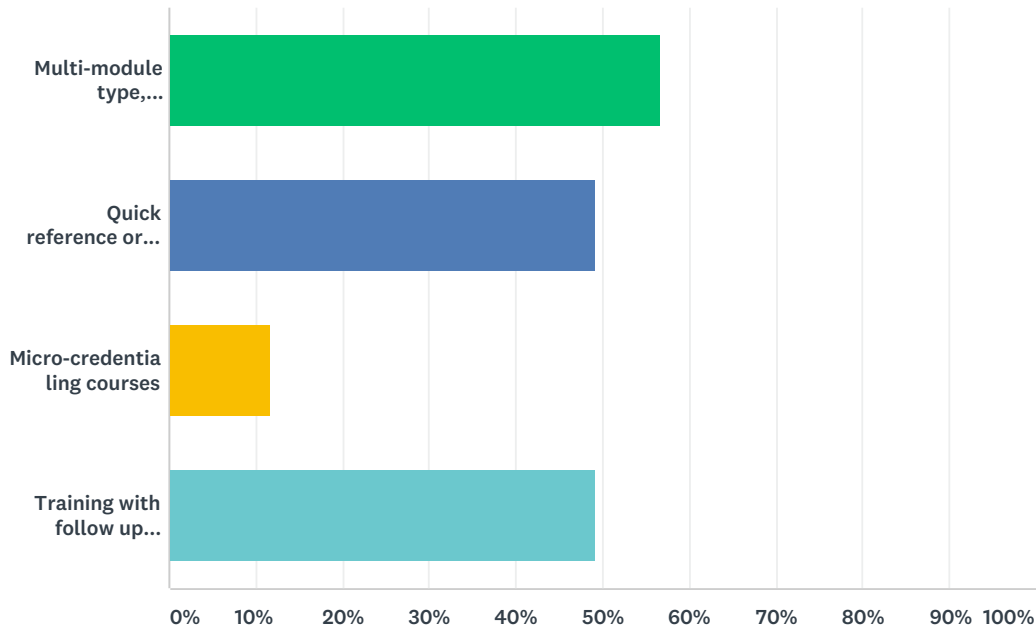
Answered: 137 Skipped: 0



ANSWER CHOICES	RESPONSES	
Web-based	48.18%	66
Face-to-face	51.82%	71
TOTAL		137

Q3 What type of professional development opportunities in the area of school, family, and community engagement would you find most helpful? (select up to two)

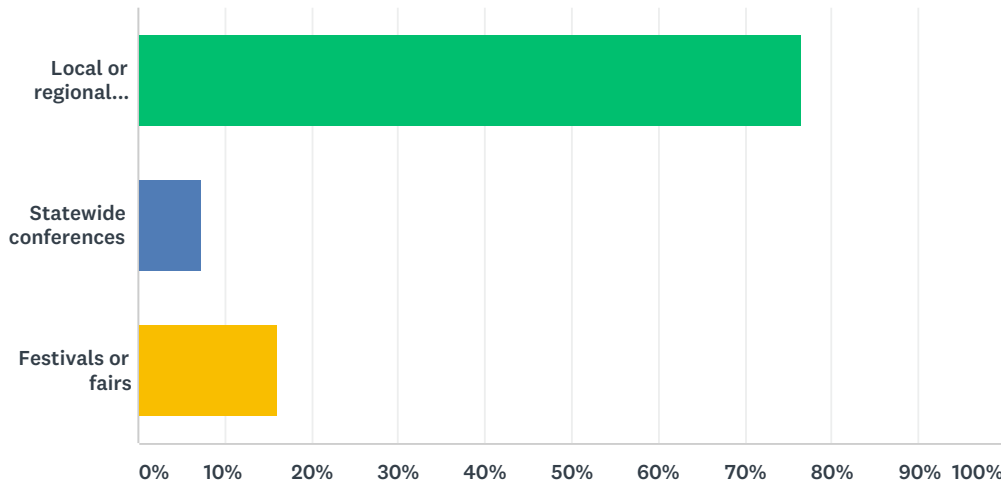
Answered: 120 Skipped: 17



ANSWER CHOICES	RESPONSES	
Multi-module type, self-paced trainings provided online	56.67%	68
Quick reference or refresher trainings	49.17%	59
Micro-credentialing courses	11.67%	14
Training with follow up coaching or support	49.17%	59
Total Respondents: 120		

Q4 Which type of conference are you most likely to participate in to improve your knowledge, skills, and abilities in topics such as school, family, and community engagement ? (choose one)

Answered: 136 Skipped: 1



ANSWER CHOICES	RESPONSES	
Local or regional conferences	76.47%	104
Statewide conferences	7.35%	10
Festivals or fairs	16.18%	22
TOTAL		136

Q5 Use the space provided to list one or two vital projects, activities or topics related to School, Family, and Community Engagement Network that you feel are not represented in the network description that would be influential in improving outcomes for students with disabilities.

Answered: 67 Skipped: 70

#	RESPONSES	DATE
1	specific eligibility requirements related to specific disabilities	8/9/2018 8:18 AM
2	Ability of parents & educators to get clear answers & actions from TEA staff regarding questions & disputes. Years ago TEA periodically produced a document that answered specific questions submitted to it.	7/16/2018 5:56 PM
3	Not sure	7/13/2018 9:23 AM
4	Community involvement and understanding	7/8/2018 12:27 PM
5	Autism education- diagnosis and the lifelong effects of the diagnosis	7/6/2018 11:16 PM
6	Family based projects	7/5/2018 7:30 PM
7	web resources in a centralized location	6/27/2018 4:06 PM
8	mentorship for students with disabilities, push to develop school culture with acceptance of the differences of others, outreach for parents with children with emotional disturbances/extreme behavior	6/26/2018 3:38 PM
9	We need outside resources to send parents to for those needs that are really outside the scope of school practice but we are continually asked to take care of. There still should be an expectation that parents should still have to parent and education should be respected.	6/26/2018 1:19 PM
10	NA	6/26/2018 8:05 AM
11	Expansion of district-specific data available through the survey; combining that data with data from the call center to truly inform districts of the areas of strength and needed improvement. In addition, utilize that data to locate, identify and spotlight best practices for school, family and community engagement. Build capacity for replication of those effective and innovative practices that increase and improve school, family and community relationships.	6/25/2018 2:24 PM
12	Advocacy support for parents	6/25/2018 1:26 PM
13	n/a	6/25/2018 11:37 AM
14	Parent buy-in	6/25/2018 11:21 AM
15	Foster parents, agency resources	6/25/2018 9:47 AM
16	None	6/25/2018 8:58 AM
17	Provide training and understanding to all stakeholders that IEP programs are not provided the same supports for each student. The IEP is developed on an individual basis.	6/25/2018 8:57 AM
18	Be very specific on requirements.	6/24/2018 5:57 PM
19	School safety equipment, processes and procedures need to be developed for students with severe disabilities. Most programs focus on the needs and/or abilities of neurotypical students in a crisis.	6/24/2018 3:19 PM
20	N/A	6/24/2018 1:03 PM
21	Parent training	6/24/2018 11:36 AM
22	Not enough training for parents regarding service from governments agencies outside of schools. Parents need help regarding how to sign up for waiting lists and such.	6/23/2018 9:35 PM

School, Family, and Community Engagement Network - Educators

23	Administrator training on highly qualified teachers and evaluation of self-contained professionals.	6/23/2018 6:50 PM
24	trained aides to help classroom teachers	6/23/2018 3:50 PM
25	How to achieve parent involvement in the process	6/23/2018 12:21 PM
26	resources for the parents for trainings to assist their child in learning	6/22/2018 6:48 PM
27	Materials I can do with materials we already have	6/22/2018 12:38 PM
28	Parents need to know their rights to request that their child is tested. In the past, the two times I told the parents that they could request the testing, I was reprimanded by the diagnostician. In both cases, the children were extremely autistic, disruptive to the general ed classroom, and not learning as much as they did when they were finally placed in an appropriate environment.	6/22/2018 11:42 AM
29	Identifying and helping students that might not meet specific criteria, but that are in need of assistance.	6/22/2018 10:05 AM
30	Variety of no cost to educator resources to support specially designed instruction and best practices	6/21/2018 9:42 PM
31	I love family engagement nights at our school, and would love to see more of th throughout the year. Our parents show up in droves, and the kids love them	6/21/2018 7:12 PM
32	We have to get the community involved	6/21/2018 7:12 PM
33	Keep all parties involved updated and modify needs.	6/21/2018 6:54 PM
34	Increase in funding from Federal and State to help local school districts meet increased need of the above students and their specialized services. The law states that these students are guaranteed the right to a free and appropriate public education, but the Federal and State under fund these areas.	6/21/2018 5:08 PM
35	Parents should be involved in goal setting.	6/21/2018 1:54 PM
36	state funded child care products	6/21/2018 12:44 PM
37	recreational activities such as (basketball, dance etc.)	6/21/2018 12:16 PM
38	Community Resources	6/21/2018 10:30 AM
39	I think requiring each district to appoint a parent liaison would be helpful as well as short videos on the ARD process, etc.	6/21/2018 8:39 AM
40	How to address lack of parent support at the district level	6/20/2018 1:47 PM
41	Somewhere within the TEA SE website a link or "electronic library" where educators can find preapproved resources such as presentations/modules/activities to support parents of students with disabilities through parent sessions, festivals, outreach activities	6/19/2018 10:31 PM
42	Communication skills such as those used in IEP facilitation.	6/19/2018 9:30 PM
43	Supporting parents with disabilities	6/19/2018 2:45 PM
44	1) Project to systemically include Deaf and Hard of Hearing representation in Deaf Education statewide. Note that this survey is only addressed to parents and professionals. 2)Increased support of Family training on advocacy and collaboration.	6/19/2018 7:03 AM
45	Assistance with development of user-friendly parent education/training sessions	6/18/2018 10:44 PM
46	We need training on the importance and best practices for parent involvement in Ards. Currently, Ards are ran as a dictatorship - this is not how the law states it should work. It is a team - school administration need to value parents and teachers input.	6/18/2018 5:50 PM
47	Provision for services after high school graduation at local colleges so students can interact with general education Students and work on specific skills required for adult functioning in the community. Increased community involvement to provide job opportunities for disabled teens as part of their life skills curriculum	6/18/2018 4:40 PM
48	Creating LEA websites that allow for ease of access to information.	6/18/2018 4:09 PM
49	Helping parents network to community activities/extracurricular for students with special needs and educating agencies on educational laws and rules	6/18/2018 10:50 AM

School, Family, and Community Engagement Network - Educators

50	Projects that treat parents/families as our students (which they recently were) and our students as future parents/families (which they are soon to be)	6/15/2018 1:14 PM
51	A web-based surrogate parent training would be great	6/15/2018 11:21 AM
52	I think resouces where parents are already are attending would be helpful. Churches that have special needs programs, PTA/PTO/SAGE, summer camps ect...	6/15/2018 10:36 AM
53	TEA needs to provide local training for communities, especially rural ones.	6/15/2018 10:15 AM
54	Connectivity of all school-based and non-school based parent involvement/support entities	6/15/2018 9:34 AM
55	information from Texana, ARC, DARS, Medicaid	6/14/2018 4:09 PM
56	Connection to ESSA Parental Involvement. Seeing parent engagement as a continuum for all students starting in general education. Having a statewide stakeholder group that coordinates all parental resources including parent call center, parent training and information centers, etc. Currently parent resources are fragmented and supported by lots of entities. It would be helpful if TEA could have a statewide coordination group that brings all together.	6/14/2018 9:20 AM
57	LEA family liaisons	6/13/2018 9:47 PM
58	Parent resources for child find	6/13/2018 1:45 PM
59	Transition Expo/Fairs	6/13/2018 1:45 PM
60	Training program for parents of students with disabilities, provided in district/locally, that would help parents better understand each step of their child's educational journey: Child Find, Annuals and Reviews, Reevaluation, Transition (at all levels), and Post-Secondary Transition	6/13/2018 1:45 PM
61	Post secondary options	6/13/2018 1:45 PM
62	Connecting to outside agencies, transition skills that can be taught by all teachers, how to read and implement an IEP successfully by all stake holders	6/13/2018 1:45 PM
63	Root cause of why people are not accessing current resources.	6/13/2018 1:44 PM
64	information in easy to understand vocabulary and explanations.	6/13/2018 1:43 PM
65	Involvement with outside agencies, like what happens with CRCGs	6/13/2018 1:43 PM
66	training on specific disability knowledge	6/13/2018 1:43 PM
67	ARD Training	6/13/2018 1:43 PM