

Parent Survey

RFQ EDD370596

April 10, 2012

Submitted to:
Department of Administration
Purchasing Division
Building 15
2019 Washington Street, East
Charleston, WV 25305-0130

Submitted by:
ICF Incorporated, LLC
9300 Lee Highway
Fairfax, VA 22031

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DIVISION

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April 6, 2012

Shelley Murray
Department of Administration
Purchasing Division
Building 15
2019 Washington Street, East.
Charleston, WV 25305-0130

SUBJECT: ICF Proposal 20120316 in Response to the State of West Virginia Request for Quotation EDD370596

Dear Ms. Murray:

ICF Incorporated, L.L.C., an ICF International company, hereafter referred to as ICF, is pleased to provide a proposal in response to the subject request. Accordingly, ICF's proposal is comprised of one volume that contains our Technical and Price submission.

Since 2006, ICF has supported several state education agencies in administering parent surveys to provide data that meets the federal requirements for Part B and Part B preschool of the Individuals with Disabilities Education Act. For the current procurement, ICF has assembled a highly qualified and experienced team to fulfill the requirements listed in the RFQ. The team consists of members who have worked on similar projects in other states and members who have extensive experience in survey administration, analysis, and reporting. The West Virginia Department of Education (WVDE) can be assured that awarding this contract to ICF will result in work that is completed efficiently and within the time constraints of this project, as we already have systems in place to conduct many of the tasks required under this contract. Additionally, the location of one of our offices approximately two miles from WVDE's offices in Charleston, provides even more opportunities for us to demonstrate the high quality of service for which we are known and also to exceed your expectations for customer satisfaction.

ICF's proposal is valid for a period of 120 days from the date of its submittal. ICF reserves the right to review this proposal and to extend the validity date or to revise its contents at the end of the initial validity period.

The undersigned is available to discuss contractual matters and may be contacted at 301-572-0890, or via email at jketchum@icfi.com. Inquiries of a technical nature should be directed to Kimberly Hambrick, Principal, at 304-342-4626, or via email at kHambrick@icfi.com. Correspondence should be faxed to 301-572-0996.

Sincerely,

A handwritten signature in cursive script that reads "Jane M. Ketchum".

Jane M. Ketchum
Senior Manager, Contracts
301-572-0890
jketchum@icfi.com

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Executive Summary

ICF International (ICF) is pleased to submit this proposal to the West Virginia Department of Education (WVDE) in response to its Request for Quotation (RFQ) #EDD370596 entitled “Parent Survey.” ICF is a leader in providing professional and consulting services for federal and state government agencies and private organizations. While we are headquartered in Fairfax, VA, we also maintain a local office in Charleston, WV, approximately two miles from WVDE.

We believe that ICF has the experience, understanding, and capabilities that are best suited to meet the needs of WVDE under this contract because—

We meet and exceed the personnel qualification requirements listed under Requirement 1 of the RFQ (page 7).

The requirement in the RFQ states that the contractor should have a minimum of one staff member with a Doctoral Degree in Research and Evaluation and three years’ of experience conducting research and evaluation studies for state education agencies. Three of the staff members proposed for this project hold doctoral degrees each with an extensive focus in the areas of interest to WVDE—Measurement and Evaluation, Research Methods, and Statistics. Additionally, all five proposed staff members have a minimum of six years of experience working with many state education agencies including those in West Virginia, Virginia, Maryland, Massachusetts, Oregon, and Texas.

We have documented experience in conducting the National Center for Special Education Accountability Monitoring (NCSEAM) survey. (Requirement 1a, b, c).

Since 2006, ICF has administered the Indicator 8 Parent Survey for the Maryland State Department of Education (MSDE). Prior to 2010, MSDE required that only paper surveys be mailed to a census of parents with children involved in special education programming. Subsequent to 2010, MSDE has required paper and online surveys. ICF has managed all aspects of this project for the state.

Between 2006 and 2011, ICF administered the Massachusetts Indicator 8 Parent Surveys. Also previously done by mail, in 2011 the MA surveys were administered solely online. ICF also administered a traditional mailing for the 2010–2011 and 2011–2012 Oregon Department of Education (ODE) Indicator 8 Parent Surveys. Not only have we conducted Indicator 8 Part B surveys, but for MSDE and ODE we have conducted the Part C Family Survey.

As listed in part b of Requirement 1, in Chapter 4 of this proposal, we have provided references at MSDE and at the Massachusetts Department of Education. As listed in part c of Requirement 1, please find a copy of an Indicator 8 report produced for the state of Maryland.

1. Work Plan

In this section, we outline the specific tasks we will conduct to ensure the successful administration and analysis of the West Virginia Parent Survey and resulting data. This section is organized around the seven project components listed on page 9 of the RFQ. Within each task, we highlight the associated scope of work item listed on pages 6 and 7 of the RFQ, and the key staff members who will lead that task.

At the end of this section, we have provided a timeline for entire project (Exhibit 4). The timeline is based on a contract being awarded by the end of April 2012.

1.1 Task 1: Kickoff Meeting

Within 10 days of contract award, ICF will be available to meet with select WVDE staff at their offices in Charleston, WV. We anticipate the meeting will be initiated by WVDE's Contract Monitor. The meeting will allow all parties involved to:

- Discuss the content of the proposal and clarify any areas of uncertainty;
- Discuss expectations for deliverables, including scheduled reporting;
- Make any updates to the project timeline;
- Discuss prior year successes and challenges in administering the survey;
- Establish mechanisms for communication between WVDE and ICF throughout the project.

We also propose to use this meeting to review the contact letters and surveys that will be sent to parents of children aged 3-5, and 6-21. A meeting summary will be sent electronically to WVDE within two days of the meeting.

Key Staff

- Officer in Charge—Kimberly Hambrick
- Project Director—Shani Reid

1.2 Task 2: Sample Design and Sending Surveys

Addresses Scope of Work (SOW) items: 1a, 1b, 1c, 2, 3, 4

WVDE, in their solicitation, requires the use of the instrument developed by NCSEAM for parents of children age 3–21 who are enrolled for Part B services. NCSEAM assists state local agencies and the Office of Special Education Programs (OSEP) in the implementation of focused monitoring and evidenced-based decisionmaking about compliance with federal law to improve results achieved for children with disabilities and their families. In support of this, NCSEAM developed tools for states to use to collect performance data, which is required by OSEP. Relative to this proposal, their work focuses on data for Part B, Indicator 8:

“The percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children in the disabilities.”

ICF is thoroughly familiar with the NCSEAM Parent Survey for both parents of children aged 3–5 and parent of children aged 6–21 through our work with departments of education in Maryland, Massachusetts and Oregon (**SOW 1b, 1c**).

We understand that WVDE will provide the contractor with an Excel document containing the names, addresses, and individual student demographic information (**SOW 1c**). We assume that information included in this list will clearly allow us to identify which survey should be mailed to each household (for parents of children aged 3-5 or 6-21). The SOW also indicates that this information will be received by February 28th, which has already passed. We understand that WVDE is perhaps behind in its preferred schedule in administering the survey. WVDE can, however, rest assured that we are able to move quickly on producing and mailing these surveys as we already have established relationships with the appropriate vendors.

A review of the current survey included in the RFQ reveals that one of the changes that WVDE would like to make is the inclusion of a comment section. The surveys that we administer for Maryland currently include a comment section, and so as a result we already have systems in place to process this type of data. All other requirements including the addition of the barcode and survey number will also be implemented (**SOW 2, 3**).

We have extensive experience developing Scantron surveys, and have an established relationship with our preferred Scantron vendor. We have developed dozens of these types of surveys for many of our government and non-government clients. In fact, we maintain our own optical scanning equipment to enable us to efficiently process the large volume of Scantron surveys we manage.

Once we have obtained the mailing list from WVDE, we will mail survey packages to every parent or guardian included in this year's sample that has a child receiving special education services in West Virginia (**SOW 4**). This will take place on or before May 15, 2012. The survey packages will contain the following:

- A scannable survey in English
- An introductory letter
- A business reply envelope

The survey packets will go through quality control procedures to ensure that each packet is complete (letter, survey, and reply envelope) and correct for survey type (school age vs. preschool age). Every 25th piece of mail will be reviewed by a supervisor to ensure that the contents are complete and accurate. If an error such as a mismatch between the introductory letter and questionnaire or a missing component is found, all packets will be checked both forward and backward until the source of the error is located; all packets will be corrected and a supervisor will recheck a sample of the corrected packets.

In addition to mailing these documents, in our work with other states we have also found it helpful to include a single page containing a list of Frequently Asked Questions (FAQ). We have found that this list answers basic questions that parents may have about the survey. At the kickoff meeting we will discuss with WVDE if they would like to consider this option. A copy of the FAQ developed for Maryland is included as Exhibit 1.

Exhibit 1: Frequently Asked Questions Document Used in Maryland

PARENT SURVEY - Frequently Asked Questions (FAQ)

What is the purpose of this survey? Where does the survey come from?

- ◆ To determine how well your child's school is partnering with you and promoting parent involvement in your child's education.
- ◆ The survey was developed by the National Center for Special Education Accountability Monitoring (<http://www.monitoringcenter.lsuhs.edu>). All states must collect these data as required under the Individuals with Disabilities Education Act (IDEA).

Who completes the parent survey?

- ◆ Parents or guardians of children ages 3 to 21 who are receiving special education services through their local school system.
- ◆ Parents or guardians of children ages 3 to 21 who are receiving special education services who are placed in a nonpublic facility by the child's local school system.

How do I complete the survey? How do I return it?

- ◆ Parents can fill out the survey by hand and return in a postage-paid return envelope.
- ◆ If you lose the envelope, please mail the completed survey to REDA International, Inc., 11141 Georgia Avenue, Suite 517, Wheaton, MD 20902-4680, who will be compiling the data for the Maryland State Department of Education (MSDE).
- ◆ The survey can also be accessed on the Internet at: <http://www.mdiepsurvey.com> or your local school system's website.

How can I make sure that my answers are counted?

- ◆ Use a blue or black pen or a #2 pencil to fill in **ONE** bubble for each question on the paper survey.
- ◆ The code on the back of the paper survey can be used to login to the online survey.
- ◆ If you do not have access to a computer for completing the online survey, your local school or public library can provide computers with Internet access.
- ◆ Mail the completed paper survey OR submit the online survey as soon as possible.

Do I have to participate? If I choose not to participate, will it impact my child's services?

- ◆ Participation is completely voluntary.
- ◆ Your child's services will not be impacted in any way.
- ◆ Please choose to participate and make your opinions heard.

I have more than one child who is in a special education program. Can I just fill out one survey for all of them?

- ◆ **NO.** You will receive a separate survey for each child in special education.

How is the confidentiality of my responses protected?

- ◆ The survey is designed to be anonymous. A code number is used to track the school districts where the children attend school. This code can also be used to login to the online survey.

We are looking forward to hearing back from you regarding how well your child's school is partnering with you and involving you in your child's education.

Thank you!

For additional information please contact Pat Shamer at MSDE, (410) 767-7548 or pshamer@msde.state.md.us



Other documents that we have produced for states include outreach material that is designed to encourage parents to respond to the survey. These materials are sent to individuals who have access to parents, for example, special education coordinators at the district level and school level. At the kickoff meeting we will also discuss with WVDE staff the extent to which this would help improve their response rates. Specifically, this year in Maryland we are developing the following outreach material.

- A brochure to be mailed to lead special education staff at each participating district and members of Maryland's Special Education State Advisory Council (SESAC). The brochure will summarize the purpose of the survey, explain how they can use the results, inform staff of the response rate to last year's survey (by district), and encourage them to help us increase response rates in their district this year.
- An e-mail to be sent to lead special education staff in participating districts and members of SESAC. The e-mail will contain similar information to that presented in the brochure.
- A parent-friendly flyer that can be distributed to parents or posted in schools. This flyer may be used by district or school-based personnel as a way to inform parents about the survey and encourage their participation.

Ms. Kimberly Cook our proposed Survey Administration and Survey Outreach Task Lead will supervise this process.

Key Staff

- Survey Administrator & Outreach Coordinator —Kimberly Cook
- Project Director/Quality Control Manager—Shani Reid

1.3 Task 3: Survey Receipt

Addresses Scope of Work (SOW) items: 4 & 5

Prior to mailing the survey, we will arrange with the local post office for the handling of returned mail. We have done this process for our work in other states and this account can therefore be set up quickly. Additionally, we will also set up procedures for handling undeliverable mail. Based on our past experience mailing surveys in other states, we know that approximately 5% will be returned undeliverable. We will analyze these returned surveys to determine the extent to which any demographic groups are overrepresented that may influence our analysis.

ICF will receive the paper surveys and enter them into our receipt control system. The system is designed to easily track returned surveys by survey type (school age or preschool), and district. We will submit routine status reports that provide statistics on the number of surveys sent, number returned undeliverable, and number completed by survey type. Exhibit 2 provides an example of such a report (**SOW 6**). In the RFQ we note that WVDE has requested monthly updates on the 15th of each month. Although we can certainly accommodate this request, we have found that having more regular feedback allows our clients to be able to make more timely decisions regarding implementing any needed strategies to boost response rates. Consequently, we recommend that WVDE consider weekly status reports which they would receive by close of business each Friday.

Exhibit 2: Sample Data Collection Status Report

2011–2012 WVDE Parental Involvement Survey of School Age Students Week Ending MM/DD/YYYY				
District No.	(1) Total Number of Parents Invited to Complete Survey	(2) Number of Returned Surveys	(3) Number of Undeliverable Surveys	(4) Response Rate
1				
2				
3				
4				
...				
Total				

Once surveys have been entered into the receipt control system, we will review them for errors and stray marks, scan them on our in-house

optical scanners, and enter the open-ended comments. Surveys that are reviewed and determined to be unscannable (e.g., because there are stray marks, or a marker or highlighter was used) will be entered manually into the database. We expect initial data entry to be complete by June 18, 2012 (the Monday following the survey end date provided by WVDE—June 15, 2012). To achieve even greater efficiencies in this phase, we will record open-ended comments on the surveys in the database as surveys are returned; and not wait until most of the surveys are in hand and ready to be scanned (**SOW 5**).

Key Staff

- Survey Data Collection & Monitoring—Joanne Liem
- Project Director/Quality Control Manager—Shani Reid

1.4 Task 4: Resending of Surveys***Addresses Scope of Work (SOW) items: 7***

Once the initial data entry is complete on June 18, 2012 we will begin preparations to resend surveys to households who failed to

respond to the initial invitation (**SOW 7**). Because we will have established an efficient tracking and receipt control system, it will be easy to determine which households have not yet responded to the survey. Although not stipulated in the RFQ, we would recommend updating the wording in the cover letter to alert parents to the fact that this is a second mailing, and to reiterate the importance of the survey.

Key Staff

- Survey Data Collection & Monitoring—Joanne Liem
- Project Director/Quality Control Manager—Shani Reid

1.5 Task 5: Rasch Analysis***Addresses Scope of Work (SOW) items: 8, 9, 10, 11***

Once all data have been cleaned and entered, we will begin the process of analysis. This will include a descriptive analysis of the demographic characteristics of students (gender, race/ethnicity, disability, etc.). We will summarize and report this data for the state and for each local education agency (LEA) for each survey type (**SOW 8**). We will also provide a descriptive analysis of each survey item by state and district (**SOW 10**).

The Rasch analysis will be conducted using the weights (i.e. anchors) suggested by NCSEAM (**SOW 9, 11**).

We understand that Rasch analysis condenses information from a

person's responses to all items in a scale into a single number. That number is called the person's "measure" on the scale. Since the Rasch framework puts measures on the same metric as item calibrations, a person's measure on a scale can be meaningfully interpreted in terms of the items on the scale. A person with a higher measure is expressing more agreement with items overall than a person with a lower measure. We have conducted this analysis for the states of Maryland, Oregon, and Massachusetts. We use WINSTEPS, the software recommended by NCSEAM for this process. Dr. Kazuaki Uekawa will oversee this task. He will be supported by Ms. Joanne Liem who has been the junior analyst supporting the Rasch analytic process in our work in other states.

Key Staff

- Analysis and Reporting—Kazuaki Uekawa
- Junior Analyst—Joanne Liem
- Project Director/Quality Control Manager—Shani Reid

1.6 Task 6: Reporting

Addresses Scope of Work (SOW) items: 12

By September 30th, 2012, ICF will produce a final report to be delivered to WVDE (**SOW 12**). We have produced similar reports for the other states in which we have conducted this study. Before developing this report, we will review prior WVDE reports with the WVDE lead and discuss aspects of that report that should be duplicated, and offer suggestions for enhancing other sections. We anticipate that the final report will include:

- A summary of the data collection process and jurisdictional response rates;
- The value of Indicator 8 for the state and for each jurisdiction;
- A comparison with prior year results; and
- Recommendations for actions to improve the value of the Indicator.

The report will contain separate analyses and tables for responses from parents of children with school-age children and parents of preschoolers. A copy of the report we produced for the state of Maryland is included in Appendix B.

One enhancement we are implementing in Maryland this year is the development of more user-friendly district-level reports.

These reports will be created in a dashboard format that includes visually appealing charts and tables that are more readable and eye-catching. We have created similar documents for work we have done in other content areas, such as the evaluation of charter schools, and have found that clients find these types of documents more accessible. A draft dashboard we created for a Maryland district is presented in Exhibit 3.

Key Staff

- Analysis and Reporting—Kazuaki Uekawa
- Project Director/Quality Control Manager—Shani Reid

Exhibit 3: Sample Parent Friendly Report for Montgomery County, Maryland**Maryland Special Education 2010-2011 Parent Survey****Montgomery County Public Schools**

Responses to OSEP Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities:

Pre-School (ages 3-5): 53%[†]

School-Age (ages 6-21): 41%[†]

Pre-School

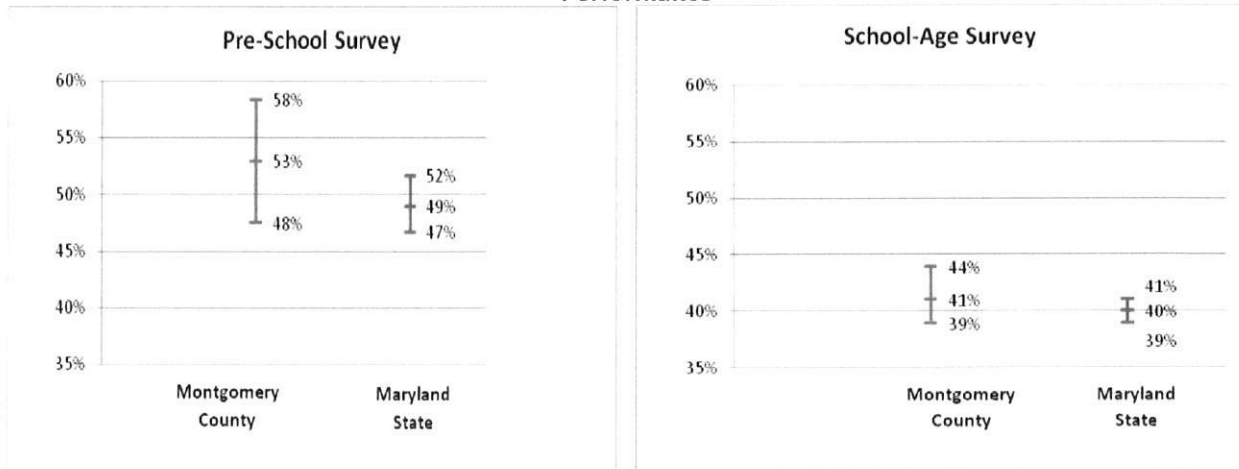
English Surveys Mailed: 1,892
Completed Surveys Returned in English: 296
Response Rate: 16%

Spanish Surveys Mailed: 215
Completed Surveys Returned in Spanish: 27
Response Rate: 13%

School-Age

English Surveys Mailed: 11,750
Completed Surveys Returned in English: 1,336
Response Rate: 11%

Spanish Surveys Mailed: 2,208
Completed Surveys Returned in Spanish: 160
Response Rate: 7%

Percent of Parents Who Report Schools Facilitated Parent Involvement: Comparison with State Performance**Ways to Increase Parents' Perceptions of Involvement**

Pre-School	School-Age
Offer parents training about special education (Q20)	Provide information on agencies that can assist children with transition from school (Q24)
Give information about organizations that offer support for parents (Q19)	Ask parents their opinion about how well preschool special education services are meeting children's needs (Q2)
Offer supports for parents to participate in training workshops (Q24)	Explain what options parents have if they disagree with a decisions of the school (Q25)
Connect families with one another for mutual support (Q25)	

[†] This is the mean value. Confidence Interval lies between 48% and 58%

1.7 Task 7: Additional Option—Online Surveys

The RFQ states that vendors may submit additional options for WVDE to consider under this contract. We note that in the response to questions, WVDE is concerned with the response rate it has achieved in prior administrations. This is perhaps a common concern across many states. The 2011 report by the National and Regional Parent Technical Assistance Center (PTAC) on the FFY 2009 Part B State Performance Plan/Annual Performance Report Indicator Analyses notes that 44 percent of states have response rates less than 20 percent. One of the ways we are helping the states we work with improve response rates is to develop a tailored Response Rate Maximization Plan. We have already described one section of this plan under Task 2—developing collateral outreach material to be sent to individuals who have established relationships with the targeted parents.

Another component of this plan is to provide alternative ways for parents to respond to the survey. The PTAC report referenced earlier notes that 39 percent of all states administer only a mail survey; 41 percent administer the survey in multiple modes. States that only administer a mail survey typically achieve a 20 percent response rate, while those that administer in multiple modes achieve a 33 percent response rate. Not only does having multiple response modes increase response rates, it may also be more cost efficient. Currently, WVDE opts to resend surveys to participants who did not respond to the first survey invitation (approximately 85% of all parents). If parents were provided with multiple modes to access the survey, the initial response rate would potentially be higher, resulting in fewer resends.

The response mode we propose for WVDE is an online survey. These surveys are very cost efficient to administer, and because we will be conducting a similar survey for Maryland at the same time, we will be able to use existing systems to host and maintain the survey. Another way in which administering an online survey could reduce costs is in follow-up mailings. Currently WVDE is considering mailing complete packets to non-responders. One alternative would be to consider only mailing reminder post cards that contain information on how to access the survey online, thus reducing printing and mailing costs.

For all of our online surveys, ICF provides technical support to ensure that participants can access the system and complete the survey as intended. Participants are provided the e-mail address and telephone number of a designated team member. Because of our experience conducting surveys of this type in multiple modes we already have systems in process to ensure that data is secure, the survey is 508-compliant, and that duplicate surveys (a parent completing the survey both via paper and online) are not processed.

Overall, throughout this proposal we have described three options that WVDE may choose to exercise either through a contract modification or through inclusion in the initial contract. All three options are designed to improve survey response rates.

- The development and distribution of outreach materials (Task 2)
- The development of a sheet of Frequently Asked Questions to be included in the mailing (Task 2)
- The development and administering of an online version of the survey (Task 7)

Exhibit 4 outlines our vision of how the activities of this project will be completed within schedule. We will review this proposed timeline with WVDE during the kickoff meeting.

Exhibit 4: Proposed Project Timeline

Task	2012					
	Apr	May	Jun	Jul	Aug	Sep
Task 1: Kickoff Meeting						
Kickoff Meeting	●					
Task 2: Sample Design and Sending Surveys						
Customization and printing of survey	●					
Mailing of surveys		●				
Task 3: Survey Receipt						
Monitoring of surveys (including weekly/monthly reports)		●	●			
Data entry of open-ended comments		●	●			
Task 4: Resending Surveys						
Packaging and mailing of reminder surveys			●			
Data entry of open-ended comments			●	●		
Task 5: Rasch Analysis						
Survey scanning				●		
Descriptive analysis and Rasch analysis				●	●	
Task 6: Reporting						
Produce state and LEA reports—first draft						●
Produce state and LEA reports—final						●
Task 7: Additional Options—Online Surveys						
Program online survey	●					
Launch online survey		●				
Monitoring of online survey		●		●		
Merging of online and paper survey data					●	

2. Corporate Experience, References, and Corporate Capability

ICF International (ICF) works in partnership with government agencies and private organizations in the United States and around the world to conceive, implement, and enhance solutions and services that protect and improve the quality of life. ICF was created in 1969 as the Inner City Fund by four people to provide venture capital for inner city development. Today ICF is a publicly traded company (NASDAQ: ICFI) and a leader in providing professional and consulting services for federal and state government agencies and private organizations. The firm's revenues and profitability, combined with the size of its staff (more than 3,700) and its many offices worldwide, ensures the availability of whatever resources are needed to field a well-qualified staff and procure the latest technologies needed to support its customers. ICF's headquarters, the operations center for the Washington, DC area, occupies more than 290,000 square feet of office space in Fairfax, VA. In addition, ICF maintains a local office in Charleston, WV, approximately two miles from WVDE.

ICF International is a recognized and respected name in the fields of survey administration and evaluation of educational programs. We have worked for most Federal Government agencies, more than 30 state governments, and numerous local governments. For more than 40 years, ICF has provided information, research, and analysis for informed decision making; practical recommendations for organization and program improvement; and training programs and products to enhance client performance. In fact, ICF is the lead contractor for the Race to the Top (RTT) Technical Assistance Network and the lead contractor for the administration of the Mid-Atlantic Regional Education Laboratory (REL), through which we serve the needs of educators by ensuring their access to the best available information from research and practice.

In this chapter, we describe the specific corporate qualifications and capabilities that ICF brings to this project.

2.1 Corporate Experience

Below we describe selected projects that demonstrate our corporate experience in: (1) conducting survey work related to the OSEP indicators; (2) conducting other large surveys; and (3) conducting work in the state of West Virginia.

Survey Work Related to OSEP Indicators

MARYLAND STATE PART B PARENT SURVEY

Since 2006, ICF has worked with the Maryland State Department of Education (MSDE) to generate the "percentage of parents with a child receiving special education services who report that schools facilitated parent involvement (OSEP Indicator 8)." This was done to meet a federal requirement and as a means of improving services and results for children with disabilities. The indicator is calculated based on parental responses to a series of questions administered via a paper/pencil and web survey. As with previous iterations of this survey, the questions on the survey are those recommended by the National Center for Special Education Accountability

Monitoring (NCSEAM). Separate surveys are used for parents with children in preschool versus parents of school-age children. Surveys are administered in English and in Spanish.

In 2011, a total of 107,452 surveys were mailed: 11,888 English Preschool; 435 Spanish Preschool; 90,546 English School-age; and 4,583 Spanish School-age. ICF mailed surveys to all parents/guardians of children receiving special education services, prepared parent/guardian notification letters, designed machine-readable data collection forms, implemented a data collection strategy, analyzed the data using Rasch analysis on a statewide and local education agency (LEA) level, and prepared a report on Indicator 8.

MASSACHUSETTS STATE PART B PARENT SURVEY

ICF has partnered with the MA DOE for the past five years to collect, analyze, and report data for Indicator 8 Parental Involvement as part of the Massachusetts State Performance Plan (MA SPP). To fulfill this task, ICF designed and implemented a statewide survey of parents of children with disabilities and analyzed the data collected from that survey in fulfillment of MA DOE's federal reporting requirements under Individuals with Disabilities Education Act (IDEA). ICF used the validated survey instrument developed by NCSEAM and recommended by OSEP to address state's reporting requirements under Indicator 8. Parents of children receiving special education services in grades K–12 (age 5–21) were surveyed (Part B).

In FY 2007, the survey was administered to two separate cohorts of districts—97 districts in fall 2006 and 99 districts in spring 2007. The survey was administered to all parents of students with IEPs in each cohort (approximately 40,000 surveys per cohort). Additionally, ICF assisted the MA DOE in discussions with school districts regarding the results of their fall 2006 and spring 2007 parent surveys, developed aggregated data files for all survey cohorts, and delivered those data files to MA DOE.

Under this contract, ICF also redesigned and developed the Massachusetts Parent Survey for administration in the spring 2008 to a cohort of 95 school districts. Most recently, ICF helped MA DOE revise their survey instrument in 2010, and developed a web survey for the 2011 survey administration to a cohort of 100 school districts. For all survey administrations, ICF conducted the data analysis of the survey results and reporting for meeting OSEP requirements.

OREGON STATE PART B PARENT SURVEY AND PART C FAMILY SURVEY

ODE hired ICF for the first time in 2011 to administer three surveys related to OSEP indicators for family and parent involvement. Specifically, ICF was contracted to collect and analyze survey data on OSEP Part B Indicator 8 and OSEP Part C Indicator 4.

ICF collected these data from May through November 2011 and analyzed them in November 2011 for the 2010–2011 school year. Data for these indicators were collected through the distribution of family and parent surveys, which were compiled, aggregated, and analyzed by ICF to develop State estimates. This was done to meet federal requirements, and as a means of improving services and results for children with disabilities. These indicators are calculated based on parental responses to a series of questions administered via a hard copy survey mailed home. Survey questions were recommended by the National Center for Special Education Accountability Monitoring (NCSEAM) and used on the previous six surveys. Separate surveys

are used for parents with children in preschool, parents of school-age children, and parents of infants and toddlers. Surveys were mailed in English and Spanish based upon information provided by the school systems.

ICF designed a statewide sample of parents/guardians of children receiving special education services, prepared parent/guardian notification letters, designed machine-readable data collection forms, implemented a data collection strategy, analyzed the data using Rasch analysis on a statewide level and by school system, and prepared a report on Indicator 8 and Indicator 4.

MARYLAND PART C FAMILY SURVEY

In 2010, ICF was contracted to administer the Part C Family Survey in Maryland. The purpose of this project was to design and implement a system of collecting, validating, and reporting information on the benefits received by families of infants and toddlers with disabilities participating in the State's early intervention system under Part C of IDEA 2004. ICF designed and mailed a survey to the 7,500 families who had children receiving early intervention services in Maryland and who were receiving early intervention services for at least 3 months. ICF also collected the data, analyzed the data using Rasch analysis on a statewide and LEA level, and reported the required OSEP data to MSDE.

MARYLAND PART B IEP AND PART C IFSP FAMILY SURVEY ON EARLY CHILDHOOD SERVICES

In collaboration with Johns Hopkins University, ICF conducted a survey of Maryland families whose 3- to 5-year-old children receive early childhood services through either a Part B Individualized Education Program (IEP) or a Part C Extended Individualized Family Service Program (IFSP). The goal of the survey was to assess families' satisfaction with the services their children had received, as well as their perception of how much progress their child had made. Families were also asked to describe how they had made the decision whether to continue to be served through an Extended IFSP or to transition to an IEP. ICF was responsible for the development of the survey instrument, the sampling of participants, and the implementation of the survey in both paper and online formats. The survey team reported results in a comprehensive report that described the methodology and key findings, and provided some recommendations based on feedback from the families.

As part of the same project, ICF conducted interviews with early childhood administrators in all 24 Maryland jurisdictions. The purpose of these interviews was to learn more about how the pilot Extended IFSP program was being implemented in each jurisdiction, any challenges that had been faced, and how those challenges had been addressed. ICF analyzed the data from these interviews and identified themes among the responses. ICF's report of findings included a set of recommendations-based interview findings related to what types of guidance and support MSDE should provide jurisdictions to help them implement the program effectively.

Other Survey Work

SURVEY DEVELOPMENT FOR THE CENSUS BUREAU AND NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

For more than seven years, Census Bureau and NCES has contracted with ICF to conduct formative research related to the School and Staffing Survey (SASS), a collection of school-based surveys administered to a national sample of teachers every few years. Some of this work has been to help NCES increase response rates to its surveys. For example, ICF conducted a series of focus groups with principals and their administrative personnel to learn more about how surveys are handled in schools, and what factors (e.g., timing in the school year, labeling of the envelope) would make it more likely that a principal would participate. ICF has also conducted several series of cognitive testing of proposed survey items with teachers, school- and district-level administrators on topics including professional certification, compensation, and performance evaluations. Findings from these tests were used by NCES to revise the surveys for subsequent administrations of the SASS.

EVALUATION OF THE TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

ICF is the evaluator of the Texas Virtual School Network (TxVSN). TxVSN is a statewide virtual school network established by the Texas Education Agency to provide education to students through electronic means. TxVSN first offered courses to students in Texas districts and open-enrollment charter schools beginning January 2009. The purpose of the evaluation is to examine the effectiveness of the TxVSN Central Operations and Course Review process in the implementation of the contractual, statutory, and legislative directives of the project.

As a part of the evaluation, we evaluate satisfaction levels of stakeholders. In 2010, we developed web-based evaluation surveys to be completed by instructors, students, course providers, and school districts. Because some of these stakeholders were being surveyed by TxVSN prior to ICF evaluation, ICF worked to customize existing surveys to capture data needed for evaluation but also keep key questions of interest to allow for longitudinal analysis on key indicators.

EVALUATION OF PUBLIC CHARTER SCHOOLS IN MARYLAND

ICF evaluated the performance of the public charter school grant given to MSDE by ED. At the end of the 2008-2009 school year, there were 34 charter schools operating in 7 school systems. Through a comprehensive mixed-method approach, ICF examined the extent to which the development of high-quality charter schools provided choice options for parents. Other important areas of investigation were the factors that encouraged the use of chartering and how the management and instructional leadership of the charter schools were being strengthened. Finally, ICF conducted a multilevel analysis that compared the academic performance, attitudes, and behavior of students in charter schools to those in traditional schools Statewide.

GEORGIA STUDENT HEALTH SURVEY

In the fall of 2001, with support from the Georgia Department of Human Resources, and in collaboration with Georgia's 19 health districts, ICF supported a Georgia Youth Tobacco Survey

(YTS) that resulted in the State's first weighted YTS sample. Prior to contracting with ICF, Georgia had twice attempted to conduct a YTS and failed to produce weightable data. It also had not produced a weightable Youth Risk Behavior Survey (YRBS) in a decade. In spring 2003, ICF helped Georgia break this pattern by generating a combined School x Student response rate of 88%. ICF worked closely with the representatives of Georgia's health districts to ensure survey acceptance and build on related local initiatives. In 2005 and 2009, both the YRBS and YTS were fielded in a sample of 50 middle schools and 50 high schools; while in 2007 only the YRBS was administered. ICF's responsibilities across these surveys has included recruitment of schools, selection of classrooms and scheduling data collection, training and supervision of field staff, preliminary processing of data, and producing Statewide reports. ICF was also awarded the contract to conduct the 2011 GA YRBS/YTS.

TEXAS YOUTH RISK BEHAVIOR SURVEY (YRBS)

ICF conducted two supplements to the national YRBS that resulted in a successful Statewide Texas YRBS in 2001 and 2003. The 2001 survey was the first successful YRBS in Texas history. In 2005, 2007, and 2009, the YRBS was successfully fielded as a free-standing survey, without dependence on incorporation of data from Houston and Dallas. For all five cycles of the TX YRBS, ICF was responsible for district and school recruitment, class selection, data collection, and initial data processing. ICF is preparing to conduct the next TX YRBS in the spring of 2011.

WORLDWIDE SURVEY FOR THE INTERNATIONAL BACCALAUREATE ORGANIZATION

The IBO hired ICF to create and field a web-based survey to 1,800 heads and coordinators at IB World Schools and in countries in all regions of the globe. The purpose of the contract was to collect high-level data from a variety of sources that can be analyzed on a year-by-year basis to measure the extent to which IBO services meet the needs of IB World Schools. ICF developed the instrument in French, Spanish, and English that collected satisfaction data on the four service areas, designing a survey that would lend itself to key driver analysis by identifying a set of comprehensive factors for each service area, including the professional development area. Through this survey, ICF was able to assess areas of strength and weakness to guide further development in their performance indicators and to allow the organization to improve performance.

TECHNICAL ASSISTANCE TO THE NATIONAL COLLEGE ACCESS NETWORK (NCAN)

NCAN is a nonprofit organization whose mission is to build, strengthen, and empower communities committed to college access and success so that all students, especially those underrepresented in postsecondary education, can achieve their educational dreams. NCAN contracted ICF to support data collection from public schools in Boston, Massachusetts as it sought to examine how the activities of supplemental college access intervention programs that serve students in the school are aligned with the school's student learning and achievement goals.

As a part of the data collection process ICF designed and administered paper surveys to all students in participating schools. In order to present this data in a useful format to the school based teams that would use the data, ICF designed a data dashboard that used clear charts and

tables that were easy understood and accessible to the teachers, counselors, and administrators that would use it. The reports were used by these school-based teams to identify what student needs were not being met regarding college access, why these needs were not being met, and to make decisions about what actions needed to be taken to ensure that there is equity in college going outcomes for all students.

West Virginia Work

EVALUATION OF WEST VIRGINIA INTEGRATED PATHWAYS TO ADULT STUDENT SUCCESS (I-PASS), WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM (2010-2012)

The West Virginia Community and Technical College System, in partnership with the West Virginia Department of Education's Division of Technical and Adult Education Service and three community and technical colleges, was awarded support via the U.S. Department of Education's Innovative Strategies in Community Colleges for Working Adults and Displaced Workers competition to implement Integrated Pathways for Adult Student Success (I-PASS) in January of 2010.

I-PASS is a comprehensive program aimed at preparing workers for future jobs. The program seeks to expand high-need enrollment, particularly among adults; strengthen Adult Basic Education (ABE) and Development Education (DE); and improve persistence and completion rates. I-PASS is being implemented in three sites across West Virginia: Bridgemont Community and Technical College (BCTC), Kanawha Valley Community and Technical College (KVCTC), and West Virginia University at Parkersburg (WVU-P).

ICF was awarded a competitive contract in January 2010 to conduct multimethod, longitudinal formative and summative project evaluation of I-PASS. Evaluation methods include compilation and analysis of program data (such as project activities, curriculum, enrollment, service delivery, course completion, grades, graduation, credentials earned, and assessment results) for both I-PASS students and similar students at non-I-PASS sites in the state; I-PASS staff and student surveys; student focus groups; and technical expert review of I-PASS curriculum.

WEST VIRGINIA HEAD START

Under contract with the Office of Head Start, Administration of Children and Families, ICF established a Head Start State Training and Technical Assistance (TTA) Office (HSSTTAO) and provides support services to Head Start and Early Head Start grantees in fourteen states including West Virginia.

In West Virginia, the state TTA Center provides training and technical assistance in early childhood education, specifically around Head Start priorities including School Readiness, CLASS (Classroom Assessment Scoring System) Family Engagement and *I Am Moving I Am Learning*. The WVTTA center is supplemented by a Regional TTA Grantee Specialist (GS) team that provides support to grantees in systems, fiscal and management compliance as well as new director support. In addition to providing individual and large group technical assistance to WV stakeholders, our WVTTA also sponsors a School Readiness Symposium in Beckley, WV in April.

WVTTA is a frequent presenter at WVHSA and works closely with the State Head Start Collaboration director, the WVHSA director, and other state partners to ensure alignment between federal mandates and state activities, and to support state-level planning.

WEST VIRGINIA BROADBAND CONSULTING SUPPORT

ICF was selected by the State of West Virginia to provide broadband strategic and advisory and support services. ICF broadband experts are conducting a series of assessments to provide the state with a baseline from which to expand and leverage broadband infrastructure investments that are currently underway in the state. ICF will also conduct a customized Universal Services assessment and program evaluation, a survey and inspection of broadband connectivity to the internet and a review of the new Broadband Technology Opportunities Program state middle mile broadband fiber network, and an analysis of adoption and deployment needs for schools and universities. ICF will review the West Virginia state broadband map, provide verification data for a wireless broadband map layer and provide recommendations for enhancements based on a review of best practices of state mapping efforts. In addition, ICF will also conduct an assessment of the K–12 system and how broadband is being deployed and used.

2.2 References

Below we have provided two professional references for states ICF has partnered with to administer the Part B Parent Survey in the past two years.

1. **Pat Shamer**
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Maryland State Department of Education
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2. **Dr. Jacqueline Nunn**
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E-mail: jnunn@jhu.edu
Phone: 410-516-9838
3. **Meg Nelson** (*primary point of contact out on maternity leave, alternate contact below*)
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2.3 Corporate Capability

Data Collection and Processing Capabilities

To support research and survey assignments, ICF maintains a broad array of tools, including data collection, processing, and reduction facilities:

- **Web-Based Data Collection and Online Surveys.** ICF designs and operates customized, web-based data collection, management, and dissemination systems that manage longitudinal data collections involving complex interactions between client and respondent. ICF conducts large- and small-scale online surveys using programs like Survey Monkey and Vovici. Our survey capabilities allow us to show consumers fixed images, web page screen shots, or audio and video clips as part of a survey. Our researchers also use multiple branching patterns to ensure that respondents are only asked the questions that are most appropriate for them. These branching patterns allow for more in-depth and comprehensive data collection while simultaneously minimizing the response burden for participants.
- **Mail Facilities.** ICF supports a secure, in-house Mail Service at our Calverton, MD office capable of sorting thousands of incoming and processing thousands of outgoing USPS mail pieces annually. Dedicated staff are assigned to the mail facility and it maintains contracts with USPS, FedEx, UPS, and Washington Express whose couriers provide us with daily mail services locally and all across the country.
- **Processing Optically Scannable Questionnaires.** ICF uses three Scantron OpScan scanners (OpScan 7, OpScan 8, and OpScan 10) and ScanTools Plus for Windows software for processing Optical Mark Reader forms. The scanners are connected to our networked computer system via a PC. Each model has slightly different feed, read, and stack capabilities, with a read capacity of between 3,600 and 6,000 sheets per hour. All three scanners have dual-side reflective read heads that allow for faster two-sided document scanning. Each model automatically separates scanned documents without requiring operator attention or interrupting data entry. The ScanTools Plus software is used to create the program logic associated with scanning a form. In addition to defining the data fields to be scanned, the user can specify edit routines; edit failures can be corrected either during the scanning process or in a subsequent processing step. Scanned and verified data are stored in standard ASCII data files that are accessible by standard software packages.

Desktop Productivity Resources

ICF provides full desktop or laptop computers to all staff. We supply a full range of hardware, software, and networking and communications systems suitable for general use and to satisfy specific contractual requirements. All computers for ICF staff members are loaded with a standard suite of software. The suite loaded on computers includes:

- Windows XP Professional
- Microsoft Office 2007
- Encryption
- Adobe Acrobat Reader
- Microsoft Communicator
- McAfee
- WinZip
- Virtual Private Network
- Wireless Software

Additional software (e.g., Microsoft Project, Microsoft Visio, Altiris, Winsteps, etc.) is available upon request and specific to the need of the employee or the project. ICF offers employees several methods of training to develop expertise in these applications including Web-based training and informal “brown bag” sessions. Our development teams have additional software that is required to complete their software development tasks, which may include the following:

- Adobe Pro
- Adobe Visual
- Adobe Illustrator
- InDesign
- Java
- Eclipse
- Oracle RDBMS
- Oracle Application Server
- Visual Studio
- Visual SourceSafe
- Object Relational Mapping Tools (Hibernate, n-Hibernate)
- ColdFusion
- PHP
- Photoshop

- Flash
- Fireworks
- Dreamweaver

The ICF Technology Management Services group (950+ professionals) has successfully implemented these technologies on hundreds of projects for both Federal and commercial clients. We have technology centers organized around core IT capabilities such as Java, Microsoft (ASP, .NET, SharePoint, MS SQL Server); Web Scripting (including ColdFusion, PHP, Flash, Photoshop, Dreamweaver); Geographic Information Systems (GIS); Data Warehouse & Reporting; Information/Cyber Security; Enterprise Architecture; and others. ICF uses these technology centers and matrix-based project staffing procedures to ensure our IT professionals stay current on new technology developments and cultivate additional expertise in key software capabilities.

Network/Computer Security

At each of its office locations, ICF maintains a local-area network (LAN), which consists of all desktop systems and internal file and print servers, and provides intranet and Internet desktop connectivity. Each LAN is implemented using a mixture of switched Ethernet, Fast Ethernet, Gigabit Ethernet, as well as wireless 802.11 technologies to provide the optimal mix of performance, security, and convenience for ICF staff. The LANs are interconnected with Cisco routers to form a wide-area network (WAN) of resources. Each office maintains frame-relay and/or secure virtual private network (VPN) WAN connections to the other ICF locations. The WAN is configured as a mesh network to provide redundancy across all locations, and it provides network resources for ICF employees regardless of the location of their facility or the resource. ICF has deployed VPN connectivity at each of its major offices, enabling individual employees to securely connect to the LAN from remote locations. ICF staff can communicate electronically with clients and business partners worldwide, through e-mail, the World Wide Web, File Transfer Protocol (FTP/SFTP), and teleconferencing technologies.

Data Security and Confidentiality

Due to our extensive experience in school-based research, we realize that the issues of data confidentiality and security are always present when student or parent information is collected and stored. We have performed hundreds of research and evaluation contracts that have required various levels of confidentiality, and the company has strict procedures in place for maintaining the security of the data received. For example, ICF requires each employee to sign a confidentiality agreement at hire, and securing electronic data sets behind different levels of security codes. In addition, ICF also has an institutional review board that reviews all research protocols before they are implemented in order to ensure that data confidentiality is maintained at all times. ICF is fully confident that its operating procedures will ensure protection of all participants involved in this project.

Analytic Tools and Software

ICF uses an array of software programs and processing capabilities to support general data processing, analysis, and reporting requirements. Quantitative researchers are trained in the use

of the SAS or SPSS software packages for data analysis. Power users have access to more specialized tools such as Winsteps for Rasch Analysis, Automatch for file matching problems; S-PLUS for specialized statistical procedures and data visualization problems; and SUDAAN and WesVar for variance computations. ICF's own Integrated System for Survey Analysis (ISSA) is used for analyzing complex data sets arising from international survey work and other applications.

Multiprocessor UNIX servers provide support throughout the company for all modules of SAS, and SPSS is available to all users through central servers. We also have GIS and SEERStat facilities. SAS and LinkPlus are used for data matching and linkage. We can also provide other packages to meet specific project needs. ICF supports a variety of database systems, including Microsoft Access, Oracle, MS SQL Server, and Sybase, and we maintain tools to support data exchange among applications.

ICF qualitative researchers are trained in the use of NVivo, the most recent version of the NUD*IST qualitative analysis package. This software facilitates the analysis of large amounts of qualitative data from focus groups and interviews by allowing researchers to create reports and link data using keywords and research topics.

Publications Services

ICF employs full-time experts in desktop publishing, text and graphic processing, editing and proofreading, graphic illustration and design, and reprographics and reproduction.

- **Editing.** ICF's editorial staff members have experience in technical writing, editing, proofreading, and translation. The group edits, critiques, and proofreads various documents, including technical reports, proposals, newsletters, journal articles, curricula, brochures, statistical tables, charts, bibliographic lists, and presentation materials.
- **Creative Services.** Our creative team has in-depth knowledge of private sector and government editorial, printing, and graphic design requirements having gathered research for Federal clients and shepherded hundreds of outreach materials through the GPO and onto the Internet. Our writer-editors are experienced in writing, editing, and proofreading the full spectrum of communications materials. They frequently work with government staff to prepare and submit forms to provide details about the nature, scope, size, and audience for the proposed products and move them through the approval process in an expedient manner. Their QA/QC process includes adhering to predetermined style guidelines; and offering recommendations, with the help of our graphic designers, on ways to enhance the look and feel of the page designs and artwork.

ICF's award-winning graphic designers have created thousands of communications materials for government and private sector clients, including print publications, conference materials, press kits, Web and CD-based tools, videos, and presentations. Our graphics design team members are proficient with both Mac and PC graphics software, such as Adobe InDesign CS3 and CS4, Adobe Illustrator, Adobe Photoshop, Adobe PageMaker, Adobe Acrobat, Quark Xpress, and MacroMedia Freehand.

- **Desktop Publishing and Text and Graphic Processing.** The publications staff generates camera-ready copies for technical reports, curricula, proposals, flowcharts, viewgraphs,

mass-mailing lists, databases, and newsletters. They are experienced in InDesign, QuarkXPress, Photoshop, Illustrator, and Adobe Acrobat, among other standard programs.

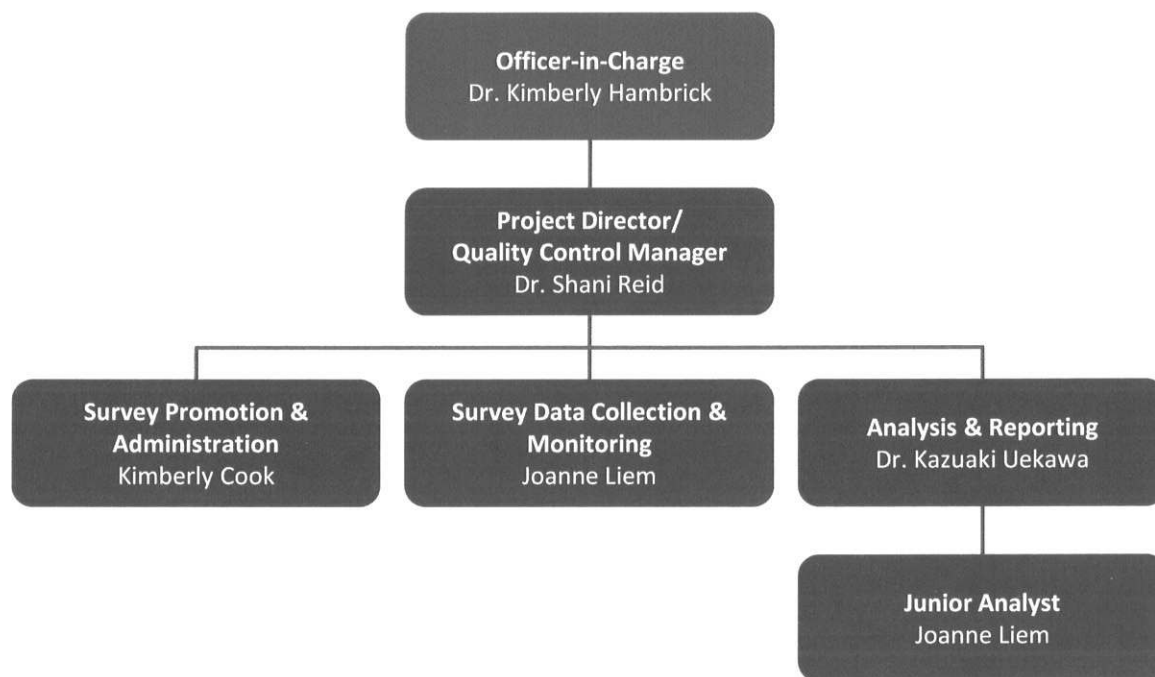
- **Reprographics and Reproduction.** ICF maintains reprographic facilities in regional offices including Calverton, MD. Through our resources, we are able to print large quantities of standard documents as well as documents as large as 42 inches wide and 300 feet long. We also have finishing equipment that includes digital programmable folders, programmable cutters, trimmers, tabbers, tying machines, and automatic drilling machines for hole making. We have various binding systems that can handle projects ranging from pamphlets to books; these systems include saddle stitchers, spiral binders, and perfect book binders. We also have an extra-large laminator to provide a clear protective coating that extends the life of items such as bookmarks, tabs, exhibit panels, and banners. Other services we provide are CD-ROM/DVD duplication services and VHS videotape duplication.

3. Personnel

ICF is dedicated to high-quality research, data collection, and reporting. The key staff members proposed demonstrate the wealth of high-level cross-functional experience that will be available to WVDE. For this project, we have proposed five ICF staff members who combined have extensive experience working with states to gather data and report on OSEP indicators, and extensive experience in program evaluation, survey design, and reporting.

Three of the five proposed team members have earned doctoral degrees with concentrations in measurement, evaluation, research methods, and statistics. All team members have a minimum of six years of experience working in public education and with state education agencies. Resumes of all key staff members are included in Appendix A. The organizational chart below depicts how we envision the functional and reporting roles to conduct this assignment for WVDE over the next three years.

Exhibit 7: Organizational Chart



Dr. Kimberly Hambrick, our proposed Officer-In-Charge, is currently a Principal and Regional Director of the ICF International Charleston, West Virginia office. Dr. Hambrick oversees all evaluation intervention contracts and all work in the post-secondary/adult education areas in the Youth and Adult Education line of business within the Education Division at ICF. In addition, she served as the Director of the National Laboratory Network contract, a subcontract to ICF from the REL Mid-Atlantic. She has more than 20 years of experience working in the education market, primarily in the areas of program evaluation, technical assistance programs, and social science research.

She possesses extensive knowledge of evaluation and research designs, methods, analysis and use, and has directed the evaluation components for multi-year, multimillion dollar Federal contracts focused on providing technical assistance. In earlier capacities, Dr. Hambrick directed evaluations for the Eisenhower Mathematics and Science Consortium and the Region IV Comprehensive Center. She also provided evaluation services to the Appalachia Regional Educational Laboratory. Dr. Hambrick has evaluated a wide variety of education and technical assistance programs and has conducted research for education vendors, state education agencies, legislative research entities, and the Council of Chief State School Officers.

Dr. Hambrick has experience working directly with U.S. Department of Education staff in terms of large Federal contracts. She understands the challenges associated with collaboration across different organizations and has worked successfully in the past to create opportunities for regional organizations to collaborate and share information and aggregate information at the national level for use by the Department of Education.

In addition, she was one of the developers of an alignment process of standards and instructional programs and conducted numerous alignment studies. She is a Certified Focus Group Moderator and has presented and/or published close to 100 reports and papers at the national, regional, and state level.

Dr. Hambrick is a graduate of Capella University, where she received her Doctorate in Higher Education Administration, with a minor in Measurement and Evaluation, and Organizational Change and Development.

Dr. Shani Reid, our proposed Project Director and Quality Control Manager, is also the Project Director and Quality Control Manager on the MSDE Parent Survey. She is a Technical Specialist at ICF International who has overseen or been integrally involved in the successful implementation of evaluations of projects in areas such as online learning, mathematics education, literacy, technology, arts education, and professional development. She is experienced in working closely with school systems to gather data from stakeholders including parents, students, teachers, and administrators. Her work with school systems in Illinois, Maryland, Massachusetts, Minnesota, and Texas has involved designing and administering surveys both online and in paper.

Dr. Reid also serves as the Lead Quantitative Analyst on several projects. She has managed several quasi-experimental studies focused on examining differences in student outcomes. For a federal Star Schools grant to Maryland Public Television, she analyzed student scores on the state standardized test, student scores on benchmark assessments, pre and post assessments of students' attitudes toward mathematics, and student game utilization and success statistics that were available in an online game database to determine the extent to which the game intervention impacted student outcomes. Dr. Reid also oversaw the analysis of a quasi-experimental study conducted for the Math for America (MfA) Foundation in New York. Hierarchical Linear Modeling was used to determine the extent to which students taught by MfA teachers outperformed students taught by non-MfA teachers.

In addition to producing standard evaluation and project reports, Dr. Reid has also worked with clients to develop targeted user-friendly reports that present findings from studies in ways that

are more accessible to the stakeholders. For the National College Access Network (NCAN), she developed school specific colorful briefings for each school involved in NCAN's project to support college access. The briefings summarized findings from a survey of all students in each school.

Dr. Reid is a graduate of The George Washington University, where she received her Doctorate in Education in Curriculum and Instruction, with a minor in research methods.

Dr. Kazuaki Uekawa, our proposed analysis and reporting task lead, is a Technical Specialist at ICF. He has 15 years of educational research experience in the areas of student behavior problems, academic achievement, and school reforms. He has conducted Rasch analyses for projects funded by the Bill and Melinda Gates Foundation and the U.S. Department of Education (ED).

For the Bill and Melinda Gates Foundation he used the Many-Facet Rasch model to derive scores based on a unique data set that included expert raters' judgments on teachers' assignments given to students and students' subsequent work products to evaluate the results of high school reforms in small schools. For ED, Dr. Uekawa created Rasch measures that helped assess the impact of professional development activities on teachers' knowledge, as well as the effect of teacher knowledge on classroom instruction.

His earliest quantitative work with TIMSS (The Third International Mathematics and Science Study) examined the use of calculators during eighth grade mathematics classes in Japan, the U.S., and Portugal. Dr. Uekawa is also an expert in longitudinal modeling of student achievement scores. With colleagues, he examined the implication of teachers' collegial network on students' growth in math and science achievement using a variety of quantitative techniques, including social network analysis and hierarchical linear modeling (HLM).

Currently, Dr. Uekawa and his ICF colleagues are helping the Delaware Department of Education (DEDOE) to construct a student drop-out early warning system. Based on the student database managed by DEDOE, the ICF team helped the state to identify at-risk students for dropping out, so interventions can be most effectively targeted to those most in need. He has been an expert reviewer of experimental studies in education in two large projects funded by the US Department of Education.

Dr. Uekawa is a graduate of The University of Chicago where he earned his Doctorate in Sociology.

Ms. Joanne Liem, our proposed Survey Data Collection and Monitoring task lead and Junior Analyst is a program manager and analyst at ICF. She has over 10 years of experience working concurrently on several different quantitative and qualitative research projects. Her quantitative research projects include designing and implementing surveys, providing technical support, analyzing statistical data (including Rasch Analysis), and reporting survey results. Specifically, Ms. Liem has conducted surveys for the National Cancer Institute, the Maryland Department of Education (parent surveys for the U.S. Department of Education's Office of Special Education Programs Part B Indicator 8 and Part C Indicator 4), the Massachusetts Department of Education

(Part B Indicator 8 and Part C Indicator 4), and the Oregon Department of Education (Part B Indicator 8).

On the aforementioned studies, Ms. Liem has implemented the paper surveys, managed the online survey programming, provided weekly reporting of response rates, analyzed the statistical data, using SPSS Statistical Software, as well as the Rasch analysis using Winsteps, and reported the results in a series of reports meeting the requirements for the Annual Performance Reports, and the State Performance Plans for OSEP. For all previous Maryland and Massachusetts Indicator 8 projects, Ms. Liem ran the survey help desk where she responded to parent inquiries about the surveys, and managed subcontractors on the mailings.

Ms. Liem earned her Master's in Public Health from the University of Maryland.

Ms. Kimberly Cook, our proposed Survey Promotion and Administration task lead, has more than 26 years of experience in the education sector. As a Specialist in ICF's Charleston, West Virginia, office, she provides research assistance and support on several projects including the Regional Education Laboratory (REL) Mid-Atlantic and the Reform Support Network. Her past work in a variety of capacities includes support of federal programs including the Eisenhower Regional Mathematics and Science Consortium, the Region IV Comprehensive Center, the National Laboratory Network, and Appalachia Educational Laboratory.

Ms. Cook has managed the submission of major program reports and proposal submissions to various funding sources, including the U.S. Department of Education. Her work in the policy/government relations department of a regional educational laboratory included researching and compiling information related to needs in congressional districts, preparing briefing materials to be presented to legislators, coordinating a policy brief peer review process, and assisting with preparation of policy briefs. Ms. Cook also has experience with database management, data collection, and data cleaning, including recent experience conducting interviews for evaluations of two community college programs designed to improve outcomes for adult students.

4. Price Quotation

The Price Quotation appears on the following page.

Price Quotations EDD370596

PROJECT COMPONENTS	ACTIVITY
SENDING SURVEYS	Printing, outgoing envelop and postage, business reply envelop
SURVEY RECEIPT	Return postage, opening, scanning and
RE-SENDING OF SURVEYS, IF NECESSARY TO NON-RESPONDENTS	Printing, outgoing envelop and postage, business reply envelop
RASCH ANALYSIS	Statistical Analysis
REPORTING	Hard Copy and Electronic Reporting
ADDITIONAL OPTION	
SAMPLE DESIGN	Customization, item selection, unique identifiers, pictures, etc.

****ALL REPORTING WILL MEET STATE AND FEDERAL REPORTING REQUIREMENTS**

The price quoted below will not be subject to any increase and will be considered firm for the life of the contract.

License Fee	\$0.00
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$$\text{Price per Survey Mailed} \quad \underline{\$3.59} \quad \times 15,000 = \underline{\$53,920.42}$$

(estimated usage)

(Price per Survey Mailed includes: survey, postage, sending survey, resending of survey to non-respondents, data analysis by State and LEA, report of data analysis and Indicator 8 requirements)

TOTAL COST	\$53,920.42
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The basis of award will be on the total cost above.

Additional Option / Sample Design	\$0.00 **
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**Unable to provide a total Firm Fixed Price quote for the Sample Design without greater specifications of work. Expected fixed price labor costs to be \$60/hr.

BUDGET NOTES

The firm fixed price above only reflect costs for the base period. Any subsequent contract renewal quotes for option years will differ for items such as (but not limited to): scope of work and/or wage escalation.

ICF will invoice with equal monthly installments of \$10,784.08. All invoices are due Net 30 from invoice date.

Appendix A: Resumes

EDUCATION

Ph.D., Higher Education Administration (a minor in Measurement and Evaluation; and Organizational Change and Development), Capella University, Minneapolis, MN, 2002
M.A., Research and Evaluation, Marshall University, Charleston, WV, 1992
B.S., Journalism (with emphasis in Public Relations and minor in Business), West Virginia University, Morgantown, WV, 1987

CERTIFICATIONS AND TRAININGS

Negotiation Essentials, University of Notre Dame, Mendoza College of Business, 2010
Change Leadership, Cornell University, School of Industrial and Labor Relations, 2012

EXPERIENCE OVERVIEW

Dr. Hambrick is currently a Principal and Regional Director of the ICF International Charleston, West Virginia office. Dr. Hambrick oversees all evaluation intervention contracts and all work in the postsecondary/adult education areas in the Youth and Adult Education line of business within the Education Division at ICF. In addition, she served as the Director of the National Laboratory Network contract, a subcontract to ICF from the REL MidAtlantic. She has more than 20 years of experience working in the education market, primarily in the areas of program evaluation, technical assistance programs, and social science research. She possesses extensive knowledge of program management at the Federal, State, and Local levels; and directed the Eisenhower Mathematics and Science Consortium (a multi-year, multi-million Federal project). She possesses extensive knowledge of evaluation and research designs, methods, analysis and use, and has directed the evaluation components for multi-year, multimillion dollar Federal contracts focused on providing technical assistance. In earlier capacities, Dr. Hambrick directed evaluations for the Eisenhower Mathematics and Science Consortium and the Region IV Comprehensive Center. She also provided evaluation services to the Appalachia Regional Educational Laboratory. Dr. Hambrick has evaluated a wide variety of education and technical assistance programs and has conducted research for education vendors, state education agencies, legislative research entities, and the Council of Chief State School Officers.

Dr. Hambrick has experience working directly with U.S. Department of Education staff in terms of large, Federal contracts. She understands the challenges associated with collaboration across different organizations and has worked successfully in the past to create opportunities for regional organizations to collaborate and share information and aggregate information at the national level for use by the Department of Education.

In addition, she was one of the developers of an alignment process of standards and instructional programs and conducted numerous alignment studies. She is a Certified Focus Group Moderator and has presented and/or published close to 100 reports and papers at the national, regional, and State level.

PROJECT EXPERIENCE

Business Development

Dr. Hambrick has more than 19 years of experience with business development efforts for a non-profit education organization. Currently, she serves as the Business Development Coordinator for the Youth and Adult Education line of business in ICF's Education Division. Recently, she served as Director of Corporate Development for Edvantia. She created business development strategies to assist Edvantia with meeting its annual revenue targets; nurtured strategic relationships to build competitive partnerships; identified, evaluated, and facilitated business opportunities that aligned with mission and competencies of

the organization; and developed competitive and winning proposals to secure new revenue. She was instrumental in developing processes and procedures to streamline business development efforts, which eliminated competing proposals, submitted by different units within Edvantia and created a mechanism to track business opportunities from lead identification to proposal submission and revenue generation. Dr. Hambrick was responsible for more than \$35 million in new revenue, since 1991, either through direct efforts or leadership of others' efforts. Since assuming the role of Director of Corporate Development in 2006, her average for reaching annual revenue targets was 86% and win rates for proposals submitted and funded average 67% under her leadership.

RECENT PROJECT EXPERIENCE

Program Management

Principal-in-Charge, 2009–Present. Dr. Hambrick is the Principal-in-Charge for Program Evaluation Intervention Projects and Higher Education projects that ICF holds. In this role, she oversees the contracts and works closely with the project manager to ensure the quality of the evaluation work and also monitors the project's financials. A few examples of the ongoing projects include:

Evaluation of several contracts in Texas. ICF is currently evaluating the Texas Adolescent Literary Academies, the High Schools Success Pilot Programs, and the Texas Virtual Schools Network. In addition, ICF is a partner on the Texas Rider 42 Professional Development Research Study.

Evaluation of two FIPSE contracts. ICF is currently conducting two evaluations for projects funded by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education. The projects are with Richmond Community College in North Carolina and the West Virginia Higher Education Policy Commission.

Development of an online data system. ICF is working with The Education Trust to develop an online data collection system for the Access to Success initiative and provides for data management, analysis, reports, and technical assistance.

National Laboratory Network, 2010–2011. Dr. Hambrick served as the Director of the National Laboratory Network contract, a subcontract to ICF from the REL MidAtlantic. This project was the coordinating entity of the Regional Educational Laboratory Network. In this capacity, she led the coordinating function across the 10 laboratories nationwide.

Eisenhower Mathematics and Science Education Consortium, 2004–2005. Dr. Hambrick served as the Director of the Eisenhower Mathematics and Science Consortium in the last year of operation. This project provided technical assistance and professional development to educators and education agencies in a four-state region (Kentucky, Tennessee, Virginia, and West Virginia). In this capacity, she led an 8-member staff in the all project operations and successfully closed out a Federal program.

Technical Assistance

Assessment, Alignment, and Accountability work at Edvantia, 2001–2007. Dr. Hambrick served as the Director of Assessment for Edvantia. In this role she provided technical assistance expertise in the areas of assessment, alignment, and accountability work for state education agencies and education vendors. She was part of the development team for Data Connections: Using Assessment to Improve Teaching and Learning, an interactive CD-ROM that was selected in 2003 as a Districts' Choice Top 100 Products Award for District Administration Magazine. Dr. Hambrick was also one of the developers of The Edvantia Model for Alignment of Standards and Instructional Programs (ASIP). This model has been used with multiple state education agencies and an education vendor to determine the alignment of standards (for regular, alternate, and modified assessments) and instructional programs. Specific project examples follow:

Wisconsin Student Assessment System: Extended Grade Band Descriptors, Reading, Mathematics, and Science Department of Public Instruction, 2007. Dr. Hambrick was co-lead on this study to train a set of facilitators in the process for developing performance descriptors for the Wisconsin Department of Public Instruction for their alternate assessment. She conducted the training using the ASIP model and finalized the set of performance descriptors for use.

Mississippi Achievement Descriptors for the Language Arts, Mathematics, and Science Framework, 2006. Dr. Hambrick was co-lead on this study to train a set of facilitators in the process for developing performance descriptors for the Mississippi Department of Education for their regular assessment. She conducted the training using the ASIP model and finalized the set of performance descriptors for use.

Program Research and Evaluation

Saxon Math K-4 Alignment Study and Selected State and NCTM Standards, 2005. Dr. Hambrick was co-lead on this study for Harcourt Achieve after they acquired Saxon Math. The study determined the alignment of the Saxon Math K-4 programs to the National Council of Teachers of Mathematics Principles and standards for school mathematics for Texas, California, Florida, Illinois, and New York.

District Audit Tool at Edvantia and Council of Chief State School Officers, 2004–2005. Dr. Hambrick served as the researcher on a joint project between Edvantia and CCSSO. The District Audit Tool: A Method for Determining Level of Need for Support to Improvement and related software (the AYP Metric Calculator) allow states to determine which districts require the highest levels of support, what kinds of support they need, and how to allocate resources to districts and schools not making AYP. In this capacity, she worked on the literature review for district effectiveness, on the matrices and processes developed for conducting the audit, and on analysis of the data and development of the final product.

Analysis of Kentucky Commonwealth Accountability Testing, 2005. Dr. Hambrick was part of a team that worked with the Kentucky Legislative Research Commission to analyze the Kentucky Commonwealth Accountability Testing System (CATS) and provide conclusions on the appropriateness for intended purposes and uses of components (e.g. CTBS/5 and KCCT) and item formats (e.g. open response items, on-demand writing, writing portfolios, and multiple-choice items) that make up the Commonwealth Accountability Testing System (CATS) for groups of students in grades in which they are tested and for different classifications of students within grades. In this capacity, she provided project oversight and analysis expertise.

Eisenhower Mathematics and Science Education Consortium, 2001–2004. Dr. Hambrick served as the Director of Evaluation for the Eisenhower Mathematics and Science Education Consortium. In this capacity, she was responsible for designing and implementing all components of the program evaluation model for the technical assistance effort. In addition, she played a lead role on the Eisenhower Consortia Network evaluation team and assisted with the development of performance descriptors, data collection measures, and a database instrumental in aggregating data across the 10 Consortia nationwide.

Region IV Comprehensive Center, 2001–2004. Dr. Hambrick served as the Director of Evaluation for the Region IV Comprehensive Center. In this capacity, she was responsible for designing and implementing all components of the program evaluation model for the technical assistance effort. In addition, she was instrumental in moving the Comprehensive Center Network toward forming a national evaluation group that developed performance descriptors for cross-Center evaluation purposes.

SELECTED PUBLICATIONS

Howley, C. W., & Hambrick, K. (2010). *You Can't Get There from Here: The Hollowing Out of Rural North Carolina*. Draft paper presented at the 2010 National Rural Education Association Research Symposium and Conference.

Wisconsin Department of Public Instruction, Sheinker, Jan and Hambrick, Kimberly. 2007. *Wisconsin Student Assessment System: Extended Grade Band Descriptors, Reading, Mathematics, and Science*. Wisconsin Department of Public Instruction.

Hambrick, Kimberly, Howley, Caitlin. W., & Bradley, Karen. 2006. *District Audit Tool: Literature Review*. Washington, DC: State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

Sheinker, Jan, Hambrick, Kimberly, Lowery, Diane, Lamitina, David, Steele, Christine, St. Clair, Kathy, Butcher, Keith, and Jarrell, Ted. 2005. *District Audit Tool: A Method for Determining Level of Need for Support to Improvement*. CCSSO and Edvantia.

Sheinker, Jan, Redfield, Doris, and Hambrick, Kimberly. 2004. *The Edvantia Model for Alignment of Standards and Instructional Programs (ASIP)*. Edvantia, Charleston, WV.

Hambrick, Kimberly and Good, Kim, 2003. *Graphic Organizers: A Review of Scientifically Based Research*. AEL, Charleston, WV.

Hambrick, Kimberly, McGraw, Tammy. M., & Redfield, Doris, 2002. *Making Decisions for Online Assessments: A Tool for Education Leaders*. AEL, Charleston, WV.

Hambrick, Kimberly and others, 1994. *Priorities for Research and Development with Rural Small Schools: Results of a Modified Delphi Study with a Panel of Rural Researchers*. Occasional Paper No. 35. AEL, Charleston, WV.

AWARDS

Caitlin Howley and Kimberly Hambrick received the Howard A. Dawson Best Research Paper Award at the 2010 National Rural Education Association Research Symposium and Conference for their paper, You Can't Get There from Here: The Hollowing Out of Rural North Carolina. Their study explored how rural youths' educational and residential plans for adulthood are influenced by socioeconomic status (SES) dynamics and attachment to place.

PROFESSIONAL AFFILIATIONS

American Evaluation Association (AEA)
Association of Fundraising Professionals (AFP)

EMPLOYMENT HISTORY

ICF International	Principal	2009–Present
Edvantia	Director of Corporate Development	2006–2009
	Director of Assessment	2001–2005
	Director of the Eisenhower Mathematics and Science Consortium	2004–2005
	Director of Evaluation	2001–2004
	Senior Research and Evaluation Specialist	2000–2001
	Research and Evaluation Specialist	1994–2000
	Research and Evaluation Associate	1994
	Research Assistant	1991–1994
	Writer	1989–1991

EDUCATION

Ed.D., Curriculum & Instruction (a minor in Research Methods), Graduate School of Education & Human Development, The George Washington University, 2007
M.S., Computer Science, University of the West Indies, 2000
B.S., Computer Science, University of the West Indies, 1997

EXPERIENCE OVERVIEW

As a Technical Specialist with ICF, Dr. Reid directs the evaluation of several education-related programs. She is involved in the various stages of evaluation from creating evaluation plans and designing data collection instruments, to analyzing data and reporting the findings in various contexts. Dr. Reid utilizes both quantitative and qualitative methodologies to design and conduct evaluations. She possesses expertise in advanced statistical techniques, such as structural equation modeling and multinomial logistic regressions. She is also skilled in the analysis of large databases such as those produced by the National Center for Education Statistics (NCES).

Dr. Reid is also a trained interviewer and focus group moderator. She has moderated groups or conducted interviews for clients as diverse as the U.S. Department of Education, the U.S. Census Bureau, the Federal Reserve Board, the Food and Drug Administration (FDA), the Florida Department of Health, the Texas Education Agency, and Maryland Public Television.

Additionally, Dr. Reid's experience in instrument design includes the creation of surveys, logs, and classroom observation guides. She has conducted classroom observations across the state of Maryland, and in Illinois, Massachusetts, and Minnesota. A sample of her project work follows, organized into four sections: (i) quantitative data analysis projects, (ii) survey projects, (iii) qualitative data analysis projects; and other projects.

PROJECT EXPERIENCE

**ICF International, Technical Specialist, 2009–Present; Project Manager, 2007–2009;
Research Analyst, 2006–2007**

Quantitative Data Analysis Projects

Evaluation of the Texas Virtual School Network (TxVSN). TxVSN is a state virtual school network that is authorized by the Texas Legislature to provide education to students through electronic means. TXVSN offered its first courses in January 2009. The purpose of the evaluation is to examine the effectiveness of the TxVSN Central Operations and Course Review process. The evaluation will inform upcoming legislative directives regarding the future of the network. Dr. Reid is the Lead Quantitative Analyst for this evaluation. In her role she collects and analyzes longitudinal data on student course taking patterns and student achievement. She also oversees the design and administration of satisfaction surveys administered online to students and instructors at the end of each course, as well as satisfaction surveys that will be administered (also online) to other stakeholders at the end of each semester.

Evaluation of Star Schools Project. This 5-year multimillion-dollar project was funded by the U.S. Department of Education through a Star Schools grant awarded to Maryland Public Television (MPT). MPT and its partners (including the Center for Technology Education at John Hopkins University and the Education Arcade at Massachusetts Institute of Technology) designed a game and simulation aimed at improving the pre-algebra and literacy skills of middle school students. As a part of her responsibilities as the evaluation manager, Dr. Reid conducted field tests of the various version releases of the game with diverse audiences and observed game use in classroom settings. These activities required designing parent consent and student assent forms for the middle school students to participate in the study,

designing data collection instruments to capture feedback on the game, and ensuring that all study activities are compliant with IRB regulations. Dr. Reid recently completed a quasi-experimental study of the impact of the game on student outcomes. The quasi-experimental study involved over 3,000 students from four school districts in Maryland. Dr. Reid managed the recruiting of the school districts and the recruiting of school teachers within districts that agreed to participate in the study. She also oversaw ongoing communication with the teachers and with the districts to ensure their full participation and ensure that all needed data was collected. She used SPSS to analyze the data and submitted a final report to ED and MPT.

Math for America. Dr. Reid served as the senior research analyst on an evaluation of the Math for America Foundation's Newton Teacher program. The goal of the Math for America Foundation is to improve mathematics education by ensuring the preparation, placement, and retention of highly qualified teachers in public high school classrooms. Through the program, recent college graduates or those who are currently in the workforce are recruited and trained to teach math in New York City high schools. Dr. Reid oversaw the design and conduct of a quasi-experimental study using hierarchical linear modeling aimed at determining the effect of the program on student performance on three New York statewide high school examinations. After overseeing the analysis, she was responsible for taking the raw output data and creating a clear and readable summary of the findings for the Foundation.

Artful Integration-Grant Language and Arts Magnet School. Dr. Reid was the project manager overseeing the evaluation a Professional Development for Arts Educators grant awarded to the Grant Language and Arts Magnet school of Duluth, Minnesota. The project focused on implementing the Artful Learning educational model in the curriculum. The goal of the evaluation was to determine the extent to which the implementation of the program has impacted student performance on state standardized tests and student engagement. The evaluation also examined the extent to which teachers implemented the model and examined teachers' perceptions of the professional development they received. As the project manager on this study, Dr. Reid coordinated a mixed-methodology evaluation which incorporated a quasi-experimental study exploring the impact on student achievement using matched comparison schools. She also conducted site visits and school staff interviews to assess level of implementation and satisfaction with the program.

Maryland Reading First. Reading First is a federal program that supports states in the selection and implementation of research-based reading programs in high-need elementary schools. Dr. Reid provided analytic support to this project. She was responsible for overseeing the analysis of student performance on standardized tests, and reporting these findings to the Maryland State Department of Education and the U.S. Department of Education. She was also a part of the case study team, conducting interviews with school administrators and teachers in Maryland to showcase the program.

Teaching Improvement through Mathematics Education. The Teaching Improvement through Mathematics Education (TIME 2000) program at the City University of New York is a four-year teacher preparation program that requires prescriptive coursework in mathematics and secondary education, seminars, and extracurricular activities to promote interaction among peers and with program faculty. Dr. Reid provided analytic support to the evaluation of this project by comparing the outcomes of students enrolled in the program to a national sample of novice teachers whose data was obtained from the 1999-2000 Schools and Staffing Survey produced by NCES.

Fairfax County International Baccalaureate. Dr. Reid oversaw the quantitative evaluation of the Middle Years Programme (MYP) offered by the International Baccalaureate (IB) program in Fairfax County, VA. Program providers were interested in determining if students in the IB MYP performed at higher levels than students who had not been involved in IB. On conclusion of the analysis, which included the use of MANOVA models and regression analysis, Dr. Reid summarized and presented the findings to the client.

Technology Literacy Measurement. The Technology Literacy Measurement Grant, managed through Baltimore County Public Schools with funds from the Maryland State Department of Education, is designed to identify assessment tools that could be used to determine both teacher and school-based administrator technology literacy in the state of Maryland. As the external evaluator for this Grant, ICF

worked closely with the Measurement Grant Advisory Committee to finalize and pilot the inventories. Once the inventories were finalized, Dr. Reid oversaw the process of developing valid and reliable cut scores for teachers and library media specialists that would indicate whether an individual taking the assessment could be classified as technologically proficient overall and on each technology standard. Dr. Reid summarized the process of developing the cut scores in a report to Baltimore County Public Schools and is currently analyzing data from teachers, library media specialists, and administrators from all 24 school systems who took the assessment.

Association for Prevention Teaching and Research: You Call the Shots. ICF served as the third-party evaluators of the web-based interactive, self-study immunization training course Immunization: You Call the Shots. Dr. Reid provided analytic support to this project. She worked with the information technology staff of the Centers for Disease Control and Prevention (CDC) to develop a data sharing protocol that would allow ICF to obtain archived data from CDC servers on participants who had taken the training course from 2005-2007. Dr. Reid analyzed the data obtained and presented a report to stakeholders at CDC and the Association for Prevention Teaching and Research on the characteristics of course participants during the period.

Survey Projects

Technical Assistance to the National College Access Network (NCAN). NCAN worked with the Boston Public School (BPS) system to support research in two Boston public schools regarding how best to improve their college going rates. As project director for this study, Dr. Reid provided technical assistance to project partners (NCAN, BPS, and the Center for Urban Education at the University of Southern California) by working with them to: identify student measures associated with college access, identify the best way to collect data on these measures, design data collection instruments, and collect and analyze primary and secondary data. As a part of this project, Dr. Reid collaborated with the partners to design and administer a paper student survey to approximately 2,000 students across both schools; interviewed school administrators and school counselors; and conducted focus groups with teachers and parents.

Piloting of Sample Questions on National Surveys. Since 2008, Dr. Reid has served as one of the project managers for the piloting of the Schools and Staffing Survey (SASS), the Teacher Follow-Up Survey (TFS), the Beginning Longitudinal Teacher Survey (BLTS), and the School Survey on Crime and Safety (SSOCS). These are comprehensive surveys administered to a random sample of schools, teachers, and administrators nationally every few years. The surveys are administered by the United States Census Bureau and the National Center for Education Statistics (NCES). ICF's role is to support the work of these organizations by fielding several questions on the surveys prior to release to better understand the survey's target audience and increase response rates. Dr. Reid was responsible for the day to day management of the piloting sessions. She developed recruiting guides and screeners, coordinated recruiting activities, managed telephone interviewers to ensure that all data collection protocols were adhered to, and worked with the project director to submit a report highlighting the study findings as well as recommendations to the Census Bureau and NCES.

Open Source Learning Management System. ICF was the third party evaluator of the Open Source Learning Management Systems (OSLMS) partnership grant. The purpose of this Enhancing Education Through Technology program grant was to determine whether open source learning management systems are a cost-effective and viable Learning Management System (LMS) solution. The grant was made up of a consortium of partners from seven of the 22 local school systems in Maryland. As project director, Dr. Reid attended and evaluated consortium meetings, documented and evaluated grant activities, provided technical assistance on the development of rubrics to evaluate OSLMS, and oversaw the conduct of the cost-effectiveness study. As a part of the cost-effectiveness study Dr. Reid designed and administered online surveys to learners and facilitators in several online teacher professional development modules.

Qualitative Data Analysis Projects

Food and Drug Administration (FDA). Dr. Reid moderates focus groups nationally for FDA. She has served as the project manager on several projects that are generally focused on obtaining feedback from consumers regarding proposed FDA implementations of various regulatory mandates, such as the

labeling of restaurant menus and the labeling of gluten-free products. In addition to moderating these groups, Dr. Reid summarizes and reports on findings to FDA.

Design and Testing of Financial Disclosures for the Federal Reserve Board (FRB). Dr. Reid served as the project manager for two FRB studies focused on studying consumer financial literacy and revising financial disclosures to make them easier for consumers to understand. One of these studies focused on reverse mortgages, and the other on deposit availability notices. These projects used focus groups and in-depth cognitive interviews to collect information that was then used by an ICF design team to create more readable disclosures.

Florida Department of Health. Dr. Reid moderated focus groups and conducted one-on-one interviews with various groups of smokers and non-smokers for the Florida Department of Health. These focus groups were aimed at collecting feedback on print and audio campaign materials developed for smoking prevention and cessation. Dr. Reid submitted top-line reports for each focus group and interview.

Maryland K-12 Digital Library. As project director of the evaluation of the Maryland K-12 Digital Library project, which was funded through the Federal Enhancing Education Through Technology program, Dr. Reid coordinated the evaluation of the extent to which the project had met its goals. One of the goals of this project was the creation of a consortium among the 24 local education agencies (LEA) in Maryland to purchase digital content for public school libraries. Another goal was to encourage the use of these resources by teachers and their students by supporting the development of professional development activities by the individual LEAs. As project manager, Dr. Reid provided technical assistance to consortium members on how to design appropriate evaluations of grant-related professional development activities. She also supported the work of the consortium by documenting the processes and procedures necessary to establish and sustain the consortium, assessed the extent to which project goals were achieved, and oversaw a cost-effectiveness analysis of the project to determine if the consortium is a cost-effective way to provide access to digital resources for Maryland schools.

Other Projects

Regional Education Laboratory (REL)—Mid-Atlantic, Institute of Education Sciences. RELs provide access to high quality scientifically valid education research through applied research and development projects, studies, and other related technical assistance activities. Dr. Reid provides research support in the design and conduct of REL studies.

Evaluation of the Money Smart for Young Adults (MSYA) Curriculum. MSYA is a curriculum developed by the Federal Deposit Insurance Corporation to help youth (aged 12-20) learn the basics of handling their money and finances. ICF is conducting a national longitudinal evaluation of this project to help determine the impact of the program on the financial behavior of high school students. Dr. Reid currently manages the national recruiting effort for this project.

George Washington University, Adjunct Lecturer 2005–Present; Project Director, 2004–2006; Graduate Assistant, 2001–2004; Teaching Assistant, 2005

As an adjunct lecturer, Dr. Reid teaches Introduction to Quantitative Methods to master's degree students. This course is a required capstone research course. Dr. Reid has taught this course face-to-face and online. She has previously taught Teaching and Learning II, a foundation course in lesson planning and classroom management.

As project director, Dr. Reid managed the Candidate Performance Assessment Management System grant awarded by the District of Columbia State Education Agency Office of Academic Credentials and Standards. This grant was designed to transition the Graduate School of Education and Human Development's assessment system to a technology platform compliant with the school's national accrediting body. Dr. Reid supported the development of the technology platform and provided training on how to use the new system.

As graduate assistant, Dr. Reid provided training to graduate students and faculty members on various research methodologies. She also designed and conducted SPSS training workshops.

Fairfax County Public Schools, Consultant/External Evaluator, 2003–2006

Dr. Reid conducted a mixed-methodology evaluation of a 3-year Teaching American History grant awarded to the Fairfax County Public School system. This evaluation examined the impact of professional development on teacher knowledge and skills as well as on student attitudes and achievement. Dr. Reid, along with her co-evaluator, designed the evaluation plan, administered surveys, and conducted interviews and classroom observations to document the effectiveness of the program. Evaluation reports were generated for the Advisory Committee and for the U.S. Department of Education.

The University of Technology, Adjunct Lecturer, 2000–2001

Dr. Reid's primary responsibility was to teach classes in Operating Systems and Advanced C.

Hillel Academy, Computer Science Teacher, 1997–2000

Dr. Reid increased the pass rate on the regional Caribbean examination in Computer Science by approximately 400 percent in her first year. She redesigned the computer lab, developed a new curriculum for grades 7 through 9, and advised on schoolwide computer purchases. Dr. Reid also taught the following classes: MS Access, Excel, and Word; Introduction to Programming; Introduction to Computers; and Web Page Design.

Relevant Experience

George Washington University, 2004. Dr. Reid designed a master's-degree-level course in computer science methods for students seeking licensure in computer science. The course was submitted to and approved by the District of Columbia State Education Agency. The Graduate School of Education and Human Development at George Washington University began accepting candidates for this program in fall 2006.

Hillel Academy, 1997–2000. Dr. Reid designed a secondary-school-level computer science curriculum for students in grades 7 through 11. The course and other relevant documents were submitted to the Southern Association of Colleges and Schools for review. The school was successfully accredited by this body.

PROFESSIONAL AFFILIATIONS

American Evaluation Association
American Educational Research Association

SELECTED PUBLICATIONS AND PRESENTATIONS

- Reid, S. (2010, November). Measuring the quality of implementation of on-line learning games in instruction. Presented to the American Evaluation Association, San Antonio, TX.
- . (2008, November). Evaluating educational technology: Approaches to collecting meaningful data. Presented to the American Evaluation Association, Denver, CO.
- . (2007, November). It's not just fun & games: Evaluating games in the classroom. Presented to the American Evaluation Association, Baltimore, MD.
- . (2007, April). Building a model for classroom game evaluation. Presented to the Eastern Evaluation Research Society, Absecon, NJ.
- . (2005, December). Student learning and teacher professional development. Presented to the National Staff Development Council, Philadelphia, PA.

- . (2005, February). Teacher quality: Defining, assessing, and improving. Presented to the Educational Symposium for Research and Innovation, Washington, DC.
- . (2004, December). Changing classroom practice: From teacher knowledge to student history learning. Presented to the Virginia Association for Supervision and Curriculum, Williamsburg, VA.
- . (2004, October). Innovations in professional development for teachers of American history. Presented to New Directions XXIX, Washington, DC.
- . (2004, February). Introduction to SPSS. Presented to the Educational Symposium for Research and Innovation, Washington, DC.

EMPLOYMENT HISTORY

ICF	Technical Specialist	2009–Present
	Project Manager	2007–2009
	Research Analyst	2006–2007
George Washington University	Adjunct Lecturer	2005–Present
	Project Director	2004–2006
	Graduate Assistant	2001–2004
	Teaching Assistant	2005
Fairfax County Public Schools	Consultant/External Evaluator	2003–2006
The University of Technology	Adjunct Lecturer	2000–2001
Hillel Academy	Computer Science Teacher	1997–2000

EDUCATION

Ph.D., Sociology, The University of Chicago, Chicago, Illinois, 2000
M.A., Sociology, The University of Chicago, Chicago, Illinois, 1997
B.A., Literature, Doshisha University, Kyoto, Japan, 1992

CERTIFICATIONS AND TRAINING

Teacher Certificate, Kyoto Prefecture of Japan, 1992

EXPERIENCE OVERVIEW

Dr. Kaz Uekawa has 15 years of educational research experience in the areas of student behavior problems, academic achievement, and school reforms. His earliest quantitative work with TIMSS (The Third International Mathematics and Science Study) examined the use of calculators during eighth grade mathematics classes in Japan, the U.S., and Portugal. Dr. Uekawa is also an expert in longitudinal modeling of student achievement scores. With his colleagues, he examined the implication of teachers' collegial network on students' growth in math and science achievement using a variety of quantitative techniques, including social network analysis and hierarchical linear modeling (HLM). After obtaining a Ph.D. degree in Sociology from the University of Chicago, Dr. Uekawa has served as an analyst for school reform studies, including a mixed study of the Gates Foundation's high school grant initiative, a mixed method study of USI (Urban Systemic Initiative), a quasi-experimental study of CSR (Comprehensive School Reform), and a randomized controlled trial field study of PD IMPACT (professional development in reading instruction). Currently Dr. Uekawa and his ICF colleagues are helping the Delaware Department of Education (DEDOE) to construct a student drop-out early warning system. Based on the student database managed by DEDOE, the ICF team helped the state to identify at-risk students for dropping out, so the intervention can be most effectively targeted on those who need the intervention. He has been an expert reviewer of experimental studies in education in two large projects funded by the US Department of Education.

PROJECT EXPERIENCE

Evaluation of School Reforms as Research Analyst

PD IMPACT (Reading), 2006–2007. A randomized field trial involving randomly chosen elementary school teachers to study the impact of professional development activities in the teaching of reading and student achievement. Created Rasch measures that helped assess the impact of professional development activities on teachers' knowledge, as well as the effect of teacher knowledge on classroom instruction. Provided psychometric diagnostics of the scales for analytic decisions. Evaluated the effect of professional development intervention on teacher knowledge using multilevel modeling technique that fitted the framework of a randomized experiment.

National Longitudinal Evaluation of Comprehensive School Reform, 2004–2006. Participated in the design of analyses, as well as analyses of survey data, using statistical techniques that supported the framework of quasi-experimental research (e.g., propensity score modeling, missing case analysis, multilevel modeling). Explored a social dimension of school reforms using social capital theory and thus enhanced the utility of the final report. Played an important role in producing conference papers, journal articles, and a final report to the Department of Education, using clear and precise language.

The Bill and Melinda Gates Foundation's Small School Initiative, 2004–2006. Team member responsible for evaluating the results of high school reforms initiated by the Gates Foundation. Working within confines of a non-experimental setting, combined diverse modeling techniques to derive inferences useful

for policy decisions. Collaborated in the teacher assignment/student work study. Created the quality measures for teachers' assignments (TAs) given to students, as well as the students' work (SW) while completing the assignments. Used Many Facets Rasch model (Rasch software FACETS) to derive scores based on a unique data set that included expert raters' judgments on TAs and SW. Applied expertise in statistical modeling techniques that rigorously model for various sources of statistical errors. Using SAS and its automation capabilities, created a school reporting system that produced customized reports for close to one hundred of the Gates supported schools.

Evaluation of Urban Systemic Initiative (USI) at the University of South Florida and David C. Anchin Center, 2000–2001. As a postdoctoral researcher, conducted program evaluation of Urban Systemic Initiative, the school reform program targeted for the improvement of mathematics and science education in US urban areas. Oversaw the study of students' engagement in mathematics and science classrooms. Conducted a mixed method by combining focus group interviews of students on their views of engaging mathematics and science classrooms and quantitative data collection methods. Executed a unique data collection called Experience Sampling Method (ESM). Subjects were provided with beepers. Upon beeper signals, they answered survey questions. Coauthored a book as well as a journal article out of this study, using clear and precise language.

Student Dropout Prevention System, 2009–2010. As an ICF member of the Mid-Atlantic Regional Educational Laboratory (REL) team, analyzed the Delaware Department of Education's database to create an Early Warning System of student dropout for the state of Delaware. As a data manager, combined complex education databases and constructed important risk indicators for middle and high school students. As a statistics expert, conducted ROC Curve Analysis to produce "cut points" that identify at risk students. Coauthored a report, *Creating an Early Warning System: Predictors of Dropout in Delaware*.

Sociology of Education Research

Studied various educational outcomes of secondary school students. The graduate work at the University of Chicago included a dissertation that examined achievement outcomes of 40 countries that participated in TIMSS (Third International Mathematics and Science Study). Also co-led a study of teachers' collegial interaction and student achievement with Jeffery Yasumoto and Charles Bidwell. The postdoctoral research at the University of South Florida included a study of student engagement in mathematics and science classrooms. The study utilized an innovative data collection method called ESM (Experience Sampling Method). An evaluation project of Comprehensive School Reform at American Institutes of Research led to a study of the social capital of teachers and reform implementation.

Meta-analytic Review of Experimental Studies of Educational Intervention

South West Regional Lab at American Institutes for Research, 2007. Reviewed the professional development literature for reading teachers for a government report, *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. Available at US Department of Education website <http://ies.ed.gov/ncee/edlabs/projects/project.asp?id=70>

The Works Clearinghouse (WWC), ICF International, 2009. As a certified WWC reviewer and an experienced methodologist, reviewed the Out of School Time literature and the Reading Comprehension literature. Based on a rigorous evaluation rubric, evaluates research papers, reports, and dissertations and helps the US department of Education to assess the merit of various educational intervention programs.

Management and Quality Control of Large-Scale Data Bases

Data Management for CIS (Community In Schools) Texas Project at ICF International, 2008. As a data manager, supported ICF research staff for the quasi-experimental evaluation of CIS Texas. Using SAS, cleaned achievement test data sets from the state of Texas and combined various types of educational

databases to facilitate longitudinal analysis of student's progress. Responsible for quality control of data sets and statistical results.

Quality Assurance Project at ICF International, 2008. Responsible for the development of quality assurance processes at ICF International. Currently working on the design of procedures in order to assure the quality and accuracy of data management and statistical reporting. The white paper under development covers a variety of topics, including data management, data analysis, computer programming protocols, statistical reporting, and QC-related communication strategies.

Data Management Support for Washington DC Public School at American Institutes for Research, 2007. Supported the educational accountability office of the Washington DC government to inform its policies through data management and analyses of DCCAS—math and reading tests DC used for evaluation purposes under the No Child Left Behind Law. Evaluated the validity and usefulness of DCCAS strand scores, using factor analytic methodologies. Helped the office to justify the use of subscales, such as algebra score and statistics score, in addition to the total score that includes the subscales. Capable of replicating the same evaluation tests for other high-stake test products.

Moving High Performing Teachers to Low Performing Schools (Optimal Solutions Group), 2008. Participated in the pilot study phase by contributing to the management and programming of a large educational data set from the state of North Carolina. The raw data bases included student test score, demographic information, student mobility information, and teacher information. Using an advanced SAS programming skill, converted the raw files into analyzable formats and data structures. Based on the experiences obtained from the pilot study, co-lead an effort to document data cleaning and management techniques. This project collects achievement data sets from school districts and identifies teachers who helped students most in terms of growth in academic test scores. The plan is to transfer such teachers to challenging school districts and evaluate the effectiveness of the intervention, using an experimental design. Mathematica Policy Research is the prime contractor for this project funded by the U.S. Department of Education; Optimal is a sub-contractor.

Intensive SAS Programming Experience

Mixes a variety of SAS techniques to achieve efficient and accurate programming. Knowledgeable of advanced statistical procedures for multilevel modeling and econometric modeling (MIXED, NLMIXED, GLIMMIX), handling of missing values and data imputation (MI and MIANALYZE), and matrix computation (IML). Heavy user of SAS MACROS and SAS ODS (Output delivery system). Integrates the functionalities of Microsoft products in SAS by using DDE (Dynamic Data Exchange). Experienced with reading of any data values (e.g., output files by non-SAS statistical output files, information on website), data editing using TRANSPOSE and SQL, and creating statistical reports. The delivered products that involved intensive SAS programming included:

- The descriptive statistics files used for the Electronic Codebook for National Assessment of Adult Literacy (NAAL, a product by the US Department of Education downloadable at <http://nces.ed.gov/naal/datafiles.asp>). American Institutes for Research 2007.
- Designing of a school reporting system for the high school evaluation project for the Bill and Melinda Gates Foundation project. American Institutes for Research 2005 and 2006.
- Calculation of sample weights for a military survey data base for Air Force Community Assessment Survey: Enforcing Underage Drinking Laws – Air Force Evaluation. ICF International 2009.

SELECTED PUBLICATIONS AND PRESENTATIONS

Peer Reviewed Journals

- Christopher, S., Franklin, K., Uekawa, K., Kunz J. F., Szoc R. Z., Thomas, R. K., & Cambridge, M. H. (Forthcoming, May 2010). Reducing drinking among junior enlisted Air Force members in five communities: Early findings of the EUDL Program's influence on self-reported drinking behaviors. *Journal of Studies on Alcohol and Drugs*.
- Uekawa, K., Borman K. M., & Lee, R. (2007). Student engagement in America's urban high school mathematics and science classrooms: Findings on social organization, race, and ethnicity. *The Urban Review*, 39(1), 1–106.
- Uekawa, K., Aladjem, D. L., & Zhan, Y. (2006). The impact of comprehensive school reform on social capital and pedagogical change. *Journal of Education for Students Placed at Risk*, 11(3&4), 295–307.
- Borman, K. M., Cotner, B., Baber, M. Y., Boydston, T., Katzenmeyer, W., Kersaint, G., Kromrey, J., Lee, R., & Uekawa, K. (2004). Rhetoric versus reality in educational change: The case of the National Science Foundation's Urban Systemic Initiative. *Journal of Educational Change*, 5, 249–266.
- Yasumoto, J., Uekawa, K., & Bidwell, C. (2001). Collegial focus and student achievement. *Sociology of Education*, 74(3), 181–209.
- Tarr, J., Mittag, C., Uekawa, K., & Lennex, L. (2000). A comparison of calculator use in eighth-grade mathematics classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study (TIMSS). *School Science and Mathematics*, 100(3), 139–150.

Books

- Borman, B., et al. (2005). *Meaningful urban education reform: Confronting the learning crisis in mathematics and science*. New York: State University of New York Press. (Mixed Study of an Educational Reform Program)
- Uekawa, K., & George, J. (2007). In *50 lessons you get Eigo Nodo (English throat)*. Tokyo: Sanshusha Publication. An instruction book for Japanese learners of English to improve pronunciation and listening comprehension skill by focusing on the use of the throat and the English syllable structure. In Japanese.
- . (2009). *You can understand rapidly spoken English (Kikanju-eigo ga kikitoreru)*. Tokyo: Sanshusha Publication. An instruction book for Japanese learners of English to improve listening comprehension skill. This book helps Japanese learners of English to listen to the rhythm of syllables to understand spoken English. In Japanese.

Book Chapters

- Van Lente, E., Karabatsos, G., & Uekawa, K. (2007). A bootstrap approach to rating scale optimization. In W.P.F. Fisher (Ed.), *Access to the foundations of measurement: Professional identity in the career of Benjamin D. Wright*. Forthcoming, publisher still undecided.
- Uekawa, K. (2007). Student engagement. In K. Borman, S. Cahill, & B. A. Cotner (Eds.), *The Praeger handbook of American high schools*. Praeger Publishers: Connecticut.
- . (2006). Hierarchical linear modeling: Application for social science research. In A. Yosano et al. (Eds.), *How to Perceive and Measure the Society: Invitation to Empirical Sociology*. Keiso Shobo: Tokyo, Japan. 2006. (In Japanese.)

Program Evaluation Reports

- Uekawa, K., Merola, S., Fernandez, F., & Porowski, A. (2010). *Creating an early warning system: Predictors of dropout in Delaware*. Unpublished Mid-Atlantic Regional Educational Laboratory report prepared for Delaware Department of Education. Not available for general public review as of January 2009.

- Garet, M., Cronen, S., Eaton, M., Kurki, A., Jones, W., Uekawa, K., Morgenbesser, A., Bloom, H., Zhu, P., & Szejnberg, L. (2008). *The impact of two professional development interventions for early reading instruction*. U.S. Department of Education, Institute of Education Sciences, Washington, DC. (Randomized Controlled Study.)
- Uekawa, K. (2007). *Transition to teaching program evaluation: An interim report on the FY 2002 grantees*. AIR. A report submitted to the U.S. Department of Education. (Survey Analysis.)
- . (2007). *Changes in rigor, relevance, and student learning in redesigned high schools: An evaluation for the Bill & Melinda Gates Foundation*. AIR and SRI International. 2007 (Site-based Evaluation Study.)
- . (2006). *Models matter—The final report of the National Longitudinal Evaluation of Comprehensive School Reform*. By the American Institutes for Research. (Quasi-Experimental Study.)
- . (2006). *Evaluation of the Bill & Melinda Gates Foundation's High School Grants Initiative: 2001–2005 Final Report by AIR and SRI International*. (Site-based Evaluation Study.)
- . (2005). *Rigor, relevance, and results: The quality of teacher assignments and student work in new and conventional high schools: Evaluation of the Bill and Melinda Gates Foundation's High School Grants*. By the American Institutes for Research and SRI International. 2005. (Site-based Evaluation Study.)

Presentations—Educational Reform and Program Evaluation

- Uekawa, K., Aladjem, D., & Zhang, Y. (2006). The impact of comprehensive school reform on social capital and pedagogical change. Presented at the annual meeting for the American Sociological Association.
- Uekawa, K., et al. (2006). Findings from the evaluation of the Bill and Melinda Gates Foundation's National School District and Network Grants Program. Presented at the annual meeting for the American Educational Research Association.
- Uekawa, K., Aladjem, D. K., & Zhan, Y. (2004). The role of social capital in comprehensive school reform. Presented at the annual meeting for AERA (American Educational Research Association).
- Aladjem, D. K., Uekawa, K., & Kurki, A. (2004). Compulsory school reform: What mandated program implementation means for school district support for comprehensive school reform. Presented at the annual meeting for APPAM (Association for Public Policy Analysis and Management).

Presentations—Student Achievement and Classroom Engagement

- Tarr, J., Mittag, K., & Uekawa, K. (1999). A comparison of calculator use in eighth-grade mathematics classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study (TIMSS). Presented at the annual meeting of American Educational Research Association, Montreal.
- Uekawa, K., & Lange, R. (2000). An international perspective on eighth grade mathematics performance in rural, urban, and suburban schools: The US vs. Korea. Presented at the annual meeting of American Education Research Association, New Orleans.
- Katzenmeyer, W., Uekawa, K., Borman, K. M., & Lee, R. (2001). The relationship between school culture and mathematics achievement in USI schools in Chicago, El Paso, Memphis, and Miami. Presented at Systemic Initiative Conference, "Advancing the Knowledge Base by Turning Data into Information." Tampa, Florida.
- Uekawa, K., Borman, K., & Lee, R. (2001). Assessing student engagement in mathematics and science classrooms using the experience sampling method. Presented at the annual meeting of American Sociological Association, Anaheim.
- . (2003). Student engagement in America's urban high school mathematics and science classroom. Presented at the annual meeting of American Education Research Association, Chicago.

Presentations—Social Networks in Educational Organization

- Uekawa, K. (1998). Social class-consciousness through patterns of collegial interactions in organizations: The case of high school workplaces. Presented at the annual meeting of American Sociological Association, San Francisco.
- Yasumoto, J., Uekawa, K., & Bidwell, C. (1999). Collegial focus and student achievement. Presented at the annual meeting of American Sociological Association, Chicago.
- Uekawa, K., & Bidwell, C. (2000). Social control of student deviance: Network perspective. Presented at the annual meeting of American Sociological Association, Washington, DC.
- . (2002). High school as a network organization and its implication for adolescents' problem behaviors: Evidence from the longitudinal study of American youth. Presented at the annual meeting of American Sociological Association, Chicago.
- Uekawa, K. (2004). The school as a network organization: Collegial network, social control, and high school students' attitudes and conduct in school. Presented at the annual meeting of American Sociological Association, San Francisco.

Presentations—TIMSS: Third International Math and Science Study

- Uekawa, K. (1999). Making equality and inequality: The comparative study of national education systems. A theory chapter from dissertation. Presented at the annual meeting of American Sociological Association, Chicago.
- Uekawa, K. (1999). Meritocracy vs. SES bias in teacher action: Evidence from TIMSS. An empirical analysis chapter from dissertation. Presented at International Sociological Association, Research Committee 28, Summer Conference at the University of Wisconsin, Madison.
- Uekawa, K. (2001). Social distribution of academic achievement: International comparison. Presented at the annual meeting of American Sociological Association, Anaheim.
- Uekawa, K. (2004). Social distribution of academic achievement: The impact of national institutional arrangements: Evidence from TIMSS. Presented at the annual meeting of American Education Research Association, San Diego.

Presentations—Educational Measurement

- Uekawa, K. (2002). Measuring student engagement level in mathematics and science classrooms: Using experience sampling method, Rasch model analysis, and hierarchical linear model. Presented at the Midwestern Objective Measurement Seminar. Held at the University of Illinois at Chicago.
- Uekawa, K. (2002). Running Winsteps 10 times faster: The use of SAS®. Presented at the Midwestern Objective Measurement Seminar. Held at the University of Illinois at Chicago. Technical paper.

PROFESSIONAL AFFILIATIONS

American Sociological Association (ASA)
American Educational Research Association (AERA)

LANGUAGES

Spanish: Proficient in speaking
Japanese: Native

EMPLOYMENT HISTORY

ICF International	Technical Specialist/Education Scientist	2008–Present
Optimal Solution Group	Senior Research Analyst	2008–2008
American Institutes For Research	Research Analyst	2004–2007
Japan Society for the Promotion of Science	Research Fellow	2001–2004
David C. Anchin Center and the University of South Florida	Senior Research Associate	2000–2001
National Opinion Research Center and the University of Chicago	Graduate Research Assistant	1995–2000

Joanne L. Liem
Health Research Analyst

ICF International

EDUCATION

M.P.H., Public and Community Health, University of Maryland at College Park, 2003
B.A., Psychology, University of Maryland at College Park, 1998

CERTIFICATIONS AND TRAINING

ICF Excel Online Training, 2010
HEC Biennial Review Training, 2006
SPSS Beginner/Intermediate Statistical Software Training, 2005
Survey Design Workshop, Macro International Inc., 2004
Focus Group Moderator Training, Macro International Inc., 2003

EXPERIENCE OVERVIEW

Ms. Liem is a program manager with 10 years of experience working concurrently on several different quantitative and qualitative research projects. Quantitative projects include designing and implementing surveys, providing technical support, analyzing statistical data, and reporting the results. She conducts surveys using several different modalities, including mail, in-person, Internet, and telephone. Ms. Liem has analyzed results from numerous large-scale surveys, most recently including U.S. Department of Education's (ED's) Safe and Gun-Free Schools and parent surveys for ED's Office of Special Education Programs (OSEP) Indicator 8 for both the Maryland State Department of Education and the Massachusetts Department of Education, and Indicator 4 for the Maryland State Department of Education.

PROJECT EXPERIENCE

Special Education Surveys

Maryland Indicator 8 Parent Surveys, Maryland State Department of Education, 2006–2011. Ms. Liem recently completed the first round in a one-year data collection effort for the State of Maryland on Indicator 8. The project requires two rounds of data collection, analysis, and reporting. Ms. Liem's experience involves managing the design and implementation of a web survey, managing the subcontractor in the paper-based data collection of over 100,000 surveys, generating all summary reports, analyzing the data, conducting a Rasch analysis of the data, and conducting training for stakeholders on the survey results. Ms. Liem has provided assistance on the previous four years of parent surveys for the State of Maryland.

Massachusetts Indicator 8 Parent Surveys, Massachusetts Department of Elementary and Secondary Education, 2006–2011. For the past three years, Ms. Liem has worked on collecting and analyzing data for the Massachusetts Indicator 8 Parent Survey. Specifically, she has helped to administer the survey by fielding parent inquiries, analyzed the data, and generated reports. Ms. Liem worked on a team providing consultation regarding instrument and systems development, cohort sampling design, methodology, performance measure evaluation, and reporting to local school districts.

Maryland Indicator 4—Early Intervention Family Survey, Maryland State Department of Education, 2010–2011. Ms. Liem recently completed a one-year data collection effort for the State of Maryland on Indicator 4, the Early Intervention Family Survey for the Maryland Infants and Toddlers Program. The project required one round of data collection, analysis, and reporting. Ms. Liem's experience involved managing the project and the subcontractor in the paper-based data collection of over 3,000 surveys, finalizing the instrument and materials, coordinating the mailing, generating all summary reports,

analyzing the data, examining and reporting the response rates and results by jurisdiction, conducting a Rasch analysis of the data, and writing the final reports for the State of Maryland.

For these survey efforts, Ms. Liem has managed the bulk of the projects, provided technical support, analyzed statistical data, and reported the results. She has examined the results by jurisdiction for trends, analyzed the data quality, made recommendations for future survey implementation, and written up the final reports for government clients.

Grantee Review of National Education Data

Annual Grantee Review, U.S. Department of Education, Office of Special Education Programs (OSEP), 2008–2010. Ms. Liem works on an annual grantee review for ED's Office of Special Education Programs (OSEP). Each year, Ms. Liem collects and organizes grantee materials for shipment to experts for review. Following the review and feedback, Ms. Liem catalogues reviewer scores into a series of spreadsheets, and helps to analyze and summarize the findings. In 2010, Ms. Liem worked on calculating the Inter-rater Reliability scores across reviewers and products for each of the OSEP programs.

Safe and Gun-Free Schools Evaluation, U.S. Department of Education, 2008–2010. Ms. Liem works on an annual evaluation of weapons offenses in each state in the country. Each year, Ms. Liem collects and organizes the data from each state, provides follow-up to states submitting incomplete or inaccurate data, analyzes the results, and summarizes the findings in annual reports.

Health Communication Evaluations

QTMEP Campaign, U.S. Department of Defense TRICARE, 2009–2011. Ms. Liem currently serves as the evaluation specialist on a multi-year TRICARE health communication contract called Quit Tobacco: Make Everyone Proud (QTMEP). As the evaluation specialist, she conducts surveys of end-users and stakeholders, makes recommendations for improving the campaign based on the results, and reviews all reports for accuracy. Ms. Liem used the Defense Manpower Data Center's Status of Forces Survey (DMDC/SOFS) data to develop a professional manuscript about the impact of the campaign. She is also working with the Performance Management Evaluator to develop an evaluation framework for campaign effectiveness complete with updated process, impact, and outcome measures.

Be Food Safe Campaign, U.S. Department of Agriculture (USDA), Food Safety and Inspection Service, 2006–2008. Ms. Liem recently completed an evaluation for USDA's Food Safety and Inspection Service. Under this contract, Ms. Liem conducted a process evaluation of a food safety campaign, which involved writing and implementing the evaluation plan, gathering data about the promotional and dissemination efforts, and conducting and summarizing two sets of 10 partner interviews about the campaign materials.

Communications Support Contract, National Cancer Institute (NCI), 2003–2007. Ms. Liem provided statistical and analytic support on several quantitative research projects to evaluate the effectiveness of educational materials. She supported the senior evaluator by designing surveys, analyzing survey data, and writing reports of the survey findings. For this project, Ms. Liem completed surveys evaluating materials on cancer pain and coping with life after cancer. She conducted a national survey of nontraditional organizations, which investigated the organizational health activities, infrastructure, and needs of organizations representing minority and medically underserved populations. She wrote the research and evaluation reports that summarize the survey findings and presented the findings from the nontraditional organizations survey at the American Public Health Association annual meeting in November 2004 and at the Critical Issues in eHealth Research Conference in June 2005. She also presented the findings from the NCI Pain Product Evaluation and the NCI Life After Cancer Treatment Evaluation at the 2005 Annual Cancer Patient Education Network Conference. She presented the findings from several surveys at four professional conferences, while working on that project.

Communications Research/Financial Literacy

Truth-In-Lending Act (TILA), Federal Reserve Board of Governors, 2008–2010. Ms. Liem currently serves as the deputy project manager on a 4-year project qualitatively analyzing efficacy and comprehension of GFE/TILA mortgage disclosures. This involves drafting and refining interviewer guides and screeners as well as establishing selection criteria for participants. Other duties include site selection, logistics, analysis, and report writing.

Social and Health Services, Mental Health Information Specialist, 1999–2003

Ms. Liem worked for a subsidiary of Macro International Inc., helping to manage a contract for the National Institute of Mental Health (NIMH), where she was the senior information specialist and supervised three staff members. She responded to thousands of telephone, e-mail, and written mental health inquiries from the general public, patients, practitioners, and researchers about mental health disorders, current research, effective treatments, referrals for patients, and funding opportunities for researchers. She helped develop a mental health resource database for the Institute and represented NIMH at annual meetings of mental health professional organizations. Ms. Liem was also recruited to train information specialists in other clearinghouses.

Relevant Experience

For the U.S. Office of Personnel Management, Ms. Liem worked as an intern in organizing a conference for federal employee assistance professionals (EAPs). She was in charge of contacting the speakers, inviting attendees, providing liaison between speakers and attendees, and arranging logistics.

COMPUTER SKILLS

Hardware. IBM PCs and compatibles

Software. Microsoft Office (Access, Excel, Outlook, PowerPoint, Word), WordPerfect, SPSS

SELECTED PUBLICATIONS AND PRESENTATIONS

Publications

Liem, J. L. (2010, December 15). *Final report on OSEP Indicator #4 for school year 2009/2010.*

Submitted to the Maryland State Department of Education.

Liem, J. L. (2010, October 29). *Final report on OSEP Indicator #8 for school year 2009/2010.* Submitted to the Maryland State Department of Education.

Austin, L., Mitchko, J., Freeman, C., Kirby, S., & Liem, J. (2009). Using framing theory to unite the field of injury and violence prevention and response: Adding power to our voices. *Social Marketing Quarterly*, 15(S1), 36–54.

Baum, H. M., Liem, J. L., & Djangali, A. L. (2009, February). *Final report on OSEP Indicator #8 for school year 2007/2008.* Submitted to the Maryland State Department of Education.

ICF Macro. (2009). *Summary of findings: Design and testing of Truth in Lending disclosures for closed-end mortgages.* Washington, DC: Board of Governors of the Federal Reserve System.

———. (2008). *Summary of findings: Consumer testing of mortgage broker disclosures.* Washington, DC: Board of Governors of the Federal Reserve System.

———. (2007). *Process evaluation of the USDA Be Food Safe campaign.* Beltsville, MD: Food Safety Inspection Service.

———. (2006). *Evaluation of the Facing Forward: Life After Cancer Treatment booklet: Final Report.* Rockville, MD: National Cancer Institute.

———. (2005). *Women, tobacco, and cancer: A review of the recent literature.* Rockville, MD: National Cancer Institute.

———. (2005). *Evaluation of four NCI cancer pain products—Survey of providers and patients: Final report.* Rockville, MD: National Cancer Institute.

- . (2005). *Final report: Evaluation of four pain products*. Rockville, MD: National Cancer Institute.
- . (2005). *Final report for the OESI publication Bounce Back Cards: A summary of nine quarterly reports*. Rockville, MD: National Cancer Institute.
- . (2004). *An exploratory survey of organizations serving ethnic minorities and medically underserved populations to enhance the diffusion and dissemination efforts of the National Cancer Institute*. Rockville, MD: National Cancer Institute.

Presentations

- Baum, H. M., Solomon, F., & Liem, J. (2006, November). Real world obstacles to health evaluation: Lessons learned from an evaluation of cancer education materials. Paper presented at the Annual Conference American Evaluation Association, Portland, OR.
- Solomon, F. M., Liem, J. L., & Baum, H. M. (2006, May 23–26). Strategies for working with non-traditional organizations: Results of a web-based organizational needs survey by the National Cancer Institute. Paper presented at the 24th National DHPE/CDC Conference on Health Promotion and Education. Crystal City, VA.
- Johnson, L., Baum, H. M., & Liem, J. L. (2005, November 2–4). Evaluation of four NCI cancer pain products. Paper presented at the 15th Annual Conference of the Cancer Patient Education Network, Greensboro, NC.
- Solomon, F., Baum, H. M., & Liem, J. (2005, November 2–4). Evaluation of the impact of the Facing Forward booklet in addressing post cancer treatment. Paper presented at the 15th Annual Conference of the Cancer Patient Education Network, Greensboro, NC.
- Johnson, L., Baum, H. M., & Liem, J. L. (2005, October 26–29). Evidenced-based model of a federal communications campaign. Paper presented at the Joint Canadian Evaluation Society/American Evaluation Association Conference, Toronto, Canada.
- Solomon, F. M., Liem, J. L., & Baum, H. M. (2005, June 9–10). Results from a web-based organizational needs survey by the National Cancer Institute. Poster presented at the Critical Issues in eHealth Research Conference, Bethesda, MD.

AWARDS

Summit Marketing Effectiveness Award, 2007, Summit International Awards
 Personal Growth Award, 2007, Macro International Inc.

PROFESSIONAL AFFILIATIONS

American Public Health Association

EMPLOYMENT HISTORY

ICF International	Senior Associate	2011–Present
	Health Research Analyst/Program Manager	2003–2010
Social Heath Services	Mental Health Information Specialist	1999–2003

EDUCATION

Rio Grande University, Rio Grande, OH, 1978-1979
Business Administration Major

CERTIFICATIONS AND TRAINING

Excel Basic, 2010
Excel Advanced, 2010
Government Compliance, 2010

EXPERIENCE OVERVIEW

Ms. Cook has more than 25 years of experience in the education sector and has acquired an excellent knowledge of the education industry and initiatives at national, state, and local levels. As a Specialist in ICF's Charleston, West Virginia, office, she provides research assistance and support on several projects including the Regional Education Laboratory (REL) Mid-Atlantic, the National Laboratory Network, and the Reform Support Network. Her past work in a variety of capacities includes support of federal programs including the Eisenhower Regional Mathematics and Science Consortium, the Region IV Comprehensive Center, and Appalachia Educational Laboratory.

During her work with regional educational laboratories and related federal contracts/grants, Ms. Cook managed the submission of major program reports and proposal submissions to various funding sources including the U.S. Department of Education. Work in the policy/government relations department of a regional educational laboratory included researching and compiling information related to needs in congressional districts, preparing briefing materials to be presented to legislators, coordinating a policy brief peer review process, and assisting with preparation of policy briefs. She assisted with the transition of a program unit to a satellite office in Arlington, Virginia.

As corporate secretary for the boards of directors for a non-profit education organization and a for-profit subsidiary, Ms. Cook monitored compliance-related issues and developed briefing materials, action recommendations, and meeting summaries in adherence with corporate bylaws and policies; she also recommended and developed Board handbooks for both entities. She prepared and maintained accurate and confidential corporate records, documents, and databases in compliance with corporate bylaws and regulations.

While managing the periodicals department and interlibrary loan services for a university library, Ms. Cook became skilled at information retrieval and management. She cataloged and indexed materials, collected data for and wrote departmental reports, provided research assistance to faculty members and other educators, and supervised student assistants. Ms. Cook coordinated the interlibrary loan process via a national bibliographic database, maintained detailed departmental records for the reference and periodicals departments, produced annual and departmental reports, and provided public service to faculty and students, while maintaining periodicals and reference collections.

Ms. Cook possesses knowledge of Microsoft Office applications as well as other database and calendaring programs. Her office management experience includes (1) supporting multiple executive officers and acting as a liaison among staff, clients, and constituents; (2) proofing, editing, and formatting documents to meet stringent quality assurance guidelines; (3) preparing meeting minutes, letters, reports, conference materials, and proposal submissions; (4) searching for funding opportunities and reviewing requests for proposals, (5) database management and data collection, and (6) conference management.

PROJECT EXPERIENCE

Regional Educational Laboratory Mid-Atlantic, U.S. Department of Education, Institute of Education Sciences, 2010–Present. Ms. Cook provides assistance to ICF International in its partnership comprising the Regional Educational Laboratory Mid-Atlantic. She coordinates preparation of a monthly progress report, in accordance with the contract award for the REL. The report summarizes major activities, accomplishments, significant findings, and progress related to schedules, as well expenditure detail.

An important mechanism for disseminating the work being done by each REL is the EdLabs website. The EdLabs website features one webpage for each REL and includes information regarding REL partners, governance structures, and research studies in progress. The website also houses publications and reports that describe rigorous scientific research being conducted by the RELs. Ms. Cook assists with the preparation of monthly statistical reports of website usage, including analysis of website statistics, activity, and trends,

Race to the Top Technical Assistance Network, U.S. Department of Education, 2010–Present. Ms. Cook provides assistance to ICF International in its partnership comprising the Race to the Top Technical Assistance Network. She coordinates the preparation of a monthly progress report, in accordance with the contract award. The report provides a project-wide summary of major activities, accomplishments, and significant findings as well as goals for the next reporting period.

National Laboratory Network, U.S. Department of Education, 2010–2011. Ms. Cook supported the National Laboratory Network, a project designed to guide collaboration across ten Regional Education Laboratories with the core mission of conducting rigorous research, developing and disseminating products, and providing technical assistance to education stakeholders. The NLN Intranet is a central mechanism for communicating with RELs, facilitating collaboration, and allowing access to important resources. Ms. Cook assisted with the preparation of monthly statistical reports of intranet usage, including analysis of intranet statistics, activity, and trends. She also assisted in administering three working groups, designed to increase collaboration among Regional Educational Laboratories, during regular telephone forums on topics of interest.

Eisenhower Mathematics and Science Education Consortium, U.S. Department of Education, 1993–1997. This project provided technical assistance and professional development to educators and education agencies in a four-state region (Kentucky, Tennessee, Virginia, and West Virginia). During her work for the Consortium, Ms. Cook managed all administrative and logistical aspects of a multi-year, state-specific, train-the trainer project that was developed to train 385 teachers in a four-state region on the national math and science standards. She also coordinated the application, award, and reporting processes for multi-year four-state equity mini-grant (for science classrooms) and technology mini-grant programs for teachers. Ms. Cook supported the National Network of Eisenhower Regional Consortia and Clearinghouse, a committee of mathematics/science consortia directors, the Eisenhower National Clearinghouse director, and U.S. Department of Education program officers.

College Forward Program Audit, 2011. College Forward, a nonprofit organization established in 2003 as Admission Control, provides college access and college persistence services to academically motivated, economically disadvantaged students in Central Texas. ICF conducted a program audit to verify three key program outcome measures as a component of its emerging evaluation agenda; to ensure that the program data were collected and report accurately, completely, and reliably; and to provide assurance to stakeholders that findings were credible. Ms. Cook assisted with data cleaning and college acceptance and enrollment verification activities.

PUBLICATIONS

Cook, K. (2012, February). *Managing with less: Learn how to do more with less (Information Brief)*. Charleston, WV: ICF International.

Cook, K. (2011, December). *Data Visualization: With good data presentation, you don't have to be a researcher to use data (Information Brief)*. Charleston, WV: ICF International.

Bowman, D., Buckley, P., Francis, R. W., & Suiter, K. A. (Eds.). (1996). *Scope it out: Standards-based lessons for the middle school*. Charleston, WV: Eisenhower Regional Consortium for Mathematics and Science Education at AEL.

Buckley, P. K., Suiter, K. A., & Wohl, D. (1995). *Increasing student access to mathematics and science: A guide for classroom equity projects*. Charleston, WV: Appalachia Educational Laboratory.

SECURITY CLEARANCES

Moderate-level clearance, U.S. Department of Education

EMPLOYMENT HISTORY

ICF International	Specialist	2011–Present
ICF International	Administrative Assistant III	2010–2011
Edvantia (formerly Appalachia Educational Laboratory)	Corporate Secretary and Executive Assistant to the President/CEO	2007–2010
Appalachia Educational Laboratory	Executive Assistant, President's Office	1998–2007
Appalachia Educational Laboratory	Senior Secretary, Technical Assistance	1997
Appalachia Educational Laboratory	Secretary III, Region IV Comprehensive Center and Eisenhower Regional Consortium for Mathematics and Science Education	1995–1997
Appalachia Educational Laboratory	Secretary III, Eisenhower Regional Consortium for Mathematics and Science Education	1993–1995
West Virginia State College	Library Technical Assistant II	1989–1993
West Virginia State College	Library Clerk III	1984–1989

Appendix B: Sample Report

**Final Report on OSEP Indicator #8
For School Year 2010/2011**

August 31, 2011

**Submitted to
Maryland State Department of Education
Division of Special Education/
Early Intervention Services**

**Submitted by
ICF Macro and REDA International, Inc.**



RED A International, Inc.

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Final Report on OSEP Indicator #8 for School Year 2010/2011

This final report on OSEP Indicator #8:

- Describes the methodology used;
- Presents the statewide estimate for the indicator for the preschool population and the school-age population by school system;
- Presents an analysis of the representativeness of responses by age, exceptionality, race, and jurisdiction;
- Presents historical trends; and
- Provides suggestions for future activities to enhance the value of the Indicator.

Indicator #8 is “Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.” This same indicator is used for parents of children in preschool special education (Section 619) and for parents with children in special education (Part B). ICF Macro, and its partner REDA International Inc. (referred to as the ICF Macro Team), collected these data in the spring of 2011 for the 2010/2011 school year. For both populations (preschool and school-age), the value of the indicator for the 2010/2011 school year is greater than in the previous school year (2009/2010) but less than in school years 2005/2006–2008/2009.

DATA COLLECTION AND ANALYSIS METHODS

The Maryland State Department of Education (MSDE) is required to report by February 1 of each year to the U.S. Department of Education, Office of Special Education Programs (OSEP), on a series of performance indicators. This report is for Indicator #8—Parent Involvement. Data were gathered May–June 2011, and parents were asked to report on “...your experience and your child’s experience with special education during the 2010/2011 school year.”

The indicator is calculated based on parental responses to a series of questions administered via a paper-and-pencil and web survey. As with previous iterations of this survey, the questions are recommended by the National Center for Special Education Accountability Monitoring (NCSEAM) and include twenty-five (25) core questions followed by six (6) demographic questions. (The school-age questionnaire included seven demographic questions). Separate surveys are used for parents with children in preschool versus parents of school-age children. Surveys were mailed in English and Spanish based on information provided by the school system. Rasch analysis, using the anchors suggested by NCSEAM, is used to calculate the value of the indicator. For the current data collection period, an additional comment field at the end of the survey captured parent feedback regarding special education services their child received. An analysis of the comments is not part of this report; the comments are provided to MSDE by

Local Education Agencies (LEAs) for use by local special education programs for continuous quality improvement.

Per an agreement with MSDE, the survey was administered once; however, in an attempt to increase response rates, the survey packets included an FAQ about the survey. We also extended the response period into July to bolster the response rate.

Survey Procedures

MSDE provided data files for each school system that included the code for that system, a data field for the school, a parent language field (English or Spanish), the survey type (preschool or school-age), and name and address for each student. After the receipt of each file, REDA produced files for each school system that contained student names for each survey type: English preschool, Spanish preschool, English school-age, and Spanish school-age. In addition to each county, files were also obtained for Baltimore City, the SEED School of Maryland, the Maryland School for the Blind, and the Maryland School for the Deaf (Columbia and Frederick campuses).

An identification scheme was devised, and each student was assigned a unique identifier that incorporated the school system code. These unique identifiers were printed on the surveys and envelopes mailed to households. Survey packages were mailed directly to the known student address, and each survey packet contained one survey, an introductory letter to parents, an FAQ on the survey, and a business reply envelope to return the completed survey to REDA. MSDE staff approved drafts of the letters, FAQ, and survey instruments. The packages were addressed to the parent/guardian of a specific child, and 98,962 surveys were mailed—10,049 English preschool, 493 Spanish preschool, 83,691 English school-age, and 4,729 Spanish school-age. All surveys were mailed in early May. Both REDA and MSDE received a few calls from parents indicating they received a survey in English and needed one in Spanish or vice versa; those were mailed out within a few days of receipt of the request.

Response Rates

The unadjusted response rates range from 15% for the English preschool survey to 7% for the Spanish school-age survey. Overall, the unadjusted response rate across both surveys is 10.1%. The response rate is slightly lower than what has been achieved in previous years. Having the surveys go out late in the year with no follow-up reduces the response rate; in addition, there may be an impact of the poor economy and general dissatisfaction with government. This response rate is in line with what other states have reported. Other states we have worked with this year have achieved response rates as low as 4.9% for preschool and 4.1% for school-age.

Surveys that were undeliverable were calculated on a county basis and were not further delineated by survey type. Overall, about 5.1% of surveys were undeliverable. This varied from less than 1% (Carroll County) to more than 14% (Washington County). Data by school system are presented in Tables 1–5. The adjusted statewide response rate is 10.7%. As seen in Table 1, there was a range in adjusted response rates from a low of 5.8% (Baltimore City) to a high of 15.1% (Talbot County). Of the 27 school systems surveyed, 15 had adjusted response rates of 10% or greater.

Table 1: Adjusted Response Rate Summary for Paper Surveys by Local School System

County	Total Mailed Surveys	Undeliverable Surveys	Percent Undelivered Surveys	Total Delivered Surveys	Returned Paper Surveys	Web Surveys Returned	Adjusted Return Rates
Allegany	1,229	27	2.20%	1,202	121	2	10.20%
Anne Arundel	7,939	499	6.30%	7,440	848	42	12.00%
Baltimore County	13,066	352	2.70%	12,714	1,389	42	11.30%
Baltimore City	11,423	1,352	11.80%	10,071	566	18	5.80%
Calvert	1,678	99	5.90%	1,579	140	6	9.20%
Caroline	540	15	2.80%	525	59	1	11.40%
Carroll	3,306	31	0.90%	3,275	384	17	12.20%
Cecil	2,088	104	5.00%	1,984	165	1	8.40%
Charles	2,347	112	4.80%	2,235	181	13	8.70%
Dorchester	450	16	3.60%	434	29	1	6.90%
Frederick	4,489	116	2.60%	4,373	480	28	11.60%
Garrett	463	7	1.50%	456	62	0	13.60%
Harford	5,567	262	4.70%	5,305	592	20	11.50%
Howard	4,713	116	2.50%	4,597	567	34	13.10%
Kent	287	6	2.10%	281	27	1	10.00%
Montgomery	16,065	442	2.80%	15,623	1,668	151	11.60%
Prince George's	14,787	933	6.30%	13,854	1,114	84	8.60%
Queen Anne's	900	5	0.60%	895	74	4	8.70%
St. Mary's	1,852	75	4.00%	1,777	189	10	11.20%
Somerset	420	18	4.30%	402	38	2	10.00%
Talbot	376	11	2.90%	365	45	10	15.10%
Washington	2,163	313	14.50%	1,850	180	4	9.90%
Wicomico	1,708	72	4.20%	1,636	157	2	9.70%
Worcester	794	21	2.60%	773	74	5	10.20%
MD School for the Blind	184	-	-	-	14	0	7.60%
MD School for the Deaf	108	-	-	-	10	0	9.30%
SEED School	20	-	-	-	0	0	0.00%
Unknown County	-	-	-	-	308	0	
Statewide	98,962	5,004	5.10%	93,646	9,481	498	10.66%

Table 2 indicates that the response rate for the English preschool survey (nonadjusted) was 14.5%, which represents a range from 8.3% (Maryland School for the Blind) to 21.8% (Queen Anne's County). Though Garret County has the highest response rate (45.5%), it is only based on 11 mailed surveys.

**Table 2: Response Rate Summary for English
Preschool Paper Survey by Local School System**

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Allegany	71	9	1	14.1%
Anne Arundel	1,152	140	12	13.2%
Baltimore County	1,644	234	12	15.0%
Baltimore City	284	30	2	11.3%
Calvert	126	20	2	17.5%
Caroline	38	7	0	18.4%
Carroll	238	45	4	20.6%
Cecil	255	26	0	10.2%
Charles	269	30	3	12.3%
Dorchester	66	5	1	9.1%
Frederick	498	79	1	16.1%
Garrett	11	5	0	45.5%
Harford	644	101	5	16.5%
Howard	551	95	8	18.7%
Kent	19	2	0	10.5%
Montgomery	1,892	263	33	15.6%
Prince George's	1,424	146	14	11.2%
Queen Anne's	55	11	1	21.8%
St. Mary's	240	33	3	15.0%
Somerset	27	2	1	11.1%
Talbot	45	8	0	17.8%
Washington	203	23	0	11.3%
Wicomico	170	22	1	13.5%
Worcester	92	11	0	12.0%
MD School for the Blind	12	1	0	8.3%
MD School for the Deaf	23	2	0	8.7%
SEED School	0	0	0	-
Statewide	10,049	1,350	104	14.5%

Note: The number of responses includes 13 paper surveys, which did not indicate the school system and are not in this table.

Table 3 displays the nonadjusted response rates for the Spanish preschool survey. The response rate for the Spanish preschool survey (9.1%) was lower than the response rate for the English preschool survey. Multiple local school systems (N=10) had a 0.0% response rate, but these school systems generally had 10 or fewer survey packages mailed out. Another 10 did not have any children in this category. The highest response rate observed was Carroll County (25.0%), but that is based on a few surveys mailed (N=4).

**Table 3: Response Rate Summary for Spanish
Preschool Paper Survey by Local School System**

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Allegany	0	0	0	-
Anne Arundel	53	4	0	7.5%
Baltimore County	21	0	0	0.0%
Baltimore City	10	0	0	0.0%
Calvert	0	0	0	-
Caroline	1	0	0	0.0%
Carroll	4	1	0	25.0%
Cecil	1	0	0	0.0%
Charles	4	0	0	0.0%
Dorchester	0	0	0	-
Frederick	24	0	1	4.2%
Garrett	0	0	0	-
Harford	5	1	0	20.0%
Howard	38	5	0	13.2%
Kent	0	0	0	-
Montgomery	215	27	0	12.5%
Prince George's	101	4	2	5.9%
Queen Anne's	0	0	0	-
St. Mary's	4	0	0	0.0%
Somerset	0	0	0	-
Talbot	1	0	0	0.0%
Washington	2	0	0	0.0%
Wicomico	6	0	0	0.0%
Worcester	3	0	0	0.0%
MD School for the Blind	0	0	0	-
MD School for the Deaf	0	0	0	-
SEED School	0	0	0	-
Statewide	493	42	3	9.1%

Table 4 indicates that the response rate for the English school-age survey (nonadjusted) was 9.4%, which included a low response rate for Baltimore City of 5.0% and a high response rate for Talbot County of 14.5%.

**Table 4: Response Rate Summary for English
School-Age Survey by Local School System**

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Allegany	1,158	112	1	9.8%
Anne Arundel	6,491	692	29	11.1%
Baltimore County	11,302	1,146	30	10.4%
Baltimore City	10,993	532	16	5.0%
Calvert	1,551	120	4	8.0%
Caroline	487	52	1	10.9%
Carroll	3,045	336	13	11.5%
Cecil	1,822	138	1	7.6%
Charles	2,053	151	10	7.8%
Dorchester	380	24	0	6.3%
Frederick	3,898	394	25	10.7%

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Garrett	452	57	0	12.6%
Harford	4,881	488	15	10.3%
Howard	3,968	455	26	12.1%
Kent	267	25	1	9.7%
Montgomery	11,750	1,224	112	11.4%
Prince George's	11,628	863	66	8.0%
Queen Anne's	845	63	3	7.8%
St. Mary's	1,601	156	7	10.2%
Somerset	391	36	1	9.5%
Talbot	324	37	10	14.5%
Washington	1,947	154	4	8.1%
Wicomico	1,502	132	1	8.9%
Worcester	689	61	5	9.6%
MD School for the Blind	165	13	0	7.9%
MD School for the Deaf	82	8	0	9.8%
SEED School	19	0	0	0.0%
Statewide	83,691	7,469	381	9.4%

Note: The number of responses includes 295 paper surveys, which did not indicate the school system and are not in this table.

Table 5 displays the nonadjusted response rates for the Spanish school-age survey. The unadjusted response rate for the Spanish school-age survey was the lowest of all the response rates at 6.8%. Washington County had the highest response rate at 27.3%, but that is based on 11 surveys mailed. Multiple local school systems (N=11) had a 0.0% response rate, but less than 25 survey packages were mailed out to each of those local school systems. Of the nonzero response rates, Baltimore City was the lowest (2.9%).

Table 5: Response Rate Summary for Spanish School-Age Survey by Local School System

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Allegany	0	0	0	-
Anne Arundel	243	12	1	5.3%
Baltimore County	99	9	0	9.1%
Baltimore City	136	4	0	2.9%
Calvert	1	0	0	0.0%
Caroline	14	0	0	0.0%
Carroll	19	2	0	10.5%
Cecil	10	1	0	10.0%
Charles	21	0	0	0.0%
Dorchester	4	0	0	0.0%
Frederick	69	7	1	11.6%
Garrett	0	0	0	-
Harford	37	2	0	5.4%
Howard	156	12	0	7.7%
Kent	1	0	0	0.0%
Montgomery	2,208	154	6	7.2%
Prince George's	1,634	101	2	6.3%
Queen Anne's	0	0	0	-
St. Mary's	7	0	0	0.0%

Local School System	Total Mailed Surveys	Returned Surveys	Web Surveys Returned	Response Rate
Somerset	2	0	0	0.0%
Talbot	6	0	0	0.0%
Washington	11	3	0	27.3%
Wicomico	30	3	0	10.0%
Worcester	10	2	0	20.0%
MD School for the Blind	7	0	0	0.0%
MD School for the Deaf	3	0	0	0.0%
SEED School	1	0	0	0.0%
Statewide	4,729	312	10	6.8%

Calculation of OSEP Indicator #8

As previously noted, OSEP Indicator #8 is the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. No single question addresses this.

Rather, using a questionnaire developed and validated by NCSEAM, a series of questions are indexed to provide the indicator. The index is developed by analyzing the data using Rasch analysis, a form of item response theory. The approach is unique because it takes into account an individual's response pattern as well as difficulty supporting each item.

For the State Performance Plan, we combine the measures of all participating parents in the state and then report to OSEP—and eventually to the public—the percentage of parents with measures at or above an established standard. MSDE agreed to use the standard set by NCSEAM. That standard is a question from the survey for which there is a 95 percent or greater likelihood of agreement in a Rasch analysis, and where a panel of experts determined that this is the highest item with which they would require an “agree” response to have confidence that the meaning of the indicator is being achieved. Based on the Rasch analysis, each item in the relevant scale is calibrated on a measurement ruler (low to high) according to the percentage of parents very strongly agreeing, strongly agreeing, or agreeing with the item. The standard item identified by the panel is:

The school explained what options parents have if they disagree with a decision of the school.

The standard is set at 600, and the other items are calibrated relative to this. Using that calibration, a measure is calculated for each parent, and then the percentage of parents with measures above 600 is generated. As noted, that percentage is reported to OSEP.

RESULTS¹

Data are presented separately for parents of preschoolers and parents of school-age children. In each section, we begin by reviewing the representativeness and demographics of the respondents. MSDE should use this to judge whether the respondents are representative of the target population. Information on the pattern of questionnaire response is then provided. Finally, the results for the indicator are presented.

Preschool (n=1,511)

Representativeness of Results

Preschool—Student Age

Table 6 below shows the extent to which the preschool survey results were representative by age of children active and eligible on October 29, 2010. The remaining tables and figures show representativeness by exceptionality, race, gender, and local jurisdictions, when broken out separately for preschool and school-age children. As a general rule, differences between the percentages of survey respondents and the percentages from the 2010 Maryland Special Education/Early Intervention Census and Enrollment data that are 5 percentage points or less are considered representative. Differences larger than 5 percentage points are discussed in the report.

Table 6 compares the percentage of survey responses by age compared with the percentage of children active/eligible by age. Even though preschool can include children up to age 6, we have decided to limit this representativeness table to depicting ages 3, 4, and 5 because those ages cover the majority of preschool students (98% of survey respondents). The 2011 parent survey data are slightly overrepresented among parents with children in the 3- and 4-year-old age groups and underrepresented among parents with children in the 5-year-old age group.

Table 6: Representativeness by Age—Survey Responses vs. Active/Eligible

Ages	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q28)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q28)
3 Years	20%	30%	2,359	429
4 Years	38%	42%	4,478	612
5 Years	42%	28%	5,033	401
Total	100%	100%	11,870	1,442

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

¹ Throughout this report, unless noted otherwise, percentages reported refer to the number who responded to that question.

Preschool—Exceptionality

Table 7 compares the percentage of survey responses by exceptionality compared with the percentage of children active/eligible by exceptionality. The 2011 parent survey data over- and underrepresent some exceptionalities, with the largest difference occurring for parents of children with developmental delay (underrepresentation), multiple disabilities (overrepresentation), and parents of children with speech or language impairment (overrepresentation).

Table 7: Representativeness by Exceptionality—Survey Responses vs. Active/Eligible

Primary Exceptionality/Disability	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q31)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q31)
Autism	6%	12%	420	172
Deaf-Blindness	0%	0%	0	0
Deafness	1%	0%	48	6
Developmental Delay	51%	22%	3,468	312
Emotional Disability	0%	0%	0	6
Hearing Impairment	1%	1%	45	9
Intellectual Disability	0%	1%	15	13
Multiple Disabilities	1%	10%	64	147
Orthopedic Impairment	0%	1%	29	8
Other Health Impairment	2%	1%	123	16
Specific Learning Disability	0%	5%	1	67
Speech or Language Impairment	38%	46%	2,597	654
Traumatic Brain Injury	0%	0%	9	4
Visual Impairment, Including Blindness	0%	0%	18	4
Total	100%	100%	6,837	1,418

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

Preschool—Race

The percentage of black/African American preschool respondents was underrepresented by 12 percentage points, white non-Hispanic children were overrepresented by 10 percentage points, and children from 2 or more races were overrepresented in the sample of survey respondents by 5 percentage points (see Table 8).

Table 8: Representativeness by Race—Preschool Survey Responses vs. Active/Eligible Preschool

Race/Ethnicity	Percentage of Children Active/Eligible (10/29/10)	Percentage of Parent Survey Responses	Number of Children Active/Eligible (10/29/10)	Number of Parent Survey Responses
American Indian	<1%	<1%	41	2
Asian/Pacific Islander	5%	5%	602	75
Black/African American	32%	20%	4,080	300

Race/Ethnicity	Percentage of Children Active/Eligible (10/29/10)	Percentage of Parent Survey Responses	Number of Children Active/Eligible (10/29/10)	Number of Parent Survey Responses
Hispanic/Latino	13%	9%	1,721	130
White	47%	57%	6,009	850
Other (2+ races)	3%	8%	422	126
Total	100%	100%	12,875	1,483

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

Preschool—Jurisdiction

Finally, Table 9 shows that the percentage of preschool parent survey responses was generally representative of the local jurisdictions when compared with the percentage of active/eligible preschool children as of October 29, 2010.

**Table 9: Representativeness of Results by Local Jurisdiction—
Preschool Survey Responses vs. Active/Eligible Preschool**

Jurisdictions	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q27)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q27)
Allegany	1%	1%	77	10
Anne Arundel	11%	10%	737	156
Baltimore County	14%	16%	943	246
Baltimore City	8%	2%	575	32
Calvert	2%	2%	137	22
Caroline	0%	1%	30	7
Carroll	3%	3%	230	50
Cecil	2%	2%	149	26
Charles	2%	2%	120	33
Dorchester	0%	<1%	26	6
Frederick	4%	5%	293	81
Garrett	0%	<1%	33	5
Harford	5%	7%	351	107
Howard	5%	7%	365	108
Kent	0%	<1%	9	2
Montgomery	20%	21%	1,336	323
Prince George's	13%	11%	907	166
Queen Anne's	1%	1%	49	12
St. Mary's	2%	2%	119	35
Somerset	0%	<1%	23	3
Talbot	0%	1%	34	8
Washington	2%	2%	132	23
Wicomico	1%	2%	95	23
Worcester	1%	1%	37	11
MD School for the Blind	<1%	<1%	9	1
MD School for the Deaf	<1%	<1%	20	2
Total	100%	98%	6,837	1,498*

* Excludes 13 individuals where the school system was not reported.

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

In summary, the preschool data resulting from the 2010/2011 MSDE Indicator #8 Parent Survey was generally representative of the universe with regard to local jurisdictions. The data was not completely representative of the universe with regard to exceptionality of the child. In particular, three exceptionalities (developmental disabilities, multiple disabilities, and speech and language impairment) were over- or underrepresented. In addition, three racial categories (black/African American, white/Caucasian, and multiracial) were over- and underrepresented. With regard to age of the children, parents with 3- and 4-year-olds were slightly overrepresented, while parents with children in the 5-year-old age group were underrepresented. In the future, some recommendations to address these problems would be to clearly explain to parents that in responding to the survey questions, they need to provide the primary exceptionality/disability as listed on the Individualized Education Program (IEP), while more strongly reaching out to parents from underrepresented groups to encourage them to complete the survey.

Demographics

With four exceptions, all the responding parents lived in Maryland. The demographics of the preschoolers are presented in Table 10 and in Figures 1–4. Table 10 displays the distribution of preschoolers whose parents responded to the survey according to the school system in which the preschooler received services during the 2010/2011 school year.

Figure 1 displays the distribution of respondents by the age of their preschooler.² Most of the preschoolers are ages 3 or 4 (69%). Eighty-three percent of the preschoolers were referred for services before age 4, which means referral happened earlier as compared to previous years (i.e., about 50% were referred between the ages of 5 and 6 in the school year 2008/2009) (see Figure 2). More than half (56%) are white, and one-fifth (20%) are black or African American (see Figure 3). The three most frequently cited exceptionalities/disabilities (speech or language impairment, developmental delay, and autism) account for approximately 75% of the exceptionalities/disabilities cited (Figure 4). With the above exceptions noted, the demographic results remain remarkably consistent from year to year with only small variations occurring.

Table 10: Distribution of Preschoolers Receiving Services by the School System Providing Those Services During the 2010/2011 School Year

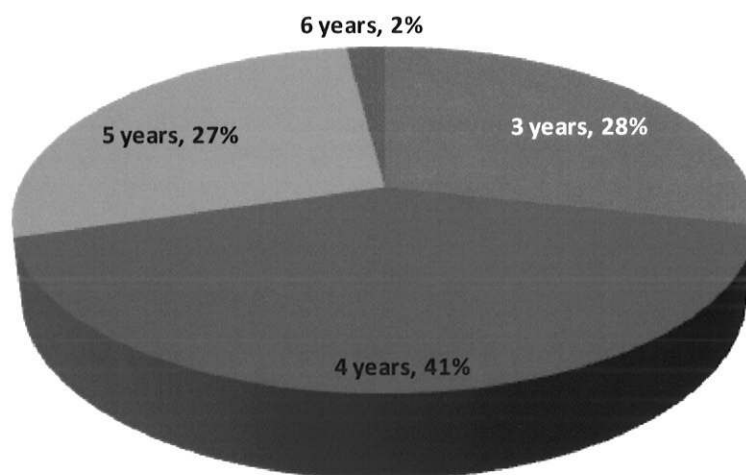
School System	Frequency	Percentage
Allegany	10	1%
Anne Arundel	156	10%
Baltimore County	246	16%
Baltimore City	32	2%
Calvert	22	1%
Caroline	7	<1%
Carroll	50	3%
Cecil	26	2%
Charles	33	2%
Dorchester	6	<1%
Frederick	81	5%
Garrett	5	<1%
Harford	107	7%

² Other than the response to the core questions, all other responses refer to reported demographics of the children of the respondents. For ease of reference, we subsequently just refer to this as preschoolers or school-age children.

School System	Frequency	Percentage
Howard	108	7%
Kent	2	<1%
Montgomery	323	22%
Prince George's	166	11%
Queen Anne's	12	1%
St. Mary's	35	2%
Somerset	3	<1%
Talbot	8	1%
Washington	23	2%
Wicomico	23	2%
Worcester	11	1%
Maryland School for the Blind	1	<1%
Maryland School for the Deaf	2	<1%
Total	1,498	100%

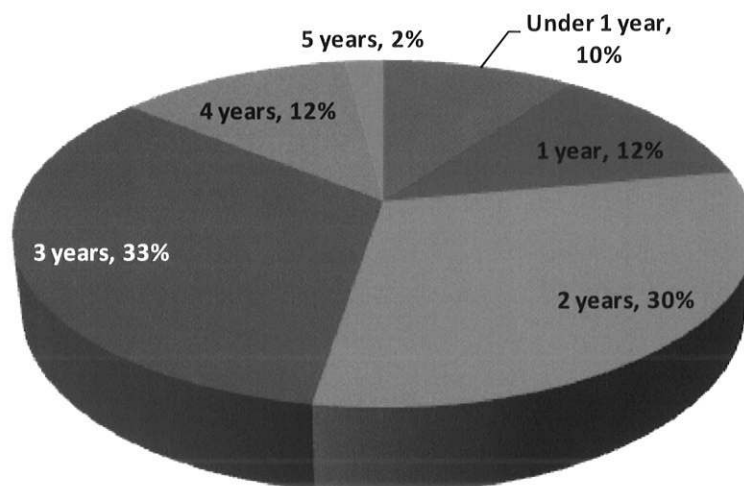
Note: Excludes 13 individuals where the school system was not reported.

Figure 1: Distribution by Reported Age in Years of Preschoolers



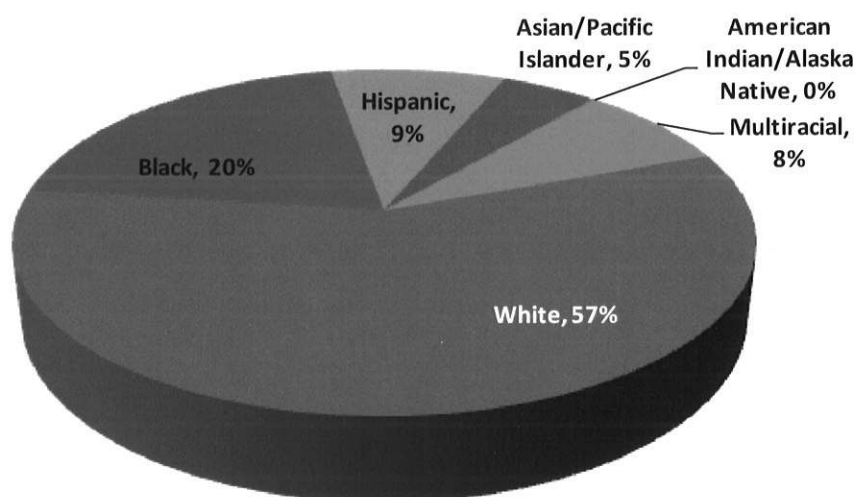
Note: Does not equal 100% because of rounding.

Figure 2: Distribution of Reported Age of Preschoolers When Referred to Early Intervention or Special Education



Note: Does not equal 100% because of rounding.

Figure 3: Distribution of Preschool Parent Respondents by Race of Child



Note: Does not equal 100% because of rounding.

Figure 4: Distribution of Preschool Parent Respondents by Top Four Exceptionalities/Disabilities Cited

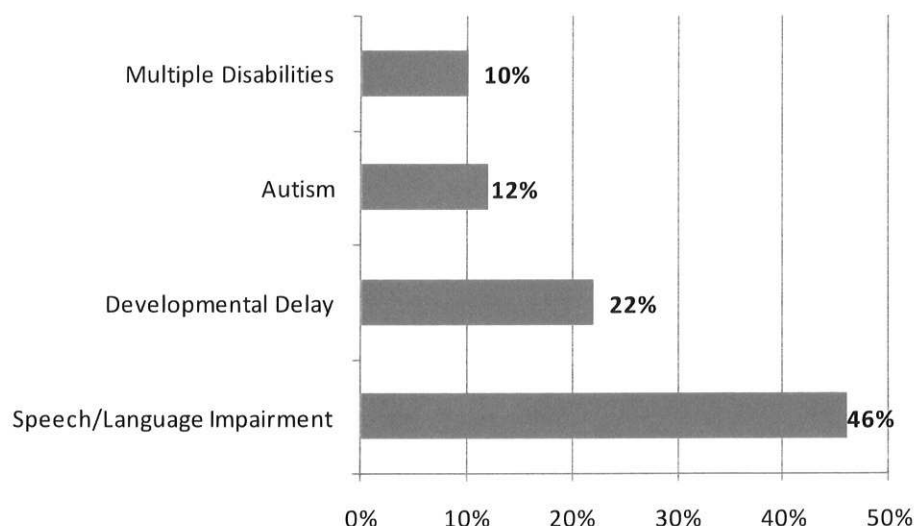


Table 11 presents data on the percentage of respondents who did not answer a core question. A review of the data revealed that the level of nonresponses to any given question was from 1% to 7%. An item on the survey might be missing because:

1. The question was left blank;
2. Multiple responses were provided; or
3. The mark on the question could not be read by the machine.

We can speculate, but a definitive answer cannot be obtained without asking parents directly why they left the question blank. Though this does not present any analytic difficulties, MSDE may want to work toward reducing the disparity between questions so that all questions have a similarly low (around 3%) nonresponse rate. To achieve that goal, MSDE and its local partners may want to work with parents and special education staff to ensure that these questions are better understood.

Table 11: Summary of Percentage of Respondents (Parents with a Preschooler in Special Education) Not Completing a Given Core Question

Percentage Not Completing Question	Question
1%	<p>My child's evaluation report was written using words I understand. (Q4)</p> <p>People from preschool special education, including teachers and other service providers, are available to speak with me. (Q8)</p> <p>People from preschool special education, including teachers and other service providers, treat me as an equal team member. (Q9)</p> <p>People from preschool special education, including teachers and other service providers, encourage me to participate in the decision-making process. (Q10)</p> <p>People from preschool special education, including teachers and other service providers, ensure that I have fully understood my rights related to preschool special education. (Q13)</p> <p>People from preschool special education, including teachers and other service providers, communicate regularly with me regarding my child's progress on IEP/IFSP goals. (Q14)</p> <p>People from preschool special education, including teachers and other service providers, give me enough information to know if my child is making progress. (Q17)</p> <p>People from preschool special education, including teachers and other service providers, give me information about the approaches they use to help my child learn. (Q18)</p>
2%	<p>I am part of the IEP decision-making process. (Q1)</p> <p>My child's IEP goals are written in a way that I can work on them at home during daily routines. (Q3)</p> <p>People from preschool special education, including teachers and other service providers, value my ideas. (Q12)</p> <p>People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports. (Q15)</p>
3%	<p>My recommendations are included on the IEP. (Q2)</p> <p>The preschool special education program involves parents in evaluations of whether preschool special education is effective. (Q5)</p> <p>People from preschool special education, including teachers and other service providers, offer parents different ways of communicating with people from preschool special education. (Q21)</p>
4%	<p>I have been asked for my opinion about how well preschool special education services are meeting my child's needs. (Q6)</p> <p>People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)</p> <p>People from preschool special education, including teachers and other service providers, respect my culture. (Q11)</p> <p>People from preschool special education, including teachers and other service providers, provide me with strategies to deal with my child's behavior. (Q16)</p>
5%	<p>People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)</p> <p>People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)</p>

Percentage Not Completing Question	Question
6%	People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
7%	People from preschool special education, including teachers and other service providers, give parents the help they may need, such as transportation, to plan an active role in the child's learning and development. (Q23) People from preschool special education, including teachers and other service providers, offer supports for parents who participate in training workshops. (Q24) People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age (n=8,467)

Representativeness of Results

School-Age—Student Age

Tables 12 and 13 show the extent to which the survey results were representative by age and exceptionality of children who were active and eligible on October 29, 2010. The remaining two tables and two figures show representativeness by race and local jurisdictions. As a general rule, differences between the percentages of survey respondents and the percentages from the 2010 Maryland Special Education/Early Intervention Census data that are 5 percentage points or less are considered representative. Differences larger than 5 percentage points are discussed in the report.

Table 12 compares the percentage of survey responses by age compared with the percentage of children active/eligible by age. The 2010/2011 parent survey data are reasonably representative for all the age groups.

**Table 12: Representativeness by Age in Years—
School-Age Survey Responses vs. Active/Eligible**

Ages	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q29)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q29)
5 Years	5%	2%	5,033	183
6 Years	6%	7%	5,563	583
7 Years	6%	8%	5,897	659
8 Years	7%	8%	6,545	645
9 Years	8%	8%	7,290	699
10 Years	8%	9%	7,760	735
11 Years	8%	8%	8,029	684
12 Years	8%	9%	7,973	708
13 Years	8%	8%	7,481	647
14 Years	7%	7%	7,120	616
15 Years	8%	7%	7,245	556
16 Years	7%	6%	7,143	527

Ages	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q29)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q29)
17 Years	7%	6%	6,572	519
18+ Years	6%	6%	5,997	536
Total	100%	100%	95,648	8,297

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

School-Age—Exceptionality

Table 13 compares the percentage of survey responses by exceptionality compared with the percentage of children active/eligible by exceptionality. The 2010/2011 parent survey data over- and underrepresent some exceptionalities, with the largest difference occurring for parents of children with multiple disabilities (overrepresentation), parents of children with other health impairments (underrepresentation), parents of children with specific learning disabilities (underrepresentation), and parents of children with autism (overrepresentation).

**Table 13: Representativeness by Exceptionality—
School-Age Survey Responses vs. Active/Eligible**

Primary Exceptionality/Disability	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q32)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q32)
Autism	9%	16%	8,409	1,167
Deaf-Blindness	0%	0%	18	4
Deafness	1%	1%	559	41
Developmental Delay	4%	8%	3,434	600
Emotional Disability	8%	5%	7,600	356
Hearing Impairment	1%	1%	522	74
Intellectual Disability	6%	3%	5,287	230
Multiple Disabilities	3%	19%	3,185	1,399
Orthopedic Impairment	0%	0%	323	27
Other Health Impairment	16%	6%	15,757	409
Specific Learning Disability	34%	25%	32,568	1,840
Speech or Language Impairment	18%	16%	17,409	1,143
Traumatic Brain Injury	0%	0%	257	24
Visual Impairment. Including Blindness	0%	0%	320	33
Total	100%	100%	95,648	7,347

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

School-Age—Race

Table 14 shows the extent to which the survey results were representative of school-age children who were active and eligible on October 29, 2010 by race. The percentage of black/African American school-age respondents was underrepresented by 14 percentage points and white, non-Hispanic respondents were overrepresented by 13 percentage points. This was consistent with the 2009/2010 results, and may be related to Baltimore City respondents being underrepresented.

Table 14: Representativeness by Race—School-Age Survey Responses vs. Active/Eligible School Age

Race/Ethnicity	Percentage of Children Active/Eligible (9/30/09)	Percentage of Parent Survey Responses	Number of Children Active/Eligible (9/30/09)	Number of Parent Survey Responses
American Indian	<1%	<1%	360	31
Asian/Pacific Islander	3%	4%	2,334	307
Black/African American (Not Hispanic)	43%	29%	39,399	2,389
Hispanic/Latino	10%	7%	9,189	585
White (Not Hispanic)	41%	54%	37,030	4,464
Other (2+ Races)	3%	6%	2,303	469
Total	100%	100%	90,615	8,245

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

School-Age—Jurisdiction

Table 15 shows that the percentage of school-age parent survey responses was generally representative of the local jurisdictions when compared with the percentage of active/eligible children as of October 29, 2010, with the following exception: Baltimore City survey respondents were underrepresented by 8 percentage points. This was consistent with 2009/2010 survey data.

Table 15: Representativeness of Results by Local Jurisdiction—School-Age Survey Responses vs. Active/Eligible School Age

Jurisdictions	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q27)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q27)
Allegany	1%	1%	1,217	113
Anne Arundel	8%	9%	7,046	734
Baltimore County	14%	15%	12,224	1,185
Baltimore City	15%	7%	13,290	552
Calvert	2%	2%	1,527	124
Caroline	1%	1%	556	53
Carroll	3%	4%	3,055	351
Cecil	2%	2%	1,917	140
Charles	2%	2%	2,236	161
Dorchester	<1%	<1%	397	24
Frederick	5%	5%	4,203	427
Garrett	1%	1%	456	57
Harford	6%	6%	5,059	505
Howard	5%	6%	4,205	493
Kent	<1%	<1%	302	26
Montgomery	18%	18%	15,828	1,496
Prince George's	15%	13%	13,409	1,032
Queen Anne's	1%	1%	884	66
St. Mary's	2%	2%	1,738	163

Jurisdictions	Percentage of Children Active/Eligible (10/29/10)	Percentage of Survey Responses (Q27)	Number of Children Active/Eligible (10/29/10)	Number of Survey Responses (Q27)
Somerset	<1%	<1%	392	37
Talbot	<1%	1%	352	47
Washington	2%	2%	2,217	161
Wicomico	2%	2%	1,586	136
Worcester	1%	1%	706	68
MD School for the Blind	<1%	<1%	167	13
MD School for the Deaf	<1%	<1%	384	8
Total	100%	100%	89,945	8,172*

* Excludes 295 individuals where the school system was not reported.

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 29, 2010

In summary, the school-age data resulting from the 2010/2011 MSDE Indicator #8 Parent Survey was generally representative of the universe with regard to students' ages. The data was not completely representative of the universe with regard to exceptionality of the child. In particular, four exceptionalities (multiple disabilities, other health impairment, speech and language impairment, and autism) were over- or underrepresented. In addition, two racial categories (black/African American and white/Caucasian) were over- and underrepresented. With regard to the jurisdictions, respondents were generally representative of the universe of parents, except for Baltimore City survey respondents who were proportionally underrepresented in the 2010/2011 parent survey. In the future, some recommendations to address these problems would be to clearly explain to parents that in responding to the survey questions, parents need to provide the primary exceptionality/disability as listed on the IEP, and to reach out more to Baltimore City parents to encourage them to complete the survey.

Demographics

Nearly all respondents (97%) were from Maryland; with the exceptions amounting to about 3% not responding to the question (3 respondents lived in Delaware, 2 in Virginia, 2 in Pennsylvania, and 1 in the District of Columbia). The distribution of respondents by school system is displayed in Table 16. As with the preschool data, these refer to parents whose children received special education services during the 2010/2011 school year.

Table 16: Percentage of School-Age Children Receiving Services by the School System Providing those Services during the 2010/2011 School Year

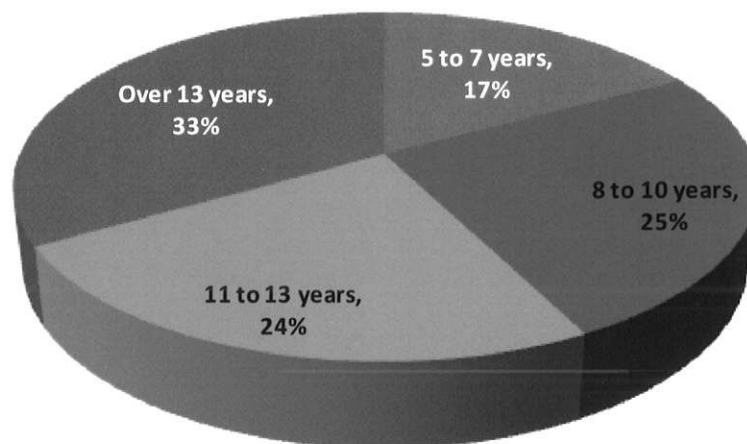
School System	Frequency	Percentage
Allegany	113	1%
Anne Arundel	734	9%
Baltimore County	1,185	15%
Baltimore City	552	7%
Calvert	124	2%
Caroline	53	1%
Carroll	351	4%
Cecil	140	2%
Charles	161	2%
Dorchester	24	<1%
Frederick	427	5%

School System	Frequency	Percentage
Garrett	57	1%
Harford	505	6%
Howard	493	6%
Kent	26	<1%
Montgomery	1,496	18%
Prince George's	1,032	13%
Queen Anne's	66	1%
St. Mary's	163	2%
Somerset	37	<1%
Talbot	47	1%
Washington	161	2%
Wicomico	136	2%
Worcester	68	1%
Maryland School for the Blind	13	<1%
Maryland School for the Deaf	8	<1%
Total	8,172	100%*

* Excludes 295 individuals where the school system was not reported.

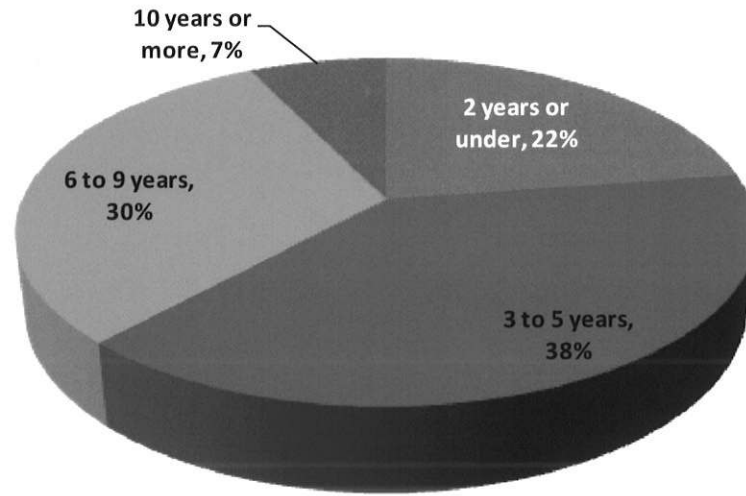
Figures 5–8 display the demographics for these school-age children whose parents responded to the survey. Figure 5 displays the distribution of the children by age during that school year. Just under half (42%) of these are age 10 or younger. The majority (60%) was referred to early intervention or special education before the age of 6 (Figure 6). More than half (53%) are white, and 28% are black or African American (Figure 7). The four most frequently cited exceptionalities/disabilities account for 67% of the exceptionalities/disabilities cited (Figure 8).

Figure 5: Distribution by Reported Age in Years of School-Age Children



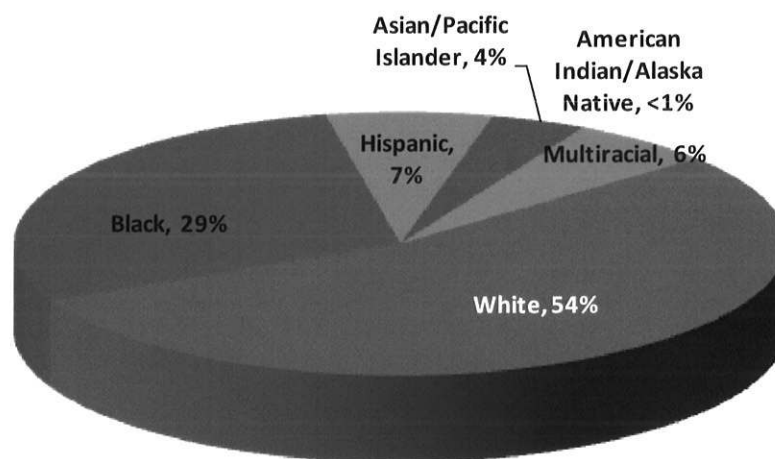
Note: Does not equal 100% because of rounding.

Figure 6: Distribution of Reported Age in Years of School-Age Children When Referred to Early Intervention or Special Education



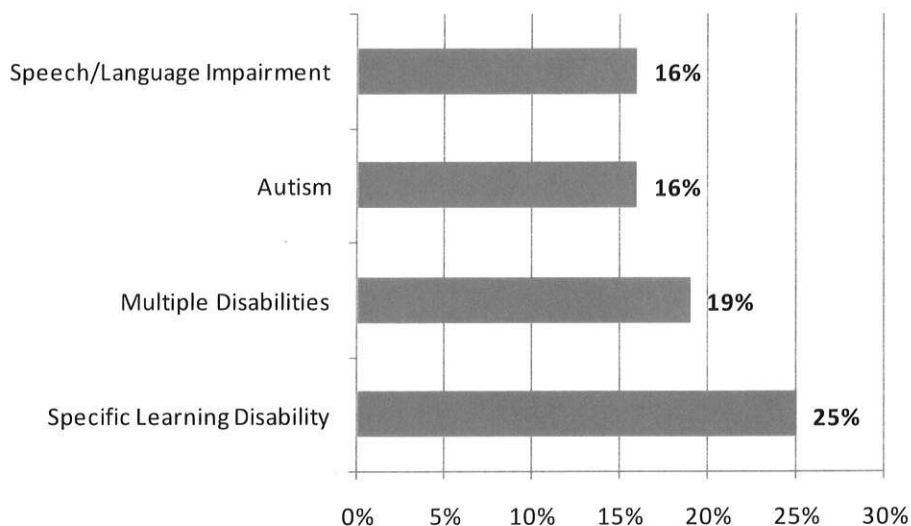
Note: Does not equal 100% because of nonresponse.

Figure 7: Distribution of Respondents (Parents of School-Age Children) by Child's Race



Note: Does not equal 100% because of nonresponse.

Figure 8: Distribution of School-Age Parent Respondents by Top Four Exceptionalities/Disabilities Cited



With regard to Figure 8, the percentage of parents reporting multiple disabilities dropped 10% from the previous year, while the percentage of parents reporting autism and speech/language impairments stayed the same.

An analysis of nonresponse by question for the parents of school-age children revealed that for any given question, the level of nonresponse was between 1% and 12% (Table 17 below). Possible reasons for this were explained in the previous section on preschool-age parents.

Table 17: Summary of Percentage of Respondents (Parents with a School-Age Child in Special Education) Not Completing a Given Core Question

Percentage Not Completing Question	Question
1%	I am considered an equal partner with teachers and other professionals in planning my child's program. (Q1) Written information I receive is written in an understandable way. (Q10)
2%	I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2) All of my concerns and recommendations were documented on the IEP. (Q5) My child's evaluation report is written in terms I understand. (Q9) Teachers are available to speak with me. (Q11) Teachers treat me as a team member. (Q12) The school communicates regularly with me regarding my child's progress on IEP goals. (Q19)

Percentage Not Completing Question	Question
3%	<p>At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)</p> <p>At the IEP meeting, we discussed accommodations and modifications that my child would need. (Q4)</p> <p>I felt part of the decision-making process. (Q8)</p> <p>Teachers and administrators seek out parent input. (Q13)</p> <p>Teachers and administrators encourage me to participate in the decision-making process. (Q15)</p> <p>The school has a person on staff that is available to answer parents' questions. (Q18)</p> <p>The school gives me choices with regard to services that address my child's needs. (Q20)</p>
4%	<p>Teachers and administrators show sensitivity to the needs of students with disabilities and their families. (Q14)</p> <p>Teachers and administrators ensure that I have fully understood the procedural safeguards. (Q17)</p> <p>The school offers parents a variety of ways to communicate with teachers. (Q22)</p> <p>The school gives parents the help they may need to play an active role in their child's education. (Q23)</p>
5%	The school explains what options parents have if they disagree with a decision of the school. (Q25)
6%	I was given information about organizations that offer support for parents of students with disabilities. (Q7)
7%	The school offers parents training about special education issues. (Q21)
10%	Teachers and administrators respect my cultural heritage. (Q16)
12%	The school provides information on agencies that can assist my child in the transition from school. (Q24)
	Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)

OSEP Indicator #8—Preschool

The value of OSEP Indicator #8 for parents of preschoolers during the 2010/2011 school year is 49%. The 95% confidence interval for this Indicator could be as high as 52% or as low as 47%. Based on the raw state score of 613, there are 5 areas of possible improvements (ranked from easiest to most difficult to achieve):

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)

- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

Table 18 presents the estimates of the indicator for the preschool population by school system as well as the upper and lower 95% confidence limits of that estimate. Estimates highlighted in yellow are deemed less reliable, that is, there are fewer than 20 respondents (11 districts).

Table 18: Estimates for OSEP Indicator #8, School Year 2010/2011, for Preschool Children by School System and with 95% Upper and Lower Confidence Limits

School System Providing Service during 2009–2010 School Year	Mean (Percent)	N	Std. Deviation	Std. Error of Mean	Upper	Lower
Allegany	50	10	52.7	16.7	82.7	17.3
Anne Arundel	49	156	50.2	4.0	57.2	41.5
Baltimore County	57	246	49.7	3.2	62.7	50.3
Baltimore City	44	32	50.4	8.9	61.2	26.3
Calvert	68	22	47.7	10.2	88.1	48.3
Caroline	57	7	53.5	20.2	96.7	17.5
Carroll	42	50	49.9	7.1	55.8	28.2
Cecil	42	26	50.4	9.9	61.7	22.9
Charles	36	33	48.9	8.5	53.0	19.7
Dorchester	67	6	51.6	21.1	108.0	25.3
Frederick	48	81	50.3	5.6	59.1	37.2
Garrett	20	5	44.7	20.0	59.2	-19.2
Harford	41	107	49.4	4.8	50.5	31.8
Howard	51	108	50.2	4.8	60.4	41.5
Kent	100	2	0.0	0.0	100.0	100.0
Montgomery	53	323	50.0	2.8	58.4	47.5
Prince George's	46	166	50.0	3.9	53.4	38.2
Queen Anne's	58	12	51.5	14.9	87.5	29.2
Saint Mary's	20	35	40.6	6.9	33.4	6.6
Somerset	0	3	0.0	0.0	0.0	0.0
Talbot	63	8	51.8	18.3	98.4	26.6
Washington	30	23	47.0	9.8	49.7	11.2
Wicomico	52	23	51.1	10.6	73.0	31.3
Worcester	64	11	50.5	15.2	93.5	33.8
MD School for the Blind	100	1	-	-	-	-
MD School for the Deaf	0	2	0.0	0.0	0.0	0.0
Total	49	1,498	50.0	1.3	51.7	46.7

OSEP Indicator #8—School-Age

The value of OSEP Indicator #8 for parents of school-age children receiving special education services during the 2010/2011 school year is 40%. The 95% confidence interval around this estimate suggests the indicator could be as high as 41% or as low as 39%. Based on the raw state score of 571, there are 6 areas of possible improvements (ranked from easiest to most difficult to achieve):

- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers (Q22)

Table 19 presents the estimates of the indicator for school-age children by school system as well as the upper and lower 95% confidence limits of that estimate. All of the estimates by school system are reliable, except for the Maryland School for the Blind, and the Maryland School for the Deaf, highlighted in yellow, both of which have fewer than 20 respondents each. In the previous two reports, only one of the districts was deemed less reliable as a result of low number of responses for the school-age survey (e.g., Maryland School for the Blind).

Table 19: Estimates for OSEP Indicator #8, School Year 2010/2011, for School-Age Children by Jurisdiction and with 95% Upper and Lower Confidence Limits

School System Providing Service during 2009/2010 School Year	Mean (Percent)	N	Std. Deviation	Std. Error of Mean	Upper	Lower
Allegany	36	113	48.3	4.5	45.2	27.4
Anne Arundel	41	734	49.2	1.8	44.6	37.4
Baltimore County	39	1,185	48.9	1.4	42.2	36.6
Baltimore City	36	552	47.9	2.0	39.5	31.5
Calvert	37	124	48.5	4.4	45.6	28.6
Caroline	60	53	49.4	6.8	73.7	47.1
Carroll	51	351	50.1	2.7	56.0	45.5
Cecil	44	140	49.9	4.2	52.5	36.0
Charles	42	161	49.4	3.9	49.3	34.0
Dorchester	46	24	50.9	10.4	66.2	25.5
Frederick	45	427	49.8	2.4	50.2	40.7
Garrett	30	57	46.2	6.1	41.8	17.8
Harford	36	505	48.2	2.1	40.6	32.2
Howard	39	493	48.8	2.2	43.3	34.6
Kent	27	26	45.2	8.9	44.3	9.5
Montgomery	41	1,496	49.3	1.3	43.9	38.9
Prince George's	33	1,032	47.1	1.5	35.9	30.2
Queen Anne's	41	66	49.5	6.1	52.9	29.0
Saint Mary's	44	163	49.7	3.9	51.2	35.9
Somerset	51	37	50.7	8.3	67.7	35.0
Talbot	60	47	49.6	7.2	73.8	45.4
Washington	34	161	47.4	3.7	40.9	26.2
Wicomico	41	136	49.4	4.2	49.5	32.9

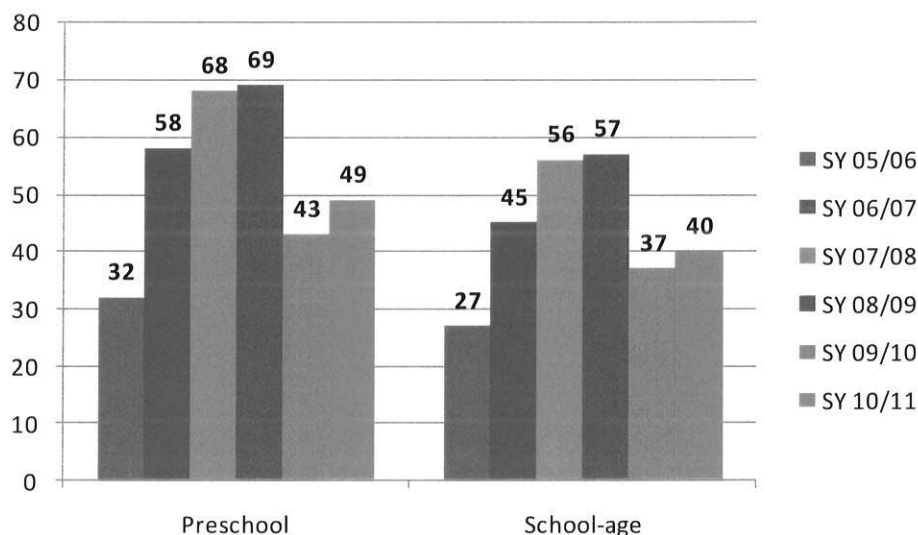
School System Providing Service during 2009/2010 School Year	Mean (Percent)	N	Std. Deviation	Std. Error of Mean	Upper	Lower
Worcester	46	68	50.2	6.1	57.5	33.7
MD School for the Blind	62	13	50.6	14.0	89.1	34.0
MD School for the Deaf	63	8	51.8	18.3	98.4	26.6
Total	40	8,172	49.0	0.5	41.0	38.9

We also analyzed the parent involvement data by the language used to complete the survey, race/ethnicity, and the primary exceptionality or disability of the child. The parents who completed the survey in Spanish reported greater involvement than parents completing the survey in English. This finding coincided with the fact that Hispanic parents reported greater involvement than non-Hispanic parents. In addition, parents of the school-age children who are deaf-blind reported greater involvement than parents of school-age children with other disabilities (75% for deaf-blind versus an average of 40% for all disabilities), however with so few survey respondents (N=4), there is a large standard error for these respondents. As a result, those results should be interpreted with caution. See Appendix A for additional analyses by demographics.

HISTORICAL TRENDS

Figure 9 presents data comparing the values on OSEP Indicator #8 for school years 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010, and 2010/2011. Until last year, all previous years showed an increase from the previous school year.

**Figure 9: Estimates for OSEP Indicator #8, School Year 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010, and 2010/2011
Preschool and School-Age Children**



As a result of the drop in OSEP Indicator #8 in 2009/2010, and the subsequent increase in 2011, we recommend that future survey administrations are conducted during the school year, with ample time for parents to respond and avoiding major holidays. Future administrations should also involve reminder notices and enhanced support from district administrators. Hand delivering the surveys adds a personal touch, which could help to increase response rates and levels of agreement to survey items. For future administrations, MSDE should consider utilizing hand delivery to schools by districts administrators, which has worked very well for other MSDE surveys.

DESCRIPTION OF FUTURE ACTIVITIES BY SCHOOL SYSTEM

Allegany County

Preschool

The value for Indicator #8 for school year 2010/2011 for Allegany County is 50% and, in absolute terms, is slightly above the value for the State (49%). However, there were very few respondents in the county (n=10); thus, the 95% confidence interval about this value is from 83 to 17. The latter means that the value of the indicator for the county might not differ from the value for the State. The raw score (580) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Allegany County is 36% and, in absolute terms, is less than the value for the State (40%); however, the 95% confidence interval about this value is from 45 to 27. The raw score for the county is 572. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Anne Arundel County

Preschool

The value for Indicator #8 for school year 2010/2011 for Anne Arundel County is 49% and, in absolute terms, is the same as the value for the State; however, the 95% confidence interval about this value is from 57 to 42. The latter means that there is likely little difference between the result for the county and that of the State. The raw score for the county is 615. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Anne Arundel County is 41%, which is slightly greater than the value for the State (40%). The 95% confidence interval about this value is from 45 to 37. The raw score for the county is 575. Thus, for the county to improve its score, it should try to increase the number of parents who agree with the following statements:

- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Baltimore County

Preschool

The value for Indicator #8 for school year 2010/2011 for Baltimore County is 57%, which is greater than the value for the State (49%). The 95% confidence interval about this value is from 63 to 50. The raw score for the county is 631. That means for the county to improve its score, it

should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Baltimore County is 39%, which is slightly less than the value for the State (40%). The 95% confidence interval about this value is from 42 to 37. The raw score for the county is 567. That means for the county to improve its score it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Baltimore City

Preschool

The value for Indicator #8 for school year 2010/2011 for Baltimore City is 44% and, in absolute terms, is below the value for the State (49%). The 95% confidence interval about this value is from 61 to 26. The raw score for the city is 565. That means for the city to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, provide me with strategies to deal with my child's behavior. (Q16)

- People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports. (Q15)
- People from preschool special education, including teachers and other service providers, give parents the help they may need to plan an active role in their child's learning and development. (Q23)
- I have been asked for my opinion about how well preschool special education services are meeting my child's needs. (Q6)
- People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)

School-Age

The value for Indicator #8 for school year 2010/2011 for Baltimore City is 36% and, in absolute terms, is slightly below the value for the State (40%); however, the 95% confidence interval about this value is from 40 to 32. The raw score for the city is 561. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)
- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)

Calvert County

Preschool

The value for Indicator #8 for school year 2010/2011 for Calvert County is 68% and, in absolute terms, is greater than the value for the State (49%). The 95% confidence interval about this value is from 88 to 48. The raw score for the county is (658). That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Calvert County is 37%, which is less than the value for the State (40%). The 95% confidence interval about this value is from 46 to 29. The raw score for the county is 565. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Caroline County

Preschool

The value for Indicator #8 for school year 2010/2011 for Caroline County is 57% and, in absolute terms, is greater than the value for the State (49%). However, there were very few respondents in the county (n=7); thus, the 95% confidence interval about this value is from 97 to 18. The latter means that the value of the indicator for the county might not differ from the value for the State. The raw score (589) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Caroline County is 60% and, in absolute terms, is greater than the value for the State (40%); however, the 95% confidence interval about this value is from 74 to 47. The raw score for the county is 623. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Carroll County

Preschool

The value for Indicator #8 for school year 2010/2011 for Carroll County is 42%, which is less than the value for the State (49%). The 95% confidence interval about this value is from 56 to 28. The raw score for the county is 591. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)
- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support to parents. (Q19)

School-Age

The value for Indicator #8 for school year 2010/2011 for Carroll County is 51% and, in absolute terms, is greater than the value for the State (40%); however, the 95% confidence interval about this value is from 56 to 46. The raw score for the county is 605. Thus, for the county to improve its score, it should try to increase the number of parents who agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)

- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Cecil County

Preschool

The value for Indicator #8 for school year 2010/2011 for Cecil County is 42% and, in absolute terms, is less than the value for the State (49%); however, the 95% confidence interval about this value is from 62 to 23. The raw score for the county is 591. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)
- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support to parents. (Q19)

School-Age

The value for Indicator #8 for school year 2010/2011 for Cecil County is 44% and, in absolute terms, is slightly greater than the value for the State (40%); however, the 95% confidence interval about this value is from 53 to 36. The raw score for the county is 575. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Charles County

Preschool

The value for Indicator #8 for school year 2010/2011 for Charles County is 36% and, in absolute terms, is less than the value for the State (49%); however, the 95% confidence interval about this value is from 53 to 20. The raw score for the county is 589. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statement:

- I have been asked for my opinion about how well preschool special education services are meeting my child's needs. (Q6)
- People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)
- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support to parents. (Q19)

School-Age

The value for Indicator #8 for school year 2010/2011 for Charles County is 42%, which is very close to the value for the State (40%). The 95% confidence interval about this value is from 49 to 34. The raw score for the county is 570. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Dorchester County

Preschool

The value for Indicator #8 for school year 2010/2011 for Dorchester County is 67% and, in absolute terms, is greater than the value for the State (49%). However, there were very few respondents in the county (n=6), and thus, the 95% confidence interval about this value is from 108 to 25. The latter means that the value of the indicator for the county might not differ from the value for the State. The raw score (678) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Dorchester County is 46%, which is greater than the value for the State (40%). The 95% confidence interval about this value is from 66 to 26. The raw score for the county is 594. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Frederick County

Preschool

The value for Indicator #8 for school year 2010/2011 for Frederick County is 48% and, in absolute terms, is slightly less than the value for the State (49%); however, the 95% confidence interval about this value is from 59 to 37. The raw score for the county is 607. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)

School-Age

The value for Indicator #8 for school year 2010/2011 for Frederick County is 45% and, in absolute terms, is slightly greater than the value for the State (40%); however, the 95% confidence interval about this value is from 50 to 41. The raw score for the county is 592. Thus, for the county to improve its score, it should try to increase the number of parents who agree, strongly agree, or very strongly agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Garrett County

Preschool

The value for Indicator #8 for school year 2010/2011 for Garrett County is 20% and, in absolute terms, is less than the value for the State (49%). However, there were only five respondents in the county, and thus, the 95% confidence interval about this value is 59 to -19, which means the value of the indicator for the county might not differ from the value for the State. The raw score (522) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not

meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Garrett County is 30% and, in absolute terms, is less than the value for the State (40%); however, the 95% confidence interval about this value is from 42 to 18. The raw score for the county is 567. That means for the county to improve its score, it should try to increase the number of parents who agree, strongly agree, or very strongly agree with the following statements:

- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Harford County

Preschool

The value for Indicator #8 for school year 2010/2011 for Harford County is 41% and, in absolute terms, is less than the value for the State (49%); however, the 95% confidence interval about this value is from 51 to 32. The raw score for the county is 596. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. (Q22)
- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)

School-Age

The value for Indicator #8 for school year 2010/2011 for Harford County is 36% and, in absolute terms, is slightly less than the value for State (40%); however, the 95% confidence interval about this value is from 41 to 32. The raw score for the county is 560. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school gives parents the help they may need to play an active role in their child's education. (Q23)
- At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)
- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)

Howard County

Preschool

The value for Indicator #8 for school year 2010/2011 for Howard County is 51%, which is slightly greater than the value for the State (49%). The 95% confidence interval about this value is from 60 to 42. The raw score for the county is 636. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Howard County is 39%, which is slightly less than the value for the State (40%). The 95% confidence interval about this value is from 43 to 35; meaning that there is likely no difference between the result for the county and that of the State. The raw score for the county is 568. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Kent County

Preschool

The value for Indicator #8 for school year 2010/2011 for Kent County is 100% and, in absolute terms, is twice the value for the State (49%). However, there were very few respondents in the county (n=2); thus, the 95% confidence point for this value is 100. The raw score (630) is less reliable because of the small number of respondents; however, this does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Kent County is 27% and, in absolute terms, is less than the value for the State (40%); however, the 95% confidence interval about this value is from 44 to 10. The raw score for the county is 518, but with a large confidence interval. Based on the raw score, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school communicates regularly with me regarding my child's progress on IEP goals. (Q19)
- Teachers and administrators respect my cultural heritage. (Q16)
- The school has a person on staff who is available to answer parents' questions. (Q18)
- Teachers and administrators encourage me to participate in the decision-making process. (Q15)
- Teachers and administrators show sensitivity to the needs of students with disabilities and their families. (Q14)
- The school gives me choices with regard to services that address my child's needs. (Q20)

- The school gives parents the help they may need to play an active role in their child's education. (Q23)
- At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)

Montgomery County

Preschool

The value for Indicator #8 for school year 2010/2011 for Montgomery County is 53% and, in absolute terms, is greater than the value for the State (49%); however, the 95% confidence interval about this value is from 58 to 48. The raw score for the county is 620. Thus, for the county to improve its score, it should try to increase the number of parents who agree, strongly agree, or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Montgomery County is 41% and, in absolute terms, is slightly greater than the value for the State (40%); however, the 95% confidence interval about this value is from 44 to 39. The latter means there is likely no difference between the result for the county and that of the State. The raw score for the county is 579. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well preschool special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Prince George's County

Preschool

The value for Indicator #8 for school year 2010/2011 for Prince George's County is 46% and, in absolute terms, is slightly less than the value for the State (49%). The 95% confidence interval about this value is from 53 to 38. The raw score for the county is 601. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)

School-Age

The value for Indicator #8 for school year 2010/2011 for Prince George's County is 33%, which is less than the value for the State (40%). The 95% confidence interval about this value is from 36 to 30. The raw score for the county is 549. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school gives me choices with regard to services that address my child's needs. (Q20)
- The school gives parents the help they may need to play an active role in their child's education. (Q23)
- At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)
- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)

Queen Anne's County

Preschool

The value for Indicator #8 for school year 2010/2011 for Queen Anne's County is 58% and, in absolute terms, is greater than the value for the State (49%). However, there were very few respondents in the county (n=12); thus, the 95% confidence interval about this value is from 88 to 29. The latter means that the value of the indicator for the county might not differ from the value for the State. The raw score (608) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Queen Anne's County is 41% and, in absolute terms, is slightly above the value for the State (40%); however, the 95% confidence interval about this value is from 53 to 29. The raw score for the county is 601. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Saint Mary's County

Preschool

The value for Indicator #8 for school year 2010/2011 for Saint Mary's County is 20% and, in absolute terms, is far less than the value for the State (49%); however, the 95% confidence interval about this value is 33 to 7. The raw score for the county is 555. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, email). (Q21)
- The preschool special education program involves parents in evaluations of whether preschool special education is effective. (Q5)
- People from preschool special education, including teachers and other service providers, provide me with strategies to deal with my child's behavior. (Q16)
- People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports. (Q15)
- People from preschool special education, including teachers and other service providers, give parents the help they may need, such as transportation, to plan an active role in their child's learning and development. (Q23)
- I have been asked for my opinion about how well preschool special education services are meeting my child's needs. (Q6)

School-Age

The value for Indicator #8 for school year 2010/2011 for Saint Mary's County is 44%; which is slightly greater than the value for the State (40%). The 95% confidence interval about this value is from 51 to 36. The raw score for the county is 575. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Somerset County

Preschool

The value for Indicator #8 for school year 2010/2011 for Somerset County is 0% and, in absolute terms, is far less than the value for the State (49%). However, there were very few respondents in the county (n=3); thus, the 95% confidence point for this value is 0. The raw score (486) is less reliable because of the small number of respondents. However, this does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Somerset County is 51% and, in absolute terms, is greater than the value for the State (40%); however, the 95% confidence interval about this value is from 68 to 35. The raw score for the county is 595. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)

Talbot County

Preschool

The value for Indicator #8 for school year 2010/2011 for Talbot County is 63% and, in absolute terms, is greater than the value for the State (49%). However, there were very few respondents in the county (n=8); thus, the 95% confidence interval about this value is from 98 to 27. The latter means that the value of the indicator for the county might not differ from the value for the State.

The raw score (678) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Talbot County is 60% and, in absolute terms, is greater than the value for the State (40%); however, the 95% confidence interval about this value is from 74 to 45. The raw score for the county is 645. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Washington County

Preschool

The value for Indicator #8 for school year 2010/2011 for Washington County is 30% and, in absolute terms, is less than the value for the State (49%); however, the 95% confidence interval about this value is from 50 to 11. The raw score for the county is 601. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)

- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)

School-Age

The value for Indicator #8 for school year 2010/2011 for Washington County is 34% and, in absolute terms, is less than the value for the State (40%); however, the 95% confidence interval about this value is from 41 to 26. The raw score for the county is 551. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school gives parents the help they may need to play an active role in their child's education. (Q23)
- At the IEP meeting, we discussed how my child would participate in statewide assessments. (Q3)
- The school offers parents training about special education issues. (Q21)
- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)

Wicomico County

Preschool

The value for Indicator #8 for school year 2010/2011 for Wicomico County is 52%, which is greater than the value for the State (49%). The 95% confidence interval about this value is from 73 to 31. The raw score for the county is 631. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- People from preschool special education, including teachers and other service providers, offer parents training about preschool special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Wicomico County is 41% and, in absolute terms, is slightly greater than the value for the State (40%); however, the 95% confidence interval about this value is from 50 to 33. The raw score for the county is 576. That means for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Worcester County

Preschool

The value for Indicator #8 for school year 2010/2011 for Worcester County is 64% and, in absolute terms, is greater than the value for the State (49%). However, there were very few respondents in the county (n=11); thus, the 95% confidence interval about this value is from 94 to 34. The latter means that the value of the indicator for the county might not differ from the value for the State. The raw score (626) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this county work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Worcester County is 46% and, in absolute terms, is greater than the value for the State (40%); however, the 95% confidence interval about this value is from 58 to 34. The raw score for the county is 581. Thus, for the county to improve its score, it should try to increase the number of parents who strongly agree or very strongly agree with the following statements:

- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)

Maryland School for the Blind

Preschool

The value for Indicator #8 for school year 2010/2011 for the Maryland School for the Blind is 100% and, in absolute terms, is twice the value for the State (49%). However, there was only one respondent in the district; thus, the 95% confidence interval about this value is unavailable. The latter means that the value of the indicator for the district might not differ from the value for the State. The raw score (828) is less reliable because the single respondent results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this district work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for the Maryland School for the Blind is 62% and, in absolute terms, is greater than the value for the State (40%). However, there were very few respondents in the district (n=13), and thus, the 95% confidence interval about this value is from 89 to 34. The latter means that the value of the indicator for the district might not

differ from the value for the State. The raw score (637) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this district work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Maryland School for the Deaf

Preschool

The value for Indicator #8 for school year 2010/2011 for the Maryland School for the Deaf is 0% and, in absolute terms, is far less than the value for the State (49%). However, there were very few respondents in the district (n=2); thus, the 95% confidence interval about this value is unavailable, which means that the value of the indicator for the district might not differ from the value for the State. The raw score (531) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this district work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- People from preschool special education, including teachers and other service providers, provide me with information on how to get other services. (Q7)
- People from preschool special education, including teachers and other service providers, offer parents training about special education. (Q20)
- People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents. (Q19)
- People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. (Q24)
- People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. (Q25)

School-Age

The value for Indicator #8 for school year 2010/2011 for Maryland School for the Deaf is 63% and, in absolute terms, is greater than the value for the State (40%). However, there were very few respondents in the district (n=8); thus, the 95% confidence interval about this value is from 98 to 27, which means that the value of the indicator for the district might not differ from the value for the State. The raw score (640) is less reliable because the small number of respondents results in the score having a large standard error and a wider confidence interval. This does not suggest that the results are not meaningful. It is recommended that this district work on increasing the percentage of parents who strongly agree or very strongly agree with questions addressed at the State level. These are:

- Written justification was given for the extent that my child would not receive services in the regular classroom. (Q6)
- The school provides information on agencies that can assist my child in the transition from school. (Q24)
- I have been asked for my opinion about how well special education services are meeting my child's needs. (Q2)
- The school explains what options parents have if they disagree with a decision of the school. (Q25)
- I was given information about organizations that offer support for parents of students with disabilities. (Q7)
- The school offers parents a variety of ways to communicate with teachers. (Q22)

Appendix A:
Additional Analyses for MSDE Parent
Involvement Data, SY 2010/2011

Appendix A: Additional Analyses for MSDE Parent Involvement Data, SY 2010/2011

Introduction

The additional analyses of parent survey data collected for the 2010-2011 school year examines four factors: 1) the distribution of reported race by school system, 2) the distribution of reported primary exceptionality/disability by school system, and 3) and two measures of the pattern of responses. These demographics were selected because differences in the distribution by school system, as noted in the main report, are correlated with the parent involvement indicator. In addition, the level of satisfaction was studied through analyzing recorded responses of “very strongly agree” and “strongly agree” against the remaining responses from the first twenty-five questions of the preschool and school age surveys. An analysis of how discriminating the respondents were is presented as well. The latter is important because the Rasch Analysis classifies parents by their level of discrimination.

Race by Local School System

Preschool

The special education preschool racial makeup of all but two of the school systems in Maryland (Prince George’s County, Baltimore City) is predominately white, as shown in Table 1. Five school systems (Caroline, Charles, Garret, Kent, Maryland School of the Blind, and Maryland School of the Deaf) only had white respondents reporting back, but these counties had no more than 20 respondents returning survey data. Black or African American respondents are a majority in Prince George’s County (61.9%) and Baltimore City (60.0%). The school system with the next highest proportion of Black or African American students, with at least 20 respondents, is almost 40 percentage points lower - Charles County (23.3%). Montgomery County has the highest proportion of respondents whose children are Hispanic or Latinos (19.7%) and Asians or Pacific Islanders (8.5%).

Table 1: Distribution of Race/Ethnicity of Child as Reported by Parent by Local School System- Preschool

LOCAL SCHOOL SYSTEM	White		Black or African American		Hispanic or Latino		Asian or Pacific Islander		American Indian or Alaskan Native		Multi-racial	
	N	%	N	%	N	%	N	%	N	%	N	%
Allegany	7	77.8%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	1	11.1%
Anne Arundel	106	74.1%	12	8.4%	7	4.9%	3	2.1%	0	0.0%	15	10.5%
Baltimore	146	64.6%	41	18.1%	6	2.7%	12	5.3%	1	0.4%	20	8.8%
Calvert	12	66.7%	2	11.1%	2	11.1%	0	0.0%	0	0.0%	2	11.1%
Caroline	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Carroll	38	82.6%	0	0.0%	3	6.5%	2	4.3%	0	0.0%	3	6.5%
Cecil	18	69.2%	2	7.7%	1	3.8%	0	0.0%	0	0.0%	5	19.2%
Charles	18	100.0%	7	23.3%	3	10.0%	1	3.3%	0	0.0%	1	3.3%
Dorchester	4	77.2%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Frederick	54	64.6%	9	11.5%	2	2.6%	6	7.7%	0	0.0%	7	9.0%
Garrett	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Harford	78	77.2%	8	7.9%	1	1.0%	2	2.0%	0	0.0%	12	11.9%
Howard	64	64.6%	8	8.1%	7	7.1%	8	8.1%	0	0.0%	12	12.1%
Kent	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Montgomery	131	46.1%	52	18.3%	56	19.7%	24	8.5%	1	0.4%	20	7.0%
Prince George's	19	12.9%	91	61.9%	23	15.6%	4	2.7%	0	0.0%	10	6.8%
Queen Anne's	10	90.9%	0	0.0%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
St. Mary's	25	75.8%	4	12.1%	1	3.0%	1	3.0%	0	0.0%	2	6.1%
Somerset	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Talbot	6	75.0%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Washington	16	69.6%	3	13.0%	1	4.3%	0	0.0%	0	0.0%	3	13.0%
Wicomico	15	68.2%	5	22.7%	0	0.0%	1	4.5%	0	0.0%	1	4.5%
Worcester	9	81.8%	2	18.2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Baltimore City	8	26.7%	18	60.0%	1	3.3%	1	3.3%	0	0.0%	2	6.7%
MD School for the Blind	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

LOCAL SCHOOL SYSTEM	White		Black or African American		Hispanic or Latino		Asian or Pacific Islander		American Indian or Alaskan Native		Multi-racial	
	N	%	N	%	N	%	N	%	N	%	N	%
MD School for the Deaf	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SEED School	*	*	*	*	*	*	*	*	*	*	*	*
Statewide	802	58.6%	268	19.6%	115	8.4%	65	4.7%	2	0.1%	117	8.5%

School Age

The respondents for the school age survey predominately reported their children are white (55%), similar to the demographics parents of preschool children reported. The data displayed in Table 2 show more school systems where the reported racial majority is Black or African American compared to the preschool population. In addition to Prince George's County (66.5%) and Baltimore City (75.9%), Charles (48.7%) and Dorchester (50.0%) counties have very high percentages of the respondents indicating their child is Black or African-American. Montgomery County has the highest proportion of respondents indicating their child is Hispanic or Latino (18.2%) and Asian or Pacific Islander (9.0%), similar to what was observed in the preschool data.

Table 2: Distribution of Race/Ethnicity of Child as Reported by Parent by Local School System- School Age

LOCAL SCHOOL SYSTEM	White		Black or African American		Hispanic or Latino		Asian or Pacific Islander		American Indian or Alaskan Native		Multi-racial	
	N	%	N	%	N	%	N	%	N	%	N	%
Allegany	101	90.2%	2	1.8%	1	0.9%	2	1.8%	0	0.0%	6	5.4%
Anne Arundel	488	70.8%	111	16.1%	21	3.0%	22	3.2%	2	0.3%	45	6.5%
Baltimore	624	55.0%	381	33.6%	30	2.6%	40	3.5%	7	0.6%	52	4.6%
Calvert	83	70.3%	15	12.7%	11	9.3%	0	0.0%	0	0.0%	9	7.6%
Caroline	37	71.2%	11	21.2%	0	0.0%	0	0.0%	0	0.0%	4	7.7%
Carroll	301	90.1%	7	2.1%	10	3.0%	3	0.9%	2	0.6%	11	3.3%
Cecil	117	86.0%	10	7.4%	3	2.2%	0	0.0%	0	0.0%	6	4.4%
Charles	60	40.0%	73	48.7%	1	0.7%	2	1.3%	0	0.0%	14	9.3%
Dorchester	11	45.8%	12	50.0%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
Frederick	288	73.7%	41	10.5%	30	7.7%	9	2.3%	2	0.5%	21	5.4%
Garrett	56	98.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.8%

LOCAL SCHOOL SYSTEM	White		Black or African American		Hispanic or Latino		Asian or Pacific Islander		American Indian or Alaskan Native		Multi-racial	
	N	%	N	%	N	%	N	%	N	%	N	%
Harford	362	75.4%	55	11.5%	12	2.5%	13	2.7%	0	0.0%	38	7.9%
Howard	286	62.0%	79	17.1%	29	6.3%	34	7.4%	2	0.4%	31	6.7%
Kent	16	64.0%	6	24.0%	0	0.0%	0	0.0%	1	4.0%	2	8.0%
Montgomery	661	49.0%	237	17.6%	245	18.2%	121	9.0%	4	0.3%	81	6.0%
Prince George's	120	12.7%	626	66.5%	126	13.4%	25	2.7%	5	0.5%	40	4.2%
Queen Anne's	47	77.0%	5	8.2%	2	3.3%	1	1.6%	0	0.0%	6	9.8%
St. Mary's	108	70.1%	30	19.5%	3	1.9%	3	1.9%	1	0.6%	9	5.8%
Somerset	19	54.3%	10	28.6%	3	8.6%	1	2.9%	0	0.0%	2	5.7%
Talbot	27	73.0%	9	24.3%	1	2.7%	0	0.0%	0	0.0%	0	0.0%
Washington	131	84.0%	6	3.8%	10	6.4%	2	0.6%	1	0.6%	6	3.8%
Wicomico	78	59.1%	37	28.0%	5	3.8%	3	8.3%	0	0.0%	9	6.8%
Worcester	44	71.0%	14	22.6%	2	3.2%	0	0.0%	0	0.0%	2	3.2%
Baltimore City	90	17.0%	401	75.9%	6	1.1%	3	0.6%	1	0.2%	27	5.1%
MD School for the Blind	4	33.3%	3	25.0%	2	16.7%	1	8.3%	0	0.0%	2	16.7%
MD School for the Deaf	3	37.5%	3	37.5%	1	12.5%	0	0.0%	0	0.0%	1	12.5%
SEED School	*	*	*	*	*	*	*	*	*	*	*	*
Statewide	4162	54.5%	2184	28.6%	555	7.3%	285	3.7%	28	0.4%	425	5.6%

Exceptionality/Disability by Local School System

Preschool

Speech and language impairment (49.6%) is the most common primary exceptionality/disability reported by parents among the preschool population. Baltimore City (81.8%) has the highest proportion of parents reporting their child has a speech and language impairment as the primary exceptionality/disability while Prince George's County (31.1%) is the lowest (among school systems with 25 or more respondents). Only four primary exceptionality/disability categories (speech or language impairment, developmental delay, multiple disabilities, autism) are reported by 10 percent or more of the parents.

Table 3: Distribution of Primary Exceptionality/Disability as Reported by Parents by Local School System - Preschool

Local School System	Primary Exceptionality/Disability												
	Autism	Deafness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment including Blindness
Allegany	2 (22.2%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	4 (44.4%)	0 (0.0%)	0 (0.0%)
Anne Arundel	14 (10.1%)	0 (0.0%)	27 (19.6%)	2 (1.4%)	0 (0.0%)	1 (0.7%)	19 (13.8%)	0 (0.0%)	1 (0.7%)	2 (1.4%)	72 (52.2%)	0 (0.0%)	0 (0.0%)
Baltimore	28 (12.4%)	1 (0.4%)	48 (21.3%)	1 (0.4%)	2 (0.9%)	0 (0.0%)	23 (10.2%)	1 (0.4%)	1 (0.4%)	4 (1.8%)	116 (51.6%)	0 (0.0%)	0 (0.0%)
Calvert	0 (0.0%)	0 (0.0%)	3 (16.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (22.2%)	0 (0.0%)	1 (5.6%)	0 (0.0%)	10 (55.6%)	0 (0.0%)	0 (0.0%)
Caroline	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	0 (0.0%)	0 (0.0%)
Carroll	3 (6.5%)	0 (0.0%)	9 (19.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (8.7%)	0 (0.0%)	2 (4.3%)	1 (2.2%)	26 (56.5%)	0 (0.0%)	1 (2.2%)
Cecil	2 (8.3%)	0 (0.0%)	4 (16.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (50.0%)	0 (0.0%)	0 (0.0%)
Charles	5 (18.5%)	0 (0.0%)	3 (11.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (18.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	14 (51.9%)	0 (0.0%)	0 (0.0%)
Dorchester	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)
Frederick	8 (10.5%)	1 (1.3%)	11 (14.5%)	0 (0.0%)	1 (1.3%)	1 (1.3%)	6 (7.9%)	0 (0.0%)	1 (1.3%)	1 (1.3%)	46 (60.5%)	0 (0.0%)	0 (0.0%)
Garrett	1 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	0 (0.0%)
Harford	9 (9.6%)	0 (0.0%)	16 (17.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (12.8%)	1 (1.1%)	1 (1.1%)	2 (2.1%)	53 (56.4%)	0 (0.0%)	0 (0.0%)
Howard	16 (16.8%)	0 (0.0%)	19 (20.0%)	0 (0.0%)	1 (1.1%)	1 (1.1%)	8 (8.4%)	1 (1.1%)	0 (0.0%)	1 (1.1%)	48 (50.5%)	0 (0.0%)	0 (0.0%)
Kent	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)
Montgomery	32 (12.0%)	2 (0.7%)	86 (32.2%)	1 (0.4%)	2 (0.75)	1 (0.4%)	23 (8.6%)	1 (0.4%)	2 (0.7%)	1 (0.4%)	115 (43.1%)	1 (0.4%)	0 (0.0%)
Prince George's	20 (14.8%)	0 (0.0%)	41 (30.4%)	1 (0.7%)	2 (1.5%)	0 (0.0%)	17 (12.6%)	0 (0.0%)	2 (1.5%)	7 (5.2%)	42 (31.1%)	2 (1.5%)	1 (0.7%)
Queen Anne's	0 (0.0%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (80.0%)	0 (0.0%)	0 (0.0%)
St. Mary's	6 (18.8%)	0 (0.0%)	5 (15.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	0 (0.0%)	0 (0.0%)	1 (3.1%)	16 (50.0%)	1 (3.1%)	0 (0.0%)
Somerset	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	0 (0.0%)
Talbot	1 (12.5%)	0 (0.0%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (62.5%)	0	0 (0.0%)

Local School System	Primary Exceptionality/Disability												
	Autism	Deafness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment including Blindness
							(12.5%)					(0.0%)	
Washington	3 (14.3%)	0 (0.0%)	1 (4.8%)	0 (0.0%)	1 (4.8%)	0 (0.0%)	2 (9.5%)	0 (0.0%)	1 (4.8%)	0 (0.0%)	13 (50.0%)	0 (0.0%)	0 (0.0%)
Wicomico	4 (18.2%)	0 (0.0%)	3 (13.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (18.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (50.0%)	0 (0.0%)	0 (0.0%)
Worcester	0 (0.0%)	1 (9.1%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (81.8%)	0 (0.0%)	0 (0.0%)
Baltimore City	3 (11.5%)	0 (0.0%)	5 (19.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (15.4%)	0 (0.0%)	0 (0.0%)	1 (3.8%)	13 (50.0%)	0 (0.0%)	0 (0.0%)
MD School for the Blind	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100.0%)
MD School for the Deaf	0 (0.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
SEED School	*	*	*	*	*	*	*	*	*	*	*	*	*
Statewide	157 (12.0%)	6 (0.5%)	285 (21.8%)	5 (0.4%)	9 (0.7%)	4 (0.3%)	147 (11.3%)	4 (0.3%)	13 (1.0%)	21 (1.8%)	648 (49.6%)	4 (0.3%)	3 (0.2%)

*No responses from the SEED school

** There were no cases of Deaf/Blindness in the preschool surveys

School Age

Specific learning disabilities (25.0%) are the most common primary exceptionality/disability reported by the parents of school age children. Garret County (44.9%) has the highest percentage of parents reporting specific learning disabilities as the primary exceptionality/disability compared to the other school systems surveyed. The level of occurrence drops down to 21.2% in Allegany County and Baltimore City, among counties with at least 20 respondents. This is higher than the average percentages of all other disabilities, statewide. Multiple disabilities (19.2%) and autism (15.8%) round off the top three school age primary exceptionality/disability, respectively.

Table 4: Distribution of Primary Exceptionality/Disability as Reported by Parents by Local School System – School Age

LOCAL SCHOOL SYSTEM	Primary Exceptionality/Disability													
	Autism	Deaf-Blindness	Deafness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment including Blindness
Allegany	8 (7.7%)	0 (0.0%)	1 (1.0%)	9 (8.7%)	1 (1.0%)	0 (0.0%)	4 (3.8%)	31 (29.8%)	0 (0.0%)	2 (1.9%)	22 (21.2%)	26 (25.0%)	0 (0.0%)	0 (0.0%)
Anne Arundel	115 (18.9%)	0 (0.0%)	3 (0.5%)	50 (8.2%)	28 (4.6%)	7 (1.1%)	13 (2.1%)	130 (21.3%)	2 (0.3%)	24 (3.9%)	153 (25.1%)	83 (13.6%)	1 (0.2%)	1 (0.2%)
Baltimore	162 (16.0%)	2 (0.2%)	5 (0.5%)	74 (7.35)	61 (6.0%)	7 (0.7%)	24 (2.4%)	203 (20.0%)	3 (0.3%)	51 (5.0%)	254 (25.0%)	167 (16.5%)	0 (0.0%)	1 (0.1%)
Calvert	18 (16.1%)	0 (0.0%)	0 (0.0%)	6 (5.4%)	7 (6.3%)	1 (0.9%)	5 (4.5%)	24 (21.4%)	0 (0.0%)	8 (7.1%)	16 (14.3%)	27 (24.1%)	0 (0.0%)	0 (0.0%)
Caroline	3 (6.4%)	0 (0.0%)	0 (0.0%)	1 (2.1%)	1 (2.1%)	1 (2.1%)	3 (6.4%)	16 (34.0%)	0 (0.0%)	2 (4.3%)	11 (23.4%)	9 (19.1%)	0 (0.0%)	0 (0.0%)
Carroll	39 (12.1%)	0 (0.0%)	0 (0.0%)	25 (7.8%)	15 (4.7%)	5 (1.6%)	12 (3.7%)	54 (16.8%)	0 (0.0%)	22 (6.8%)	67 (20.8%)	76 (23.6%)	4 (1.2%)	3 (0.9%)
Cecil	9 (7.4%)	0 (0.0%)	0 (0.0%)	13 (10.7%)	7 (5.7%)	1 (0.8%)	3 (2.5%)	30 (24.6%)	0 (0.0%)	3 (2.5%)	35 (28.7%)	20 (16.4%)	0 (0.0%)	1 (0.8%)
Charles	20 (14.8%)	0 (0.0%)	0 (0.0%)	15 (11.1%)	10 (7.4%)	1 (0.7%)	4 (3.0%)	21 (15.6%)	0 (0.0%)	3 (2.2%)	33 (24.4%)	26 (19.3%)	1 (0.7%)	1 (0.7%)
Dorchester	3 (14.3%)	0 (0.0%)	0 (0.0%)	6 (26.6%)	1 (4.8%)	1 (4.8%)	0 (0.0%)	8 (38.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (9.5%)	0 (0.0%)	0 (0.0%)
Frederick	73 (20.5%)	0 (0.0%)	2 (0.6%)	27 (7.6%)	15 (4.2%)	4 (1.1%)	12 (3.4%)	63 (17.7%)	0 (0.0%)	19 (5.3%)	82 (23.0%)	55 (15.4%)	1 (0.3%)	3 (0.8%)
Garrett	5 (10.2%)	0 (0.0%)	1 (2.0%)	1 (2.0%)	3 (6.1%)	0 (0.0%)	2 (4.1%)	10 (20.4%)	0 (0.0%)	0 (0.0%)	22 (44.9%)	5 (10.2%)	0 (0.0%)	0 (0.0%)
Harford	51 (11.7%)	1 (0.2%)	1 (0.2%)	32 (7.4%)	17 (3.9%)	2 (0.5%)	15 (3.4%)	86 (19.8%)	4 (0.9%)	28 (6.7%)	72 (17.1%)	70 (16.6%)	2 (0.5%)	3 (0.7%)
Howard	99 (23.5%)	0 (0.0%)	1 (0.2%)	34 (8.1%)	12 (2.9%)	3 (0.7%)	13 (3.1%)	79 (18.8%)	5 (1.3%)	28 (6.7%)	72 (17.2%)	70 (16.6%)	2 (0.5%)	3 (0.7%)
Kent	3 (16.7%)	0 (0.0%)	0 (0.0%)	1 (5.6%)	0 (0.0%)	2 (11.1%)	2 (11.1%)	2 (11.1%)	0 (0.0%)	1 (5.6%)	7 (38.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Montgomery	207 (17.1%)	0 (0.0%)	12 (1.0%)	91 (7.5%)	58 (4.8%)	15 (1.2%)	26 (2.1%)	169 (14.0%)	5 (0.4%)	100 (8.3%)	340 (28.1%)	181 (14.9%)	3 (0.2%)	4 (0.3%)
Prince George's	137 (16.8%)	1 (0.1%)	2 (0.2%)	93 (11.4%)	40 (4.9%)	8 (1.0%)	35 (4.3%)	133 (16.3%)	1 (0.1%)	38 (4.7%)	226 (27.7%)	97 (11.9%)	3 (0.4%)	3 (0.4%)
Queen Anne's	6 (10.7%)	0 (0.0%)	0 (0.0%)	2 (3.6%)	1 (1.8%)	0 (0.0%)	2 (3.6%)	9 (16.1%)	0 (0.0%)	1 (1.8%)	21 (37.5%)	14 (25.0%)	0 (0.0%)	0 (0.0%)
St. Mary's	22 (15.3%)	0 (0.0%)	0 (0.0%)	8 (5.6%)	1 (0.7%)	1 (0.7%)	5 (3.5%)	36 (25.0%)	0 (0.0%)	8 (5.6%)	42 (29.2%)	18 (12.5%)	2 (1.4%)	1 (0.7%)
Somerset	4 (12.5%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	6 (18.8%)	0 (0.0%)	4 (12.5%)	4 (12.5%)	7 (21.9%)	0 (0.0%)	1 (3.1%)
Talbot	5 (15.6%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	1 (3.1%)	0 (0.0%)	2 (6.3%)	4 (12.5%)	1 (3.1%)	2 (6.3%)	8 (25.0%)	6 (18.8%)	0 (0.0%)	0 (0.0%)
Washington	16 (12.0%)	0 (0.0%)	0 (0.0%)	14 (10.5%)	11 (8.3%)	0 (0.0%)	2 (1.5%)	34 (25.6%)	0 (0.0%)	7 (5.3%)	35 (26.3%)	14 (10.5%)	0 (0.0%)	0 (0.0%)

LOCAL SCHOOL SYSTEM	Primary Exceptionality/Disability													
	Autism	Deaf-Blindness	Deafness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment including Blindness
Wicomico	12 (11.1%)	0 (0.0%)	0 (0.0%)	9 (8.3%)	7 (6.5%)	1 (0.9%)	3 (2.8%)	34 (31.5%)	0 (0.0%)	7 (6.5%)	24 (22.2%)	9 (8.3%)	1 (0.9%)	1 (0.9%)
Worcester	5 (8.8%)	0 (0.0%)	0 (0.0%)	6 (10.5%)	0 (0.0%)	1 (1.8%)	2 (3.5%)	11 (19.3%)	0 (0.0%)	0 (0.0%)	21 (36.8%)	10 (17.5%)	1 (1.8%)	0 (0.0%)
Baltimore City	53 (12.7%)	0 (0.0%)	2 (0.5%)	48 (11.5%)	37 (8.9%)	5 (1.2%)	18 (4.3%)	97 (23.3%)	4 (1.0%)	15 (3.6%)	88 (21.2%)	46 (11.1%)	1 (0.2%)	2 (0.5%)
MD School for the Blind	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (76.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (7.7%)	2 (15.4%)
MD School for the Deaf	0 (0.0%)	0 (0.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	2 (25.0%)	0 (0.0%)	2 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
SEED School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Statewide	1075 (15.8%)	4 (0.1%)	34 (0.5%)	571 (8.4%)	334 (4.9%)	68 (1.0%)	210 (3.1%)	1302 (19.2%)	25 (0.4%)	373 (5.5%)	1699 (25.0%)	1046 (15.4%)	22 (0.3%)	30 (0.4%)

*No responses from the SEED school

Analysis of Positive Responses (very strongly agree or strongly agree) by Question

Preschool

Table 5 combines the frequency of the “very strongly agree” and “strongly agree” options against the frequency of the remaining response options. Those questions which parents report a high percentage of strongly or very strongly agreeing (70% or greater) indicates areas where the schools are successful. Likewise, questions where a low percentage of parents report strongly or very strongly agreeing highlights weaknesses in the services given to parents and children. The preschool special education survey indicates the most success with the following:

- Question 1: I am part of the IEP decision-making process (74.8%)
- Question 4: My child’s evaluation report was written using words I understand (74.6%)
- Question 11: People from preschool special education, including teachers and other service provider respect my culture (71.1%)
- Question 8: People from preschool special education, including teachers and other service providers are available to speak with me (70.1%)

Weaknesses in services delivered are observed in the following:

- Question 25: People from preschool special education, including teachers and other service providers connect families with one another for mutual support (31.8%)
- Question 24: People from preschool special education, including teachers and other service providers offer supports for parents to participate in training workshops. (40.9%)
- Question 20: People from preschool special education, including teachers and other service providers offer families training about special education (41.4%)

Table 5: Percentage of Respondents Responding “Very Strongly Agree” and “Strongly Agree” by Question - Preschool

Parent Survey Questions	Very Strongly Agree and Strongly Agree		Other	
	N	%	N	%
1. I am part of the IEP decision-making process.	1036	74.8%	349	25.2%
2. My recommendations are included on the IEP.	951	69.4%	419	30.6%
3. My child’s IEP goals are written in a way that I can work on them at home during daily routines.	927	66.8%	461	33.2%
4. My child’s evaluation report was written using words I understand.	1038	74.6%	353	25.4%
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	839	61.1%	535	38.9%
6. I have been asked for my opinion about how well preschool special education services are meeting my child’s needs.	773	56.4%	597	43.6%
People from preschool special education, including teachers and other service providers...				
7. Provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	586	43.5%	761	56.5%
8. Are available to speak with me.	976	70.1%	417	29.9%
9. Treat me as an equal team member	966	69.4%	426	30.6%
10. Encourage me to participate in the decision-making process.	948	68.2%	442	31.8%
11. Respect my culture.	966	71.1%	392	28.9%
12. Value my ideas.	949	68.6%	434	31.4%
13. Ensure that I have fully understood my rights related to preschool special education.	966	69.6%	422	30.4%
14. Communicate regularly with me regarding my child’s progress on IEP goals.	934	66.9%	463	33.1%
15. Give me options concerning my child’s services and supports.	790	57.5%	583	42.5%
16. Provide me with strategies to deal with my child’s behavior.	744	55.4%	599	44.6%
17. Give me enough information to know if my child is making progress.	906	65.2%	484	34.8%
18. Give me information about the approaches they use to help my child learn.	868	62.6%	519	37.4%
19. Communicates regularly with me regarding my child’s progress on IEP goals.	605	45.5%	724	54.5%
20. Offer parents training about special education.	546	41.4%	774	58.6%

Parent Survey Questions	Very Strongly Agree and Strongly Agree		Other	
	N	%	N	%
21. Offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	818	59.7%	552	40.3%
22. Explain what options parents have if they disagree with a decision made by the preschool special education program.	672	50.1%	669	49.9%
23. Give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	614	47.2%	687	52.8%
24. Offer supports for parents to participate in training workshops.	532	40.9%	768	59.1%
25. Connect families with one another for mutual support.	413	31.8%	884	68.2%

School Age

Like Table 5, Table 6 examines the frequency of the “very strongly agree” and “strongly agree” options against the frequency of the remaining response options by question. The range in the frequency for this population is less than that observed for the preschool respondents. Successful areas, judged to be questions where 55 percent or more of the respondents replied very strongly agree or strongly agree, are:

- Question 4: At the IEP meeting, we discussed accommodations and modifications that my child would need (63.9%)
- Question 11: Teachers are available to speak with me (61.2%)
- Question 1: I am considered an equal partner with teachers and other professionals in planning my child's program (59.4%)
- Question 5: All of my concerns and recommendations were documented on the IEP (59.2%)
- Question 12: Teachers treat me as a team member (58.5%)
- Question 9: My child's evaluation report is written in terms I understand (57.8%)
- Question 10: Written information I receive is written in an understandable way (57.8%)
- Question 18: The school has a person on staff who is available to answer parent's questions (56.0%)
- Question 8: I felt part of the decision making process (55.6%)

Weaknesses in services delivered, judged to be questions where 40 percent or less of the respondents replied “very strongly agree” or “strongly agree”, are:

- Question 21: The school offers parents training about special education issues (33.1%)
- Question 7: I was given information about organizations that offer support for parents of students with disabilities (37.6%)
- Question 24: The school provides information on agencies that can assist my child in the transition from school (38.6%)
- Question 25: The school explains what options parents have if they disagree with a decision of the school (39.3%)

Table 6: Preschool Frequency of “Very Strongly Agree” and “Strongly Agree” Responses

Parent Survey Questions	Very Strongly Agree and Strongly Agree		Other	
	N	%	N	%
1. I am considered an equal partner with teachers and other professionals in planning my child’s program.	4731	59.4%	3239	40.6%
2. I have been asked for my opinion about how well special education services are meeting my child’s needs.	4014	50.6%	3926	49.4%
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4004	51.1%	3835	48.9%
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5022	63.9%	2840	36.1%
5. All of my concerns and recommendations were documented on the IEP.	4690	59.2%	3226	40.8%
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	3162	44.5%	3943	55.5%
7. I was given information about organizations that offer support for parents of students with disabilities.	2856	37.6%	4733	62.4%
8. I felt part of the decision making process.	4368	55.6%	3482	44.4%
9. My child’s evaluation report is written in terms I understand.	4569	57.8%	3337	42.2%
10. Written information I receive is written in an understandable way.	4609	57.8%	3362	42.2%
11. Teachers are available to speak with me.	4850	61.2%	3080	38.8%
12. Teachers treat me as a team member.	4618	58.5%	3281	41.5%
School’s Efforts to Partner with Parents				
Teachers and administrators:				
13. Seek out parent input.	3905	50.0%	3900	50.0%
14. Show sensitivity to the needs of students with disabilities and their families.	4214	52.4%	3560	45.8%
15. Encourage me to participate in the decision-making process.	4234	54.0%	3610	46.0%
16. Respect my cultural heritage	3852	52.7%	3464	47.3%
17. Ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents)	4208	54.1%	3575	45.9%
The School:				
18. Has a person on staff who is available to answer parent’s questions.	4396	56.0%	3454	44.0%
19. Communicates regularly with me regarding my child’s progress on IEP goals.	3992	50.6%	3896	49.4%
20. Gives me choices with regard to services that address my child’s needs.	3522	45.2%	4276	54.8%
21. Offers parents training about special education issues.	2494	33.1%	5033	66.9%

Parent Survey Questions	Very Strongly Agree and Strongly Agree		Other	
	N	%	N	%
22. Offers parents a variety of ways to communicate with teachers.	3701	47.7%	4052	52.3%
23. Gives parents the help they may need to play an active role in their child's education.	3490	45.3%	4220	54.7%
24. Provides information on agencies that can assist my child in the transition from school.	2824	38.6%	4485	61.4%
25. Explains what options parents have if they disagree with a decision of the school.	3010	39.3%	4648	60.7%

Level of Discrimination

Table 7 examines a concern in survey work that may distort the validity of the information collected. Respondents who only choose one category may indicate a reduced effort in answering the survey questions based on experience with services provided. In addition, the Rasch Analysis categorizes parents by their level of discrimination, and the responses of respondents who only check one category are given less weight than other respondents. The levels reported here seem reasonable given the survey and the population.

Table 7: Number and Percentage of Respondents Who Only Checked One Response Category, by Type of Survey

Survey Type	# Straight Line Responses	Total Number of Surveys	% Straight Down
Preschool	196	10,542	1.9%
School Age	1,003	88,420	1.1%

Appendix C: Required Forms



State of West Virginia
Department of Administration
Purchasing Division
2019 Washington Street East
Post Office Box 50130
Charleston, WV 25305-0130

Request for Quotation

RFQ NUMBER
EDD370596

PAGE
2

ADDRESS CORRESPONDENCE TO ATTENTION OF:
SHELLY MURRAY 304-558-8801

RFQ COPY
TYPE NAME/ADDRESS HERE

DEPARTMENT OF EDUCATION
BUILDING 6
1900 KANAWHA BOULEVARD, EAST
CHARLESTON, WV
25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
03/27/2012				

BID OPENING DATE: 04/10/2012 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
NO. 1					
NO. 2					
NO. 3					
NO. 4					
NO. 5					
<p>I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.</p> <p>VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.</p> <p>..... SIGNATURE ICF Incorporated, L.L.C. COMPANY April 6, 2012 DATE</p> <p>NOTE: THIS ADDENDUM ACKNOWLEDGEMENT SHOULD BE SUBMITTED WITH THE BID.</p> <p>----- END OF ADDENDUM NO. 1 -----</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

West Virginia Code §5A-3-10a states: No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owed is an amount greater than one thousand dollars in the aggregate.

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Debtor" means any individual, corporation, partnership, association, limited liability company or any other form or business association owing a debt to the state or any of its political subdivisions. "Political subdivision" means any county commission; municipality; county board of education; any instrumentality established by a county or municipality; any separate corporation or instrumentality established by one or more counties or municipalities, as permitted by law; or any public body charged by law with the performance of a government function or whose jurisdiction is coextensive with one or more counties or municipalities. "Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

EXCEPTION: The prohibition of this section does not apply where a vendor has contested any tax administered pursuant to chapter eleven of this code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

Under penalty of law for false swearing (**West Virginia Code §61-5-3**), it is hereby certified that the vendor affirms and acknowledges the information in this affidavit and is in compliance with the requirements as stated.

WITNESS THE FOLLOWING SIGNATURE

Vendor's Name: ICF Incorporated, L.L.C.

Authorized Signature: *Opie M. Kibbe* Date: April 6, 2012

State of Maryland

County of Howard, to-wit:

Taken, subscribed, and sworn to before me this 6th day of April, 2012

My Commission expires May 17, 2014

AFFIX SEAL HERE

NOTARY PUBLIC

Bernard V. Mann

Rev. 09/08

State of West Virginia

VENDOR PREFERENCE CERTIFICATE

Certification and application* is hereby made for Preference in accordance with **West Virginia Code**, §5A-3-37. (Does not apply to construction contracts). **West Virginia Code**, §5A-3-37, provides an opportunity for qualifying vendors to request (at the time of bid) preference for their residency status. Such preference is an evaluation method only and will be applied only to the cost bid in accordance with the **West Virginia Code**. This certificate for application is to be used to request such preference. The Purchasing Division will make the determination of the Resident Vendor Preference, if applicable.

1. Application is made for 2.5% resident vendor preference for the reason checked:

- ____ Bidder is an individual resident vendor and has resided continuously in West Virginia for four (4) years immediately preceding the date of this certification; **or**,
 ____ Bidder is a partnership, association or corporation resident vendor and has maintained its headquarters or principal place of business continuously in West Virginia for four (4) years immediately preceding the date of this certification; **or** 80% of the ownership interest of Bidder is held by another individual, partnership, association or corporation resident vendor who has maintained its headquarters or principal place of business continuously in West Virginia for four (4) years immediately preceding the date of this certification; **or**,
 ____ Bidder is a nonresident vendor which has an affiliate or subsidiary which employs a minimum of one hundred state residents and which has maintained its headquarters or principal place of business within West Virginia continuously for the four (4) years immediately preceding the date of this certification; **or**,

2. Application is made for 2.5% resident vendor preference for the reason checked:

- ____ Bidder is a resident vendor who certifies that, during the life of the contract, on average at least 75% of the employees working on the project being bid are residents of West Virginia who have resided in the state continuously for the two years immediately preceding submission of this bid; **or**,

3. Application is made for 2.5% resident vendor preference for the reason checked:

- X Bidder is a nonresident vendor employing a minimum of one hundred state residents or is a nonresident vendor with an affiliate or subsidiary which maintains its headquarters or principal place of business within West Virginia employing a minimum of one hundred state residents who certifies that, during the life of the contract, on average at least 75% of the employees or Bidder's affiliate's or subsidiary's employees are residents of West Virginia who have resided in the state continuously for the two years immediately preceding submission of this bid; **or**,

4. Application is made for 5% resident vendor preference for the reason checked:

- ____ Bidder meets either the requirement of both subdivisions (1) and (2) or subdivision (1) and (3) as stated above; **or**,

5. Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:

- ____ Bidder is an individual resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard and has resided in West Virginia continuously for the four years immediately preceding the date on which the bid is submitted; **or**,

6. Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:

- ____ Bidder is a resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard, if, for purposes of producing or distributing the commodities or completing the project which is the subject of the vendor's bid and continuously over the entire term of the project, on average at least seventy-five percent of the vendor's employees are residents of West Virginia who have resided in the state continuously for the two immediately preceding years.

Bidder understands if the Secretary of Revenue determines that a Bidder receiving preference has failed to continue to meet the requirements for such preference, the Secretary may order the Director of Purchasing to: (a) reject the bid; or (b) assess a penalty against such Bidder in an amount not to exceed 5% of the bid amount and that such penalty will be paid to the contracting agency or deducted from any unpaid balance on the contract or purchase order.

By submission of this certificate, Bidder agrees to disclose any reasonably requested information to the Purchasing Division and authorizes the Department of Revenue to disclose to the Director of Purchasing appropriate information verifying that Bidder has paid the required business taxes, provided that such information does not contain the amounts of taxes paid nor any other information deemed by the Tax Commissioner to be confidential.

Under penalty of law for false swearing (West Virginia Code, §61-5-3), Bidder hereby certifies that this certificate is true and accurate in all respects; and that if a contract is issued to Bidder and if anything contained within this certificate changes during the term of the contract, Bidder will notify the Purchasing Division in writing immediately.

Bidder: ICF Incorporated, L.L.C.

Signed: 

Date: April 6, 2012

Title: Senior Manager, Contracts

*Check any combination of preference consideration(s) indicated above, which you are entitled to receive.