



Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

**State of West Virginia
 Request for Quotation**

Proc Folder: 159649

Doc Description: PARENT SURVEY

Proc Type: Central Contract - Fixed Amt

Date Issued	Solicitation Closes	Solicitation No	Version
2015-11-17	2015-12-09 13:30:00	CRFQ 0402 EDD1600000005	1

BID RECEIVING LOCATION
 BID CLERK
 DEPARTMENT OF ADMINISTRATION
 PURCHASING DIVISION
 2019 WASHINGTON ST E
 CHARLESTON WV 25305
 US

VENDOR
 Vendor Name, Address and Telephone Number:
 Measurement Incorporated
 41 State Street, Suite 403
 Albany, NY 12207
 518-427-9840

12/09/15 09:26:11
 WV Purchasing Division

FOR INFORMATION CONTACT THE BUYER
 Stephanie L Gale
 (304) 558-7023
 stephanie.l.gale@wv.gov

Signature X *Thomas J. Keller* FEIN # 561264255 DATE 12/08/2015

All offers subject to all terms and conditions contained in this solicitation

ADDITIONAL INFORMATION:

The West Virginia Department of Education is soliciting bids on behalf of the Office of Special Education (OSE) to establish a contract for completing the Parent Survey as required by the United States Department of Education, Office of Special Education Programs (OSEP) to address Indicator 8 in the State Performance Plan/Annual Performance Review (SPP/APR) which is a federally mandated report.

INVOICE TO		SHIP TO	
DEPARTMENT OF EDUCATION BLDG 6, RM 204 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL PROGRAMS 1900 KANAWHA BLVD E, BLDG 6 RM 304 CHARLESTON WV 25305-0330 US	

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Total Price
1	DEVELOPMENT OF THE ON-LINE SURVEY SYSTEM				\$1,425.00

Comm Code	Manufacturer	Specification	Model #
86130000			

Extended Description :

One-time/lump sump fee for the development of the on-line survey system.

INVOICE TO		SHIP TO	
DEPARTMENT OF EDUCATION BLDG 6, RM 204 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL PROGRAMS 1900 KANAWHA BLVD E, BLDG 6 RM 304 CHARLESTON WV 25305-0330 US	

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Total Price
2	PRICE PER SURVEY (ELECTONIC AND PAPER SURVEY)	15000.00000	EA	\$3.51	\$52,650.00

Comm Code	Manufacturer	Specification	Model #
86130000			

Extended Description :

Price per Survey Mailed (not to exceed 15,000 number of surveys) to include paper and electronic survey, postage, sending survey, re-sending survey to non-respondents, data analysis by the State and LEA, report of data analysis and Indicator 8 requirements per the attached specifications.

SCHEDULE OF EVENTS

Line	Event	Event Date
1	Technical Questions Deadline	2015-11-30

EDD1600000005	Document Phase Final	Document Description PARENT SURVEY	Page 3 of 3
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ADDITIONAL TERMS AND CONDITIONS

See attached document(s) for additional Terms and Conditions

**REQUEST FOR QUOTE
PARENT SURVEY FOR**

**THE WEST VIRGINIA
DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL PROGRAMS**

EDD1600000005

December 9, 2015

Contract Manager: Thomas Kelsh, EdD

Vendor's Address: 41 State Street, Suite 403, Albany, New York 12207

Telephone Number: (518) 427-9840, x206

Fax Number: (518) 462-1728

Email Address: tkelsh@measinc.com



Thomas J. Kelsh
41 State Street, Suite 403
Albany, NY 12207
Ph: 518-427-9840 Fax: 518-462-1728

Introduction

Measurement Incorporated (MI) is fully qualified to conduct the services described in CFRQ EDD160000005. As a national leader in the field of educational measurement and evaluation, MI has more than three decades of experience providing comprehensive evaluation, data collection, and reporting services to clients at the federal, state, and local levels. Our proposed team for this project has an exceptionally strong background in special education, parent engagement, as well as the knowledge and skills required for managing and implementing a statewide survey research project. Indeed, MI research staff have successfully administered the West Virginia Special Education Parent Involvement Survey for the past 4-years, including meeting the reporting requirements for the SPP/APR, Indicator 8, as required by the US Department of Education, Office of Special Programs.

Quality of Project Staff and Partners

To fulfill the requirements of this project, we have assembled an exceptional team of professionals with in-depth knowledge and experience in evaluation, survey research methodology, and reporting/dissemination. Our team includes members with doctoral degrees in research and evaluation; ten or more years of experience conducting statewide evaluation studies for state departments of education; and **all** have experience in conducting NCSEAM Survey, Family Partnership Efforts Scale and producing reports of the analysis of results meeting the reporting requirements of SPP/APR, Indicator 8. The project team will consist of a project director, survey coordinator, data analyst/statistician, and an information technology specialist. This team will be supported by clerical staff and a graphic designer. The general responsibilities and educational background of this team is summarized below (see **Appendix A** for resumes).

Project Director: *Thomas Kelsh, Ed.D., Vice-President, MI Evaluation Services*

Dr. Kelsh will provide executive oversight for the project. He will ensure that all tasks are conducted at a high level of performance, and all products/deliverables are of the highest quality. He will interface with West Virginia Department of Education staff and partner organizations, as necessary, have major input into the data collection plan (online and paper) and data analysis specifications, and will be responsible for preparing the required reports and supervising the dissemination of results and reports to districts. Dr. Kelsh also will supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Dr. Kelsh holds an Ed.D. in Program Evaluation from the State University of New York at Albany. Prior to his employment at Measurement Incorporated, Dr. Kelsh worked for the Research Foundation of the State University of New York (SUNY) and the New York State Education Department where he conducted academic program reviews and accreditation studies of New York State institutions of higher education offering degree programs in special education and related fields. He also conducted a survey research studies focused on students with disabilities and pre- and in-service teacher education. He is the former PI of the 2012-2015 West Virginia Parent Involvement Survey project. Since joining MI in 1993, he has overseen a number of other Indicator 8 parent involvement survey projects including the Illinois Parent Involvement Survey Initiative (2007 – 2012), and the New Hampshire Parent Involvement and Post-School Outcome Surveys (2008 – 2013). Currently, Dr. Kelsh is directing the statewide study of North Dakota's State Standards Implementation Project. Dr. Kelsh is an active member of the American Educational Research Association (AERA), the American

Evaluation Association (AEA), and member—and former President of—the New York State Council for Exceptional Children (NYCEC).

Project Coordinator: *Shaki Asgari, Ph.D., Research Associate, MI Evaluation Services*

As project coordinator, Dr. Asgari will coordinate the production, dissemination, collection, scanning, and processing of the paper survey; carried out according to schedule. She will interface with West Virginia Department of Education staff and partner organizations, as necessary, and will be responsible for combining the data collected via paper and online methods. She will support the preparation of the required reports and supervising the dissemination of results and reports to districts. Dr. Asgari also will provide and/or supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Shaki Asgari holds a Ph.D. in Social Psychology from The New School of Social Research. She joined Measurement Incorporated as a Research Associate in May 2015. Her previous posts include Assistant Professor, Postdoctoral Fellow, and Mental Health Counselor. Dr. Asgari has engaged in both collaborative and independent psychology- and education-related research projects. She has considerable experience in conceptualization, design, and implementation of both longitudinal field studies and laboratory experiments, as well as large-scale survey research projects. Moreover, Dr. Asgari has extensive experience in data analysis (both descriptive and advanced inferential), interpretation of results, and writing concise and targeted research reports. Dr. Asgari has published in peer-reviewed journals and has presented the outcome of various research projects in national conferences.

Her current responsibilities at Measurement Incorporated include design and implementation of survey research studies, development of quantitative and qualitative instruments, and analysis of longitudinal state and local data.

Data Analyst: *Anthony Cinquina, B.A., Data Analyst/Network Administrator, MI Evaluation Services*

Mr. Cinquina will be responsible for managing all electronic databases. He will prepare and oversee all electronic exchanges of data between the Measurement Incorporated offices, as well as electronic export of data to West Virginia Department of Education. He will also interface with and support the data manager as needed for data analyses.

Anthony Cinquina graduated from Baruch College with a BBA in Computer Information Systems. He has been with MI for over 15 years, serving as Data Coordinator/Network Administrator. He is involved in all aspects of data including: data entry, collection, coding, cleaning, and analysis. Mr. Cinquina is experienced in online survey development, website maintenance, and designing/manipulating databases. He also serves as one of MI's in-house statisticians and is proficient in many software applications including Microsoft Access, Excel, Word, WordPerfect, and Lotus, and has designed custom Access databases for various clients. Mr. Cinquina is currently involved in various MI projects including the New Hampshire and Illinois Parent Statewide Involvement Surveys and has conducted the Rasch Analysis on the data from both these projects for the past four year.

Information Technology Specialist: *Travis Wicker, B.S., Software Development Manager, MI*

Mr. Wicker will be responsible for the design, development, and implementation of the online surveys. He will manage and provide direction to application development teams and provide technical leadership for the project.

Travis Wicker graduated from Methodist College with a B.S. in Computer Science. He has been with MI for over 10 years, serving as a programmer, analyst, and now the software development specialist. He is involved in creating software solutions for state departments of education and other clients relative to educational assessment, data processing, and score reporting. In addition to managing the software development for the NHDOE parent involvement survey contract, he has also worked on software solutions for the Connecticut Mastery Test, the Maryland High School Assessment, the Michigan Educational Assessment Program, the New Jersey High School Proficiency Assessment, and the Ohio Graduation Test.

In addition, this seasoned team of professionals, whose resumes can be found in **Appendix A**, anticipates collaborating with the West Virginia (WV) Department of Education and WV parent groups/organizations, and school district personnel to prepare and implement ideas/strategies to increase survey response rates.

Organizational Capacity

Measurement Incorporated has substantial corporate capability to complete all tasks and services associated with this RFP. Founded in 1980, MI is one of the nation's leading providers of educational and professional assessment services and technologies. MI provides a full range of solutions to support the assessment needs of local and state educational agencies, private businesses, government agencies, and certification organizations. We develop educational and professional examinations; provide test administration, scoring, analysis, and reporting services; and manage a diversified portfolio of federal, state, and local evaluation and research projects that include the analysis and reporting of complex data sets. As noted previously, MI is currently conducting work identical to the requirements of this RFP in Illinois and New Hampshire, and has a long history of providing comprehensive evaluation services to a broad range of clients. MI offers clients a team of talented and experienced professionals with unparalleled expertise in wide-ranging areas. By consistently providing our clients with services of the highest caliber at the most affordable rates possible, Measurement Incorporated has acquired both a reputation of excellence in the field of educational assessment/evaluation and a depth of experience unrivaled within the industry. We are currently conducting or have previously conducted projects for more than 30 State Education Agencies.

Satisfactory Completion of Similar Projects

Since 2007, MI has been conducting a number of large-scale, statewide parent involvement survey projects on an annual basis. These projects require many of the same services and areas of expertise called for by the West Virginia Department of Education, and include the following:

- **Database manipulation and cleaning, including verification** of student/family addresses to ensure accuracy of delivery
- **Large-scale deployment of scannable surveys** and supporting materials within tight timeframes
- **In-process data verification, scanning, and response rate calculations** by state and district; follow-up procedures as necessary to ensure adequate response rates for desired confidence levels and confidence intervals
- **Survey identification and coding procedures** (i.e., barcodes, encryption codes) matched to individual responses for the collection of identifiable data (i.e., parent matched to student)

- **Database construction and manipulation**—preparation for data analysis and secure transfer of raw data to client via secure server FTP (file transfer protocol) connection
- **Rasch data analysis** of district- and state-level survey results; calculation of response rates by race/ethnicity, age, gender, and disability category
- **Preparation of reports** in line with OSEP federal reporting requirements

As a specific example, MI has been working closely with the New Hampshire Department of Education (NHDOE) on the implementation of its *Statewide Parent Involvement Survey* for the past four years. This project has required the statewide distribution of 30,000 scannable parent surveys, Rasch analysis of survey data by state and district, calculation of response rates and appropriate follow-up procedures, and the preparation of reports closely aligned with federal reporting requirements. In addition, we have provided ongoing technical assistance to the Department toward the implementation of its State Performance Plan, sharing survey results with key audiences, and using survey findings to help strengthen special education services in New Hampshire. Other project supports include a telephone helpline staffed by MI, and survey translation services coordinated on an as-needed basis. This contract was originally awarded for a three-year period; the project continues to be awarded to MI through a competitive bidding process.

Similarly, we have been conducting the *Statewide Parent Involvement Survey* for the Illinois State Board of Education (ISBE) since 2007. This work includes the annual preparation, distribution, and scanning of 60,000 parent surveys. Much like the West Virginia Department of Education project, ISBE provides MI with a student address data file, which is then cleaned and verified (i.e., identifying duplicates and incomplete information)—we work closely with ISBE at each stage to ensure the final sample of addresses is accurate and up-to-date. MI then prepares a set of scannable barcode labels and address labels to allow parent responses to be matched back to their students while maintaining anonymity throughout the process. Survey data are integrated with the original database, and transferred through a secure FTP connection back to ISBE. This project has been conducted successfully for five rounds of the survey administration.

These projects are further described in **Exhibit 1** below.

**Exhibit: 1 Summary of Similar MI Projects:
Parent Involvement Survey Administration, Data Analysis, and Reporting**

Project Name/Client	Project Description
<p>West Virginia Parent Involvement Survey (2012-2015)</p> <p>Client: West Virginia Department of Education (WVDOE)</p>	<p>MI was contracted by the West Virginia Department of Education (WVDOE), Office of Special Programs to conduct the statewide parent involvement survey. WVDOE uses two forms of the National Center for Special Education Accountability and Monitoring (NCSEAM) surveys for statewide data collection. One survey was prepared and administered to parents of preschool children and the other to parents of school age children (Kindergarten through 21 year olds). WVDOE reports these data as part of the IDEA requirements to measure parent involvement (Indicator B-8). They do so by measuring “the 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.” Results are reported using Rasch analysis. As part of the evaluation services, MI provides aggregate and disaggregate data as needed for Annual Performance Reports (APR). In addition, district reports are provided to WVDOE who then disseminates to the school districts.</p>

Project Name/Client	Project Description
<p>New Hampshire Parent Involvement Survey (2007-2008; 2008-2009; 2009-2010) (2010-2011) (2012-2015)</p> <p>Client: New Hampshire State Education Department (NHDOE)</p>	<p>NHDOE, Bureau of Special Education, contracted with MI to administer surveys to all NH parents of pre-school and school-age children with disabilities, and to analyze and report on the findings. The two instruments for this evaluation activity were developed by a group of NH stakeholders, including parents; it was based on a carefully selected set of items from the National Center for Special Education Accountability and Monitoring (NCSEAM). Through the survey process, parents can provide their perspective on special education services and the effectiveness of their districts/schools in facilitating their involvement in their child’s program/services. This system of documenting parental input is in compliance with federal accountability requirements reflected in the IDEA Part B State Performance Plan (SPP) and specifically Indicator 8 of New Hampshire’s SPP 2005-2010. As part of the evaluation services, MI conducts a Rasch analysis of state-and district-level results, and provides NHDOE with aggregate and disaggregate data as needed for Annual Performance Reports. Beginning in 2012, MI has provided NHDOE with additional services to administer and evaluate post-school outcome surveys.</p>
<p>Illinois Parent Involvement Survey (2007-2011)</p> <p>Client: Illinois State Board of Education (ISBE)</p>	<p>The Illinois State Board of Education (ISBE) contracted with MI to conduct an annual statewide survey of parents whose children receive Special Education Services. In each year of the study, a sample of 60,000 parents is selected to complete a survey about the quality of special education services in the state and the effectiveness of their districts/schools in facilitating their involvement in their child’s program/services. This system of documenting parental input is in compliance with federal accountability requirements reflected in the IDEA Part B State Performance Plan (SPP)—Indicator 8. The survey items were selected from an item bank developed by the National Center for Special Education Accountability Monitoring (NCSEAM) funded by the Office of Special Education Programs at the U.S. Department of Education. To carry out the study, MI designed an identification coding system that uses barcode labels to link the individual survey data to existing student demographic data currently being collected by the ISBE, while still allowing parents to complete the survey anonymously. MI developed scannable survey forms which are being provided to parents in both English and Spanish. MI merges the individual parent survey data with existing student records for each student to provide ISBE with dis-aggregate data ready for further analysis to meet state reporting requirements.</p>

Sample Products

As further evidence of our capacity and readiness to meet both the letter and spirit of this important project, we offer a number of relevant sample products (**Appendices B through F**), as described below

- **Online Survey “Landing Page”:** MI programmers will design and deploy an on-line survey system (both in English and Spanish) with the ability for individual parents to log-in and complete the survey in lieu of returning the survey via mail, similar to the system MI designed for the Illinois Parent Survey (see **Appendix B**)
- **Letter to Parents:** MI staff, in consultation with WV DoE, will compose a cover letter (English/Spanish) to be sent with the survey clearly explaining the purpose of the survey project with specific directions for completing the survey using either the online option or the paper option, similar to the letter MI designed for the Illinois Parent Survey (**Appendix C**).

- *Informational Flyer:* Similar to last year, MI will develop an informational *e-flyer* that will be made available to district staff to be used locally to promote the importance of completing the survey, and highlighting the options (i.e., paper or on-line) to do (*Appendix D*)
- *State Level Report:* We have included a sample statewide report (*Appendix E*) that represents the findings from the Parent Involvement Survey conducted in 2010 – 2011 for the New Hampshire Department of Education which includes:
 - ✓ analysis of the age 3-5 surveys
 - ✓ analysis of the age 6-21 surveys
 - ✓ statistical summary of the SPP/APR (percent at or above standard)

In addition, we have included a copy of the 2014-2015 West Virginia Parent Involvement Survey report which includes:

- ✓ standard error of the mean
 - ✓ number of valid responses
 - ✓ mean measure
 - ✓ measurement reliability
 - ✓ standard deviation
- *District Level Report* Finally, we also include an example of the district level reports that are prepared annually for each of the 175 school districts in New Hampshire (*Appendix F*)

References

While none of the above clients is permitted to offer references because they are part of the State Education Department responsible for this project, we believe that their contract renewals with our firm speak volumes about their satisfaction with our work. We have also worked with staff in the Special Education Department in West Virginia but the same limitation applies.

In lieu of these references we offer the following clients as contacts. We have conducted large-scale comprehensive projects with these individuals and believe they would be able to speak to the high-quality of our work and our excellent reputation.

The following two contacts are provided as references for our work.

Laura Arpey **New York State Education Department**
Office of Bilingual Education and World Languages
(518) 474-8775
Laura.Arpey@nysed.gov

Marcia Johnson **Illinois State Board of Education**
Office of the Deputy Superintendent
(217) 524-4832
marjohns@isbe.net

APPENDIX A

Resumes

Thomas J. Kelsh, Ed.D.

Measurement Incorporated

Education:

December 1988	Doctor of Education (Ed.D.) Program Evaluation State University of New York at Albany
August 1983	M.S. – Educational Psychology State University of New York at Albany
May 1979	B.S. – Special Education Bloomsburg University Bloomsburg, Pennsylvania

Professional Experience:

<i>September 1993 - Present</i>	<i>Vice President of Program Evaluation & School Improvement Services Measurement Incorporated Albany and White Plains, New York</i>
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Provide program evaluation, educational measurement, professional development, and technical assistance, services to a wide variety of customers including the U.S. Department of Education, state departments of education (e.g., New York, West Virginia, Maryland, Illinois, Massachusetts, and Pennsylvania); private foundations (e.g., DeWitt-Wallace and Robin Hood), private industry (e.g., Verizon), school districts, and regional centers of coordinated educational service delivery. Selected research and evaluation studies for which I have held the principal investigator or project director role are listed below along with the sponsoring agency.

- *Evaluation of New York State Interventions in Persistently Low Achieving (PLA) Schools; New York State Education Department (2011-2014).*
- *Principal Investigator: Evaluation of Iowa's State Personnel Development Grant (SPDG); Iowa Department of Education (2015-2019)*
- *Principal Investigator: Evaluation of the Illinois Title I State System of Support; Illinois State Board of Education (2014-2017)*
- *Principal Investigator: Evaluation of North Dakota's State Personnel Development Grant (SPDG). North Dakota Department of Public Instruction (2014-2017)*
- *Principal Investigator: West Virginia Special Education Parent Involvement Survey. West Virginia Department of Education (2013 – present).*
- *Principal Investigator: Illinois Special Education Parent Involvement Survey. Illinois State Board of Education (2008 – present).*

- *Evaluation of the Expanding the Reach [of Scientifically Based Reading Research]*. Sub-contractor to DTI Associates. U.S. Department of Education, 2004 – 2010.
- *Evaluation of the STAR Initiative*; DTI Associates, Office of Vocational and Adult Education, U.S. Department of Education (2004-2007)
- *Development of State Reading First Profiles*; U.S. Department of Education (2004)
- *New York State Self Assessment (Alternative Performance Measures for meeting Adequate Yearly Progress (AYP))*; New York State Education Department (2006-2008)
- *Development and Pilot Study of State Career & Technical Education (CTE) Self Assessment*; U.S. Department of Education, Office of Vocational and Adult Education (2004)
- *Evaluation of New York State Comprehensive School Reform Demonstration (CSR) Program*; New York State Education Department (1998-2001)

Associate in Higher Education
New York State Education Department
Albany New York

September 1990- September 1993

Directed statewide accreditation project of pre-service special education teacher preparation programs at public and private institutions of higher education in New York. Directed survey research studies of programs and services for individuals with disabilities attending postsecondary schools in New York State. Used both large data sets and small sample analyses to conduct research. Worked with both public (State University of New York and City University of New York) and private institutions. Made public presentations of findings to state and regional leaders including the New York State Board of Regents, college and university presidents, county executives, mayors, and municipal supervisors.

Master Teacher
SUNY Pre-Kindergarten Program
State University of New York at Albany

January 1983 - August 1988

Responsible for the comprehensive special educational program for 10-12 preschool students with disabilities. Supervised graduate-level special education interns during an intensive 20 week, competency-based teaching practicum. Taught graduate level courses in special education methods and educational measurement.

Peace Corp Volunteer
Chile, South America

January 1980 - February 1982

Worked for the National Ministry of Education and assigned to the Southern Province of Chillan. Worked with faculty from 17 schools to accommodate the learning needs of students with profiles of learning disabilities.

Selected Presentations:

- Council of Chief State School Officers (CCSSO) – May 2013
Washington DC
Topic: *Logic Modeling as the Basis for Strategic Planning*
- National Conference on Student Assessment
New Orleans, LA
Topic: *New Jersey Teacher Evaluation Standard Setting*
- New York State Education Department – Office of Special Education
Albany, NY
Topic: *Assessing the Professional Development Needs of Regional Special Education Coaches*
- National Title 1 Conference – January 2008
Dallas, Texas
Topic: *Evaluating Scientifically-Based Reading Practices*
- National Conference of State Directors of Career and Technical Education (CTE) – March 2006 - Washington, DC
Topic: *Using Program Self Study to Improve the State Monitoring Process*
- Massachusetts Title 1 Annual Network Conference – February 2003
Boston, MA
Topic: *Evaluating Whole-School Reform Initiatives*
- Fourth Annual New York State Title I Conference – February 2001
Rochester, NY
Topic: *Defining Characteristics of Effective Title I Schoolwide Programs*
- National Conference on School-to-Work Evaluation - March 1999
Washington, D.C.
Topic: *Evaluation Strategies for Measuring the Implementation and Impact of School-to-Work Initiatives*
- New York State School-to-Work Advisory Committee – February 1997
Albany, NY
Topic: *Results of the New York State School-to-Work Evaluation*
- New York State Board of Regents – February 1985 Full Board Meeting
Albany, NY
Topic: *Results of the New York State Workforce Preparation Pilot Initiative*

Selected Publications:

- Musumeci, M. & Kelsh, T. (2007) *Evaluation of the Expanding the Reach [of Scientifically Based Reading Research] Initiative* (Final product submitted to the U.S. Department of Education Office of Student Achievement and School Accountability). Albany, NY: Measurement Incorporated
- Kelsh, T. (2012) *Evaluation of the Partnership for Innovation in Compensation in Charter Schools (PICCS): A Teacher Incentive Fund Initiative – Year 1 Report*. Center for Educational Innovation – Public Education Association
- Kelsh, T. & Musumeci, M. (2009). *Student Achievement in Reading (STAR): Final evaluation report on pilot implementation*. (Final product submitted to the U.S. Department of Education Office of Vocational and Adult Education). Albany, NY: Westchester Institute.
- Musumeci, M. & Kelsh, T. (2005). *State Career and Technical Education (CTE) Self-Assessment*. Washington, DC: U.S. Department of Education.
- Musumeci, M. & Kelsh, T. (2001). *New York City Health Literacy Institute: Indicators of High Quality*. (Final product submitted to the New York State Education Department and New York City Board of Education). Albany, NY: Capital Assessments, Inc.
- Musumeci, M., Gitlitz, F., & Kelsh, T. (2000). *School-To-Work Defining Features*. Washington, DC: U.S. Department of Education.
- Musumeci, M. & Kelsh, T. (1999). *ACCESS Indicators of System Quality*. (Final product submitted to the New York State Education Department Office of Workforce Preparation and Continuing Education). Albany, NY: Capital Assessments, Inc.
- Kelsh, T. & Valmore, K. (1998). *Framework for early literacy development* (Research report submitted to the New York State Education Department). Albany, NY: The New York State Education Department.
- Musumeci, M. & Kelsh, T. (1998). *Lessons learned: Interim evaluation findings of the implementation of school-to-work partnerships in New York State*. Albany, NY: The New York State Education Department.
- Musumeci, M., Kelsh, T. & Doty, D. (1996). *The New York State school-to-work indicator system*. Albany, NY: The New York State Education Department.
- Musumeci, M. & Kelsh, T. (1996). *Evaluation of New York State's Title I schoolwide programs* (Research report submitted to the New York State Education Department). Albany, NY: The New York State Education Department.

Certifications:

- Special Education – permanent
- School Administration and Supervision

- School District Administrator

Professional Affiliations:

- Council of Exceptional Children (*Past President, New York State CEC*)
 - Division of Early Childhood
 - Division of Teacher Education
- National Association of Secondary School Principals
- Association of Supervision and Curriculum Development
- American Educational Research Association

Professional Experience

Measurement Incorporated

White Plains, NY

2015 to Present

Current Responsibilities include:

- Design and implement program evaluation research studies
- Conduct statewide survey research projects
- Develop quantitative and qualitative instruments
- Perform longitudinal analysis of state and local data
- Write research outcome reports
- Develop on-line surveys and on-line data collection instruments
- Analyze and evaluate database management problems

Department of Psychology, Iona College

New Rochelle, NY

2013-2015

- Assistant Professor
 - Designed, conducted and wrote psychology and education-related studies
 - Functioned as the IRB chair for the Psychology Department
 - Taught research methods and quantitative methods classes
 - Conducted SPSS training workshops
- Visiting Assistant Professor
 - Duties were similar to above

Department of Psychology, Fordham University

Bronx, NY

2009-2011

- Part-time Faculty/Research Team Collaborator
 - Designed and conducted studies in Applied Developmental Psychology in collaboration with other researchers, faculty, and students
 - Developed survey questionnaires for web-based studies

Department of Psychology, Concordia College, Bronxville, NY

■ Assistant Professor

2007-2009

- Designed and implemented studies to examine factors in the immediate local environment that
- can enhance the academic experience and improve the success of underrepresented students
- Supervised students' research projects
- Taught psychology classes

Department of Psychology, Fordham University, Bronx, NY

■ Postdoctoral Research Fellow

2005-2007

- Designed and implemented studies to investigate the influence of internal (i.e., perceived identification) and external (i.e., availability of support and presence of positive role models) variables on individuals' self perceptions, intentions, and behavior
- Designed laboratory experiments to investigate the relationship between stress and perceived social support
- *Supervisory experience:*
 - Managed a team of 4-5 research assistants
 - Hired, trained, and evaluated research assistants and student workers
 - Managed the daily operation of the psychology lab including recruitment and scheduling of participants, data acquisition/management, and analyses
 - Trained research assistants and student workers in research design, methodology, data analysis and interpretation

Department of Psychology, University of Massachusetts, Amherst, MA

■ Postdoctoral Research Fellow

2003-2005

- Designed and conducted laboratory and field studies to investigate the influence of college environment on students' perception about their own qualities, capabilities, goals, and behavior
- *Supervisory experience:*
 - Managed a team of 6-8 research assistants
 - Coordinated participant recruitment, data collection, data management, and analyses
 - Managed laboratory supplies and expenses

Department of Psychology, The New School for Social Research, New York, NY

■ Research Assistant

2000-2003

- Conducted independent and collaborative projects in developmental social psychology
- *Supervisory experience:*
 - Managed a team of 4-5 research assistants
 - Performed data management, including data backup, data reduction, and data analysis
 - Trained and supervised student workers in laboratory procedures

Administrative Experience

Office of Academic Affairs, The New School for Social Research, New York, NY

■ Coordinator, Scholarships, External Funding, and Career Services

2000-2003

- Managed all the daily operations of the division
- Collaborated with the Assistant Dean and department directors in developing policies and programs related to student support services
- Supervised support staff and student workers
- Coordinated special events and orientation programs
- Designed department's career and external funding web site
- Developed a comprehensive database of job, fellowship, grant, and post-doctoral opportunities
- Established a career development program within the Office of Academic Affairs

- Conducted workshops, seminars, and information sessions

Educational Counseling Experience

College of New Rochelle, New Rochelle, NY

■ Counselor

1994-2000

- Provided personal, social, educational, and vocational counseling
- Administered psychological, personality, and vocational assessments
- Conducted longitudinal research to support student retention efforts
- Supervised counseling interns and support staff
- Generated monthly and annual departmental reports

Erie Community College, Buffalo, NY

■ Counselor

1991-1994

- Provided individual and group counseling services
- Offered workshops throughout the academic year on a wide variety of personal, social, and vocational topics

Education

Ph.D. The New School for Social Research, New York, NY
Area: Social Psychology May 2003

M.A. The New School for Social Research, New York, NY
Area: Experimental/Social Psychology May 1999

M.S. Canisius College, Buffalo, NY
Area: Educational Counseling May 1991

B.A. State University of New York at Buffalo, Buffalo, NY
Major: Sociology May 1988

Selected Publications

Asgari, S. & Carter, F. (2016/ in journal's publication queue). Exposure to Peer Mentors Can Improve Academic Performance: A Quantitative Examination of the Effectiveness of Peer Mentoring in Introductory College Courses. *Teaching of Psychology*.

Asgari, S. (2015). The Influence of Varied Levels of Received Stress and Support on Negative Emotions and Support Perceptions. *Current Psychology*, 1-18.

Asgari, S. & Niblock, K. (under review). So similar, yet so different: Exploring the disparate perceptions of middle class Blacks and Whites. *Basic and Applied Social Psychology*.

Kiss, T. & **Asgari, S.** (under review). A Case Study of Personal Experiences of Eastern European Immigrants Living in the United States. *Migration Studies*.

Asgari, S. (2014) Review of Research Methods for Behavioral Sciences, *Psychology of Teaching and Learning*, 13 (2), 157-158.

- Asgari, S.,** Dasgupta, N., & Stout, J. (2012). When do counterstereotypic ingroup members inspire vs. deflate? The effect of successful role models on women's leadership self-concept. *Personality and Social Psychology Bulletin, 38*, 370-83.
- Asgari, S.,** Dasgupta, N., & Gilbert Cote, N. (2010). When does contact with successful ingroup members change self-stereotypes? A longitudinal study comparing the effect of quantity vs. quality of contact with successful individuals. *Social Psychology, 41*, 202-211.
- Asgari, S.** (2009). Review of removing barriers: Women in academic science, technology, engineering, and mathematics. *Journal about Women in Higher Education, 1*, 244-246.
- Dasgupta, N. & **Asgari, S.** (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender stereotyping. *Journal of Experimental Social Psychology, 40*, 642-658.
- Asgari, S.** (data analysis phase). Examination of mechanism underlying positive role models' influence on perceivers' implicit ingroup- and self-conception.
- Lai, C. & **Asgari, S.** (data analysis phase). Examination of intervention methods that may change implicit/unconscious racial bias.
- Asgari, S.** & Chand, A. (data collection phase). Having it all: Women in STEM careers.

SELECTED CONFERENCE PRESENTATIONS

- Asgari, S.** (August 7, 2015). *What are we really priming? The influence of male and female exemplars on women's perceptions about ingroups and the self.* Presented at the APA Annual Convention, Toronto, Canada.
- Asgari, S.** & Carter, F. (May 30, 2014). *Peer Mentors Can Enhance Academic Performance of College Students.* Presented at The Teaching Professor Annual Conference, Boston, MA.
- Asgari, S.** & Carter, F. M. (April 4, 2014). *The Effects of Peer Mentoring in Introductory Level College Courses.* Platform talk given at Westchester Undergraduate Research Conference, Dobbs Ferry, NY. [Presented by student]
- Asgari, S.,** Gosselin, J, & Niblock (2013, May 24). *Double Jeopardy: The conjunctive influence of social class and race on evaluation of college applicants' success in highly selective universities.* . Research presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Kiss, T., & **Asgari, S.** (2013, March 2). *To be an immigrant: Psychosocial experiences of unauthorized Eastern European immigrants living in the United States.* Research presented at the Eastern Psychological Association meeting, New York, NY.
- Asgari, S.** (2012, May 27). *When do counterstereotypic ingroup members inspire vs. deflate? The effect of successful professional women on young women's leadership self-concept.* Paper presented at the annual meeting of the Association for Psychological Science Chicago, IL.
- Asgari, S.** (2011, June 29). *Self-concept Malleability: External and internal mechanisms of change.* Talk given at Saint Francis College, Brooklyn, N.Y.

Highly self-motivated and detail-oriented professional committed to pursuing a career in database management. Maintains a 20-year track record of demonstrating strong analytical and problem solving skills, computer proficiency, and ability to follow through with projects from inception to completion. Strengths include:

- Database Administration
- Data Analysis & Reporting
- Application Systems
- Web/Internet Design & Operations
- PC Desktop & Software Support
- LAN/WAN Network Services

Professional Experience

Measurement Incorporated

White Plains, NY

1992 to Present

Current Responsibilities as Director of Data Services include:

- Involvement in all aspects of data processing including setting up databases, quality control and supervising co-workers to ensure consistent and accurate processing of research instruments
- Comprehensive management of the flow and execution of all data-based surveys and forms for a variety of school, health, adult, and social service educational organizations based in New York State and nationally.
- Conduct statistical analyses of databases or supervise professional consultants in appropriate analysis.
- Develop on-line surveys and on-line data collection instruments
- Analyze and evaluate database management problems

Past Responsibilities as System Support Analyst included:

- Maintaining day-to-day computer support for 25 users as well as the networking and training of new users
- Installing, configuring, and updating workstations with Novell and Windows Clients
- Installing and upgrading software applications on Windows workstations
- Troubleshooting basic LAN problems such as printing, wiring, and software issues
- Performing network backup procedures including file restorations
- Evaluating, planning, testing, and maintaining network security
- Researching, testing, and ordering new software and hardware

Key Projects and Achievements

- Developed techniques to improve data collection and increase response rates
- Spearheaded transition from outdated organization-wide and departmental technologies to highly functional, streamlined and cost effective client-server technologies and business solutions that have dramatically improved efficiency, decreased expenses, and optimized data integrity and security
- Coordinated and assisted in the upgrade of network operating systems, including the configuration of all workstations
- Converted company's manual employee time logging system into an efficient computer-based system
- Established standardization for software applications, PC desktops, and networking systems

Education

Bachelor of Business Administration (BBA), Computer Information Systems
Baruch College, New York, NY

Honors

Magna Cum Laude, Deans List
Beta Gamma Sigma Honor Society
Golden Key National Honor Society

Technical Skills

Computer Software

- SPSS Statistics; Microsoft Office Products including Access, Word, Excel, FrontPage, PowerPoint and Outlook; SnapSurveys; SelectSurvey.net; SurveyGizmo; SurveyMonkey.

Networking Software & Operating Systems

- Microsoft Windows Server; Microsoft Exchange; Symantec Backup Exec; and various Windows Operating Systems.

Education

B.S. Computer Science, Math Minor; Methodist College, Fayetteville, NC, 2001

Certification: Information Technology Infrastructure Library (ITIL) v3, Foundation Level

Related Coursework Database Management, Programming Languages, Machine Architecture, Data Structures, Algorithms, Web Design, Operating Systems, Assembly Language, Theory of Computability

Skills

Languages ASP, ASP.NET, C, C#, HTML, Java, JavaScript, Pascal, SQL, T-SQL, Visual Basic, VBScript, VB.Net, XML

Software Tools Homesite, FrontPage, Microsoft SQL Server, Microsoft Visual SourceSafe, Microsoft Visual Studio, Microsoft Visual Studio .Net, Subversion Source Control, FogBugz

Environments Linux, Unix, Windows

Experience

MEASUREMENT INCORPORATED Durham, NC

Software Development Manager/IT Specialist, 2007-present

Manage the design, development, and implementation of computer software solutions for state departments of education and other clients relative to educational assessment data processing and score reporting. Consult with clients to confirm, clarify, and satisfy application specifications and develop timelines. Manage and provide direction to application development teams. Ensure software infrastructure by maintaining, supporting, and upgrading existing systems and applications. Provide technical leadership to project managers and programmers. Review, analyze, and develop strategies for the improved effectiveness and efficiency of existing applications.

Programmer/Analyst, Connecticut Mastery Test, 2006

Identified and defined the most efficient software solutions (including tailoring existing, tested applications and tools and/or creating custom solutions) for the unique needs of educational assessment clients. Oversaw collection and validation of demographic information, test answers, and other data from student tests. Transformed raw data into clear and meaningful client deliverables such as scaled student scores and score reports. Generated ancillary materials to facilitate test delivery, administration, and return. Guided software development team in meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Communicated with other departments, management, and client to resolve technology issues. Documented and improved project processes. Team leader for the Data Inspection, Correction and Entry Application and the Document Configuration Application.

Programmer, 2002-2005

Utilized and modified standard applications and tools to manage educational assessment data. Created custom software solutions in consultation with client and project managers. Ensured proper collection and validation of data from student tests and transformed it into deliverables such as student, school, district, and state reports. Generated ancillary materials (header sheets, barcode labels, etc.) to facilitate test delivery, administration, and return. Participated in process improvement and project documentation. Maintained commitment to meeting client expectations, strict timelines, and the highest standards of security and confidentiality. Projects included:

Learning Express, 2005

Maryland High School Assessment, 2003

Michigan Educational Assessment Program, 2002-2005

New Jersey High School Proficiency Assessment, 2003-2005

Ohio Graduation Test, 2002

GROUND CONTROL Fayetteville, NC

Software Developer, 2000-2002

Client/server development of tax software for county government in Visual Basic using SQL Server. Web development with HTML, ASP, VBScript, JavaScript, SQL Server, and ActiveX. Database design for an intranet document management system using SQL Server. Complete project life cycle development from assessment to implementation. GIS custom development (ArcObjects) with VBA and Visual Basic for ArcGis and ArcInfo. Responsibilities included software installation and troubleshooting, customer training, and meeting with customers to determine needs.

METHODIST COLLEGE Fayetteville, NC

Computer Lab Assistant, 1997-2000

Assisted students in the use of and problems with computers and programs in Pascal and C. Performed general network administration and software installation.

NORTH CAROLINA DEPT OF TRANSPORTATION Lillington, NC

Engineering Aide, Summers 1997-1999

As a member of the survey crew for the Engineering Office, participated in all phase of road and bridge construction. Calculated soil quantities and located field points from log book and plans. Experience with all field tools and instruments.

WOMACK CONSTRUCTION Whispering Pines, NC

Carpenter/Laborer, Summers 1995-1996

Experience with all phases of homebuilding: laying out walls, setting trusses, putting on shingles, digging footers, installing baseboard, etc.

APPENDIX B

Sample On-line Survey “Landing Page”



Illinois State Board of Education

James T. Meeks, Chairman/Presidente
Dr. Christopher Koch, State Superintendent/Superintendente de Educación Estatal

2015 Illinois Parent Survey—Special Education & Support Services Cuestionario de Padres 2015—Educación Especial y Servicios de Apoyo

If you have received a parent survey, click on blue button below to start the survey online. All surveys completed by May 15 will be included in the statewide results.

Your user name is the 7-digit Survey ID number on the English language side of your survey.

Your password is isbe2015.

Si usted ha recibido una cuestionario para los padres, haga un clic en el círculo azul que dice "Comenzar el Cuestionario." Todos los formularios recibidos hasta el 15 de mayo serán incluidos dentro de los resultados a nivel estatal.

En la sección de su nombre escriba los 7- dígitos que aparecen en la etiqueta de su cuestionario.

Su palabra clave es isbe2015.

Illinois State Board of Education
2015 Parent Survey—Special Education and Support Services

This survey is for parents of students receiving special education and support services. Our records show your child is receiving specially designed instruction through an Individualized Education Program (IEP). Your responses will help guide efforts to improve services and results for children and families. In responding to each statement, think about your experience and your child's experience with special education over the past year.

For more information or if you need assistance with completing the survey, please contact the toll-free hotline we have set up through the Illinois Statewide Technical Assistance Collaborative at 1-877-317-2733. The hotline is only available Monday through Thursday during the weeks of March 16th, March 23rd and April 6th. The hours of operation are 11 am to 4 pm. Spanish translation is available from 12 pm to 3 pm.

You may complete this survey and return it by mail or complete the survey online by visiting www.mievaluation.com/isbe2015.htm. Please complete **one** survey only.
→ Your username is the 7-digit Survey ID number on the survey label.
Your password is isbe2015.

For each statement below please select **one** response choice.
You may skip any item that you feel does not apply to you or your child.

Fill in circle completely:

Incorrect: ✓ ✗

Use pencil only.

Survey ID
9894792

Your Survey ID



Start the Survey
Comenzar el Cuestionario

For more information or if you need assistance with completing the survey, please contact the toll-free hotline we have set up through the Illinois Statewide Technical Assistance Collaborative at **1-877-317-2733**.

The hotline is only available Monday through Thursday during the weeks of March 16th, March 23rd and April 6th.

The hours of operation are 11 am to 4 pm
Spanish translation is available from 12 pm to 3 pm

To contact Measurement Incorporated,
email ISBEParentSurvey@Measinc.com
or call **1-877-249-1340 Extension 313 or 320**

Para más información o si necesita ayuda con el cuestionario, por favor llame la línea telefónica de Asistencia Técnica de Colaboración de Illinois al **1-877-317-2733**.

Esta línea telefónica esta disponibles solo de Lunes a Jueves las semanas del 16 de Marzo, el 23 de Marzo, y el 6 de Abril.
Las horas de operación son de 12:00 pm a 3 pm

Para comunicarse con Measurement Incorporated, correo electrónico ISBEParentSurvey@Measinc.com o llame al **1-877-249-1340 Extension 313 o 320**

APPENDIX C

Sample Letter to Parents



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

March 2015

Dear Parent:

We hope you can help us. The Illinois State Board of Education (ISBE) is surveying some parents from your child's school district this year to see how well your school is involving you in your child's education. Information from this survey will help the state and individual school districts improve family-school partnerships in special education. Our records show that your child has an Individualized Education Program (IEP), which allows for the provision of additional supports and special education services. **Your opinion is very important to us.** We hope you can help us by completing the survey.

ISBE has asked Measurement Incorporated to help gather this information through the enclosed survey. We can assure you that all information provided will remain confidential and that no personally identifiable information will be reported.

You have two options to complete this survey.

Option 1: You may complete the enclosed survey and *return it by mail* in the postage-paid envelope directly to Measurement, Incorporated. You do not have to sign your name.

OR

Option 2: You may *complete the survey online* by going to www.MIEvaluation.com/ISBE2015.htm.

- Your user name is the 7-digit Survey ID number on the English language side of your survey.
- Your password is isbe2015.

All surveys received by May 15 will be included in the statewide results.

For more information or if you need assistance with completing the survey, please contact the toll-free hotline we have set up through the Illinois Statewide Technical Assistance Collaborative at 1-877-317-2733. The hotline is only available Monday through Thursday during the weeks of March 16th, March 23rd and April 6th. The hours of operation are 11 a.m. to 4 p.m. Spanish translation is available from 12 p.m. to 3 p.m.

Sincerely,

Dave Andel
Division Administrator
Special Education and Support Services



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Presidente

Christopher A. Koch, Ed.D.
Superintendente de Educación Estatal

Marzo de 2015

Estimados Padres de Familia:

Esperamos contar con su ayuda. Este año, la Junta Educativa del Estado de Illinois [Illinois State Board of Education (ISBE)] se encuentra evaluando las opiniones de algunos padres de familia del distrito escolar de su hijo(a) para asesorar lo bien que su escuela se involucra en la educación de los estudiantes. La información obtenida por medio de la evaluación ayudará al estado y a los distritos escolares individuales a mejorar la colaboración existente entre padres de familia y el plantel pedagógico de educación especial. Nuestros registros señalan que su hijo(a) cuenta con el programa educativo individualizado [Individualized Education Program (IEP)], que le permite obtener apoyo adicional y servicios de educación especial. **Su opinión es muy importante para nosotros.** Esperamos que nos pueda ayudar a llenar el formulario.

ISBE ha solicitado a la compañía Measurement Incorporated ayuda para recolectar la información a través del proceso de encuesta. Le aseguramos que la información obtenida es completamente confidencial y que de ninguna manera su identificación personal será referida.

Usted cuenta con dos opciones para llevar a cabo esta encuesta.

Opción 1: Puede llenar el formulario y *enviarlo por correo* dentro del sobre con porte pagado directamente a Measurement Incorporated. No es necesario firmar con su nombre.

Opción 2: Puede *llenar su formulario en línea* al entrar al sitio de internet www.MIEvaluation.com/ISBE2015.htm.

- Su número de usuario son los siete dígitos de identificación (ID) del formulario, que se encuentran en la página de la versión en inglés de su formulario.
- Su contraseña es isbe2015.

Todos los formularios recibidos hasta el 15 de Mayo serán incluidos dentro de los resultados a nivel estatal.

Para más información o si necesita ayuda con el cuestionario, por favor llame la línea telefónica de Asistencia Técnica de Colaboración de Illinois al 1 – 877 – 317 – 2733. Esta línea telefónica esta disponibles solo de Lunes a Jueves las semanas del 16 de Marzo, el 23 de Marzo, y el 6 de Abril. Las horas de operación son de 12:00 p.m. a 3 p.m.

Sinceramente,

David Andel
Educación Especial y Servicios de Apoyo

APPENDIX D

Sample Informational Flyer



We need your feedback!

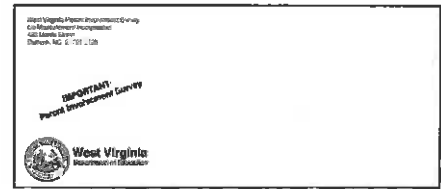
If you are the parent of a child between the ages of 3 and 21 who receives special education services, the **West Virginia Department of Education** needs your input on the *Parent Involvement Survey* for parents whose children receive **Special Education services**.



The survey will be mailed to your home by **May 11, 2015**.

Your input and opinions about parent involvement in special education will help to improve special education services for your child and other children across the state.

Once you receive the survey, please complete and return it in the postage-paid envelope.

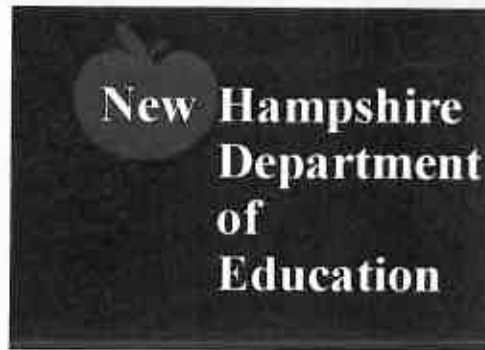


All completed parent surveys need to be mailed or submitted by **August 28, 2015**. Thank you for your time and participation!

If you need any help to complete the survey, please contact:
West Virginia Parent Training and Information (WVPTI)
at
1-800-281-1436

APPENDIX E

Sample State Level Report



NEW HAMPSHIRE

2012-2013 Parent Involvement Statewide Survey Results

September 2013

Prepared by:



**41 State Street, Suite 403
Albany, New York 12207
(518) 427-9840 Fax: (518) 462-1728**

Table of Contents

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Executive Summary

In spring 2013, Measurement Incorporated (MI) conducted the survey administration and data analysis of the New Hampshire Statewide Parent Involvement Survey. For the sixth year in a row there was **an increase in the percentage of parents** with a child receiving special education services who indicated that their school facilitated parent involvement as a means of improving services and results for children with disabilities.

Nearly 32,000 surveys were mailed to school districts across NH for distribution to parents. School districts mailed the surveys to parents by late March and parents had nearly three months to complete and return their survey in the postage-paid envelope provided. Survey completion is supported by a number of activities including “hotline” telephone support, online technical support, and language translation for families whose primary language is other than English. The use of alternative methods and supports has increased over the past six administrations.

Based on the statewide results for this year, **52% of parents** with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. **This is a 1% increase from last year’s results and 15% higher than the state target for this year.** Across the past six years of survey administrations, there has been continued improvement and a 20% increase over time in the statewide rate. These positive results suggest that the improvement activities implemented for this indicator—by the New Hampshire Department of Education (NHDOE), Bureau of Special Education and their partners—are working and have had a dramatic effect on parent involvement and family-school partnerships.

This year, 4,565 surveys were received. This represents a 15% response rate. This is the same response rate as 2012. The population of parents responding to this year’s survey is representative of the statewide population of parents of children receiving special education services in terms of gender and ethnicity. However, they were not representative for certain disability categories and age groups. These disability categories and age groups are presented in **Tables 5 and 6 of this report.**

For this indicator, the state is required to set a target annually. The target refers to the percentage of parents (statewide) with a child receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Baseline data from 2007-2008 were used to establish targets for the

State Performance Plan (SPP) through 2010. Subsequently, the SPP has been extended through 2012-2013. The target for this indicator was increased by one percent for each year of the extension so that the statewide target for 2011-2012 was 36% and for 2012-2013 the target is 37%.

I. Background and Survey Administration

In January 2012, the New Hampshire Department of Education (NHDOE), Bureau of Special Education, renewed their contract with Measurement Incorporated (MI) to conduct a statewide parent involvement survey. The goal of the contract was to provide data for reporting requirements for the Department of Education's Special Education State Performance Plan. The State Performance Plan (SPP) is required to be submitted from each state to the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), pursuant to the Individuals with Disabilities Education Act (IDEA). Federal reporting requirements mandate that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, NHDOE reports on Indicator B-8 by measuring "the 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."

In spring of 2013, MI conducted the sixth year of statewide data collection using two parent surveys that were adapted from the National Center for Special Education Accountability and Monitoring (NCSEAM) item banks. In 2007-2008, MI worked closely with NHDOE and the Indicator B-8 Work Group to develop these instruments. One survey was prepared and administered to parents of preschool children (3 - 5 year olds) and the other to parents of school age children (kindergarteners through 21 year olds). These NCSEAM surveys have been shown to be valid and highly reliable in measuring the concept of parent involvement in improving special education services and results. In this sixth year—as in previous years of administering this survey—the *NH Statewide Parent Involvement Survey* was conducted with the support of NHDOE and key stakeholders. Communication has steadily improved at the district level and additional promotional materials and support are continually being developed to raise parental awareness about the survey.

Thirty-one thousand two-hundred eighty-nine surveys were mailed to school districts across NH for distribution to parents. In total, 2,724 preschool surveys were mailed to parents of preschoolers and 28,565 school age surveys were mailed to parents of school age children receiving special education services (through age 21).

Surveys were mailed to parents at their homes in March 2013. Parents had nearly three months to complete and return their survey in the postage-paid envelope provided. Over the course of the data collection period, 4,565 useable surveys were received; 568 were from parents of preschoolers and 3,997 were from parents of school age students.

II. Methodology

In this sixth year of administering the New Hampshire Parent Involvement Surveys, MI worked collaboratively with NHDOE to make improvements in the survey administration process based on the results from the previous year. NH Connections—a project funded by the NHDOE, Bureau of Special Education to support school district staff and families as they implement strategies to strengthen family-school partnerships in special education—worked with NHDOE and MI to support the survey administration process, as well. The summaries below provide details of key elements in the survey administration process and reflect the changes that were implemented this year.

Data Collection Procedures—MI worked with NHDOE special education directors in each School Administrative Unit (SAU) to coordinate the details of survey administration. Arrangements were made for the surveys to be labeled and mailed to parents directly from each school district. Each survey packet mailed to a parent contained a postage-paid return envelope addressed to MI. School districts were reminded in advance to verify family addresses. Parents were assured that their responses would come directly to the independent contractor (MI) to guarantee their confidentiality.

Strategies to Promote Survey Participation/Provide Survey Access—as part of the contracted services, MI worked with the Indicator B-8 Work Group and NH Connections to promote survey participation. MI developed and provided copies of a flyer (in both English and Spanish) that was shared with the special education directors and NH Connections who then shared information with community agencies, parent support groups and other stakeholders. Additionally, to promote participation and to ensure survey access, MI provided an online version of the preschool and school age surveys in both English and Spanish. For the past six years MI has tracked the methods of survey administration to report the success of using alternative methods to promote parent participation (**Table 1** presents data for baseline, 2011-2012 and 2012-2013).

**Table 1
Methods of Survey Administration**

Method of Administration	2007-08	2011-12	2012-13
	n (%)	n (%)	n (%)
Online	385 (6%)	566 (12%)	635 (14%)
In English	5,473 (99%)	4,821 (99%)	4,479 (98%)
In Spanish	37 (.7%)	39 (.8%)	35 (.8%)
In Other Languages	16 (.3%)	31 (.6%)	51 (1%)

Webinars to Support Data Collection and Data Use—in collaboration with NHDOE and NH Connections, MI co-developed and presented webinar materials to explain the administration process to Special Education Administrators, administrative assistants, other school staff, and parents. Additionally, information about data use was provided and Special Education Directors were encouraged to request the past five years of data for their district and to work with NH Connections on developing improvement activities specific to their district’s needs.

Steps to Ensure Validity and Reliability—data tracking procedures continue to be improved over the years of the statewide survey. The procedures implemented in 2013 ensured that surveys were monitored at each step in the administration process. MI provided timely and ongoing “hotline” communication to NHDOE staff, special education directors, school district personnel, and parents throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, gender, age group, and disability category. These results allow NHDOE to make determinations about how well the findings can be generalized to the overall population of New Hampshire parents of children receiving special education services.

III. Findings

In this section of the report, data are presented for the current year as compared to baseline data from 2007-2008. MI compares the data and reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Results

Response Rates

The overall survey response rate for the New Hampshire 2013 Parent Involvement Survey was 15% which is the same as the response rate for 2011-2012 (see Table 2).

**Table 2
NH Statewide Parent Involvement Survey Administration
Comparing Baseline, 2011-2012, and 2012-2013¹**

	2007-2008 Administration			2011-2012 Administration			2012-2013 Administration		
	Pre-school	School Age	Total	Pre-school	School Age	Total	Pre-school	School Age	Total
Surveys sent	2,766	32,698	35,464	2,832	29,090	31,922	2,724	28,565	31,289
Surveys received	576	4,950	5,526	634	4,257	4,891	568	3,997	4,565
Statewide response rate	21%	15%	16%	22%	15%	15%	21%	14%	15%

¹ Response rate was calculated on the number of surveys delivered to families. Those surveys that were returned based on invalid addresses or surpluses at the district level were omitted from the count before response rate calculations. Any survey received from a parent is counted in the response rate even if the parent did not respond to any of the survey items.

Representativeness of the Data

The following set of tables (**Tables 3-6**) compare data from 2013 survey respondents to the NH Child Count data from 2012. These comparisons indicate how well the group of parents, who voluntarily responded to the survey, represents the total population of parents in New Hampshire who have children receiving special education services. The 2013 responding group of parents is compared to the Child Count data on four important variables: race/ethnicity, gender, age, and disability categories. For all of these comparisons the IDEA guidelines are followed, i.e., a difference of three percentage points (higher or lower) than the Child Count data is significant, and indicates that the group of parents who voluntarily responded to the survey is different from the total population of statewide parents on that specific category of data.

The sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of race/ethnicity and gender (see Tables 3 and 4).

Table 3
Comparison of Respondents' Children to Special Education Population:
Race/Ethnicity

Race	October 1, 2012 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
White	26,823	91.5%	4,085	91.3%	-0.2%
Black or African American	721	2.5%	109	2.4%	0.0%
Hispanic or Latino	1,218	4.2%	140	3.1%	-1.0%
Asian or Pacific Islander	356	1.2%	92	2.1%	0.8%
American Indian or Alaskan	83	0.3%	18	0.4%	0.1%
Two or more races	128	0.4%	30	0.7%	0.2%
TOTAL	29,329	100.0%	4,474	100.0%	

* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

In all six years 2008, 2009, 2010, 2011, 2012 and 2013 there were ***no significant differences in the race/ethnicity*** of the children whose parents responded to the survey as compared to the most recent Child Count data for each of those years.

Table 4
Comparison of Respondents' Children to Special Education Population:
Gender

Gender	October 1, 2012 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Male	19,357	66.0%	2,991	66.4%	0.4%
Female	9,972	34.0%	1,511	33.6%	-0.4%
TOTAL	29,329	100.0%	4,502	100.0%	

* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

Parents were asked to provide information about their child's gender in 2009, 2010, 2011, 2012 and 2013. There were **no significant differences in gender** between the children of the survey respondents and the Child Count data reported for the current year of each survey administration. Child gender data were not collected on the 2008 survey administration.

For three age group categories, the respondent sample either over- or under-represents New Hampshire's percentage for that group, as reported on the 2012 Child Count (see Table 5).

Table 5
Comparison of Respondents' Children to Special Education Population:
Age

Age Category	October 1, 2012 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Ages 3-5	3,227	11.0%	663	14.7%	3.7%
Ages 6-11	10,862	37.0%	1,792	39.8%	2.7%
Ages 12-14	6,928	23.6%	927	20.6%	-3.1%
Ages 15-21	8,312	28.3%	1,125	25.0%	-3.4%
TOTAL	29,329	100.0%	4,507	100.0%	

* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

For the 2013 sample of respondents, **there is significant over-representation (3.7%)** of parents with children that are 3-5 years old and **significant under-representation** of parents with 12-14 year olds (3.1%) and parents with 15-21 year olds (3.4%).

For five disability categories, the respondent sample either over- or under-represents NH's percentage for that group, as reported on the 2012 Child Count. This pattern of over- or under-representation for certain disability categories has been consistent across the six years of statewide data collection for this indicator (see Table 6).

**Table 6
Comparison of Respondents' Children to Special Education Population:
Disability Category**

Disability Category	October 1, 2012 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
Autism	2,191	7.5%	599	13.6%	6.2%
Deaf-Blindness	9	0.0%	7	0.2%	0.1%
Developmental Delay	2,709	9.2%	554	12.6%	3.4%
Emotional Disturbance	2,196	7.5%	225	5.1%	-2.4%
Hearing Impairments	237	0.8%	49	1.1%	0.3%
Intellectual Disability	764	2.6%	109	2.5%	-0.1%
Multiple Disabilities	406	1.4%	446	10.2%	8.8%
Orthopedic Impairments	84	0.3%	28	0.6%	0.4%
Other Health Impairments	5,251	17.9%	410	9.3%	-8.6%
Specific Learning Disabilities	10,365	35.3%	1,167	26.6%	-8.8%
Speech or Language Impairments	4,931	16.8%	746	17.0%	0.2%
Traumatic Brain Injury	69	0.2%	30	0.7%	0.4%
Visual Impairments	117	0.4%	21	0.5%	0.1%
TOTAL	29,329	100.0%	4,391	100.0%	

* over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

Survey Results-Percentages for Survey Items

Table 7
Percentage of Parent Agreement on the Preschool Survey Items

Survey Item	Preschool: Partnership Efforts and Quality of Services	% Agree Baseline 2007-2008	% Agree 2011-2012	% Agree 2012-2013
11.	People from preschool special education, including teachers and other service providers respect my culture	97	96	97
1.	I am part of the IEP decision-making process	94	94	96
2.	My recommendations are included on the IEP	90	92	95
4.	My child's evaluation report (written summary) was written using words I understand	92	94	94
8.	People from preschool special education, including teachers and other service providers are available to speak with me	93	95	94
12.	People from preschool special education, including teachers and other service providers value my ideas	88	92	94
9.	People from preschool special education, including teachers and other service providers treat me as an equal team member	86	90	93
13.	People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education	89	92	92
10.	People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process	85	89	92
3.	My child's IEP goals are written in a way that I can work on them at home during daily routines	84	87	90
21.	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)	83	86	87
5.	The preschool special education program involves parents in evaluations of whether preschool special education is effective	79	82	85
17.	People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress	79	86	85
23.	People from preschool special education, including teachers and other service providers give parents the help they may need, such as transportation,	76	84	84

Survey Item	Preschool: Partnership Efforts and Quality of Services	% Agree Baseline 2007-2008	% Agree 2011-2012	% Agree 2012-2013
	to play an active role in their child's learning and development			
18.	People from preschool special education, including teachers and other service providers give me information about the approaches they use to help my child learn	77	82	84
14.	People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals	77	83	83
15.	People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports	70	79	82
22.	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	73	80	80
16.	People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior	75	80	79
6.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	67	75	75
7.	People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	56	68	66
19.	People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups)	53	64	63
20.	People from preschool special education, including teachers and other service providers offer parents training about preschool special education	55	54	54
24.	People from preschool special education, including teachers and other service providers offer supports for parents to participate in training workshops	44	59	53
25.	People from preschool special education, including teachers and other service providers connect families to one another for mutual support	38	52	51

Table 8
Percentage of Parent Agreement on the School Age Survey Items

Survey Item	School age: School's Efforts to Partner with Parents	% Agree Baseline 2007-2008	% Agree 2011-2012	% Agree 2012-2013
1.	I was given information about my rights as a parent of a child who is eligible for special education services	88	96	96
2.	At the IEP meeting, we discussed accommodations and modifications that my child would need	86	96	96
3.	I am comfortable asking questions and expressing concerns to school staff	82	92	92
19.	The evaluation results were thoroughly explained to me	79	89	89
24.	IEP meetings are scheduled at a time and place that are convenient for me	80	88	89
18.	All of my concerns and recommendations were documented on the IEP	75	86	88
23.	I have a good working relationship with my child's teachers	76	86	86
25.	Teachers treat me as a team member	76	86	85
22.	My child's evaluation report (written summary) is written in terms I understand	80	90	85
21.	I felt part of the decision-making process	73	84	85
16.	I feel I can disagree with my child's special education program or services without negative consequences for me or my child	71	82	85
20.	Teachers and administrators encourage me to participate in the decision-making process	73	84	84
17.	I am considered an equal partner with teachers and other professionals in planning my child's program	68	81	81
13.	I was given all reports and evaluations related to my child prior to the IEP meeting	67	79	81
11.	The school communicates regularly with me regarding my child's progress on IEP goals	70	77	79
12.	My child's school gives me enough information to know whether or not my child is making adequate progress	67	77	78
6.	The school gives parents the help they may need to play an active role in their child's education	62	75	76
14.	Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	61	73	74
10.	The school explains what options parents have if they disagree with a decision of the school	63	72	74
15.	Teachers and administrators seek out parent input	62	74	74

<i>Survey Item</i>	<i>School age: School's Efforts to Partner with Parents</i>	<i>% Agree Baseline 2007-2008</i>	<i>% Agree 2011-2012</i>	<i>% Agree 2012-2013</i>
8.	The school gives me choices with regard to services that address my child's needs	56	72	73
7.	I have been asked for my opinion about how well special education services are meeting my child's needs	56	67	68
26.	In preparation for my child's transition planning meeting I was given information about options my child will have after high school	34	66	66
9.	I was given information about the research that supports the instructional methods used with my child	41	53	55
5.	My child's school has helped me find resources in my community such as after-school programs, social services, etc.	39	51	53
4.	The school offers parents training about special education issues	36	50	53

Survey Results- Indicator 8 and Rasch Analysis

In 2013, there was a 1% increase in the statewide percentage of parents who indicated that schools facilitated parent engagement as a means of improving special education services. This represents continued improvement (20%) over the past six years in parent ratings on this parent involvement indicator (see Figure 1 and Table 9).

**Figure 1
Percentage of Agreement with Indicator B-8
Across the Past Six Years**

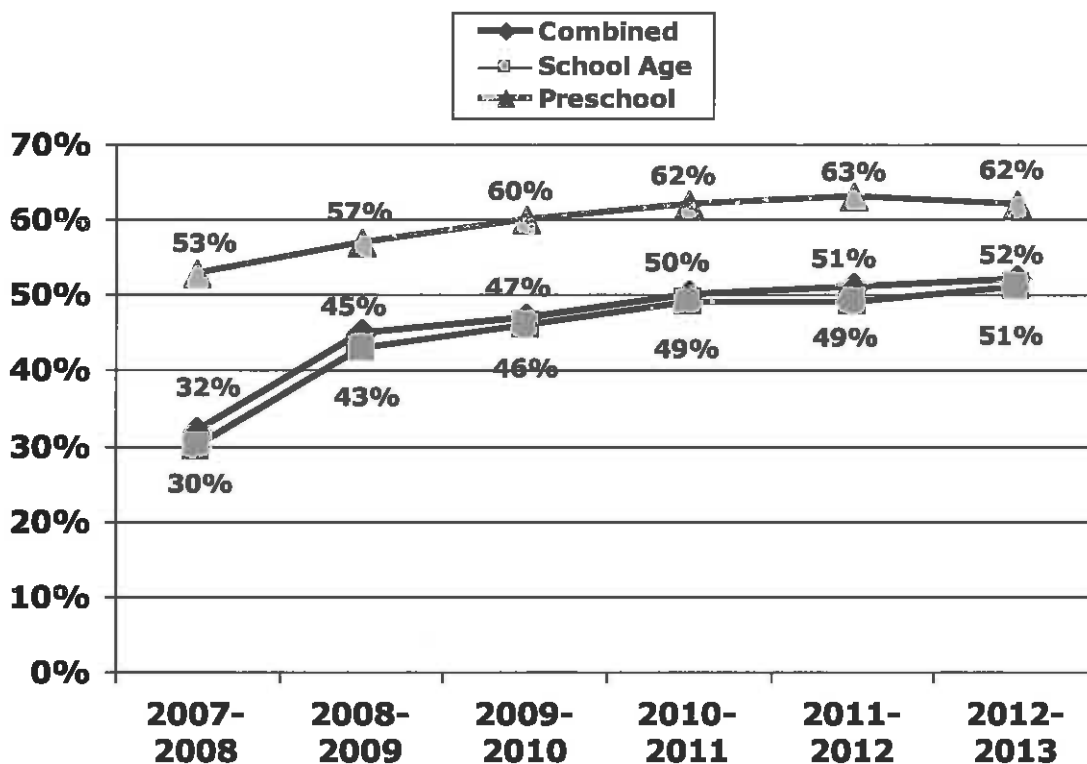


Table 9
Percentage of Parent Response At or Above the Standard²

2007-2008 (Baseline)					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	574	304	53%	48.9%	57%
School Age	4,935	1,462	30%	28.4%	31%
Combined	5,509	1,766	32%	30.8%	33.3%
2011-2012					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	634	398	63%	59.1%	66.6%
School Age	4,257	2,096	49%	47.9%	50.9%
Combined	4,891	2,494	51%	49.8%	52.6%
2012-2013					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	568	353	62%	58.1%	66.0%
School Age	3,997	2,037	51%	49.5%	52.6%
Combined	4,565	2,390	52%	50.9%	53.8%

* the standard is set at a Rasch score of 600 based on recommendations from the NCSEAM pilot study

Using the Rasch method of data analysis, each parent survey is scored and then the percentage of parent surveys above the "cut off" score is tallied. A score above the standard (cut-off score) indicates ***agreement that the child's school district facilitated parental engagement as a means of improving the child's special education services.*** In 2013, these results continued the positive trend, the percentage of school age parents rose from 49% to 51%, and the combined percentage of parents (preschool plus school age) rose from 51% to 52%.

Confidence intervals are provided for the percent of parents who met the standard (**Table 9**). The 95% confidence interval means that we can be 95% sure that the actual percent falls in the range between the low and high values that are reported.

² The percentage of parents *at or above the standard* is based on the number of surveys received from parents with at least one survey item response. This percentage calculation does not include surveys that were received blank or with only demographic data.

IV. Conclusions

For the past six years there has been continued improvement (20%) in the 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. In 2012-2013 the percentage of school age parents rose from 49% to 51%, and the combined percentage of parents (preschool plus school age) rose from 51% to 52%. These results demonstrate a pattern of improvement across the past six years of statewide data collection.

The final section of this report highlights credible reasons for the ongoing success of the *NH Parent Involvement Survey* and makes recommendations to improve the survey administration process, increase response rates, and use data to inform improvement activities.

Reasons for Success

NHDOE and MI...

- In collaboration with NH Connections, other parent organizations, and school district personnel successfully administered the *NH Statewide Parent Involvement Survey* to nearly 32,000 parents of children receiving special education services.
- Worked collaboratively with the Indicator B-8 Work Group and NH Connections to encourage engagement with all key stakeholders in facilitating parental involvement with special education services.
- Obtained consensus about ways to promote survey response and to raise parent awareness and understanding of the survey purpose/process. MI provided guidelines about *Effective Practices for Promoting Parent Participation* to NHDOE who then posted this information to their website.
- As part of the state's improvement activities, developed and presented webinars with NH Connections to provide Special Education Administrators, administrative assistants, other school district staff, and parents an opportunity to learn about the survey administration process and opportunities to learn more about how to utilize the data for program improvement.

- Piloted a process to track surveys at the school level. As part of the statewide plan for 2012-2013, NHDOE requested that MI work specifically with a School Administrative Unit (SAU) to distribute surveys in a way that would allow data to be analyzed for individual schools within the SAU. Reporting data at the school level can result in more useful data and improve the quality of the information going to all stakeholders—administrators, school district personnel, and families.
- Established an ongoing system for communicating based on lessons learned from past survey administrations. A “hotline” response system was implemented to address questions from school district personnel and/or parents.
- Provided interpreters for other languages, as well as readers for families with limited literacy skills, where these needs were identified by school districts. For the 2012-2013 survey administration all NH districts were contacted to offer translation services.
- Developed and implemented data monitoring procedures; a data analysis plan; and a reporting format to make information useful for NHDOE, school district personnel and parents.

Strategies for Improving the Process

MI and NHDOE can work together to...

- Increase response rates by developing additional promotional efforts for survey participation at the local level (e.g., post flyers in schools, use other local media options to promote survey awareness). Continue the process of sending an additional 10 copies of the flyer to each school district to promote participation at the local level. In conjunction with NHDOE and NH Connections, explore the use of social media marketing.
- Increase the use of alternative survey methods (i.e., interpreters, readers, online access) in more school districts for more families in need of these services. The number of surveys received from families who were provided translators rose from 31 surveys in 2012 to 51 surveys in 2013. Also the count and percent of online surveys rose from 566 (12%) in 2012 to 635 (14%) in 2013. Both methods will continue to be supported and promoted in future administrations.
- Use the evaluation feedback gained from special education directors to revise the process and procedures for the next survey administration.

Suggestions for Improving Response Rate

- Continue the ongoing process of improving the accuracy of school district counts of children receiving special education at the preschool and school age levels.
- Improve the accuracy of parent addresses by working directly at the school district level to verify addresses. For the past two years all school districts were notified about returned surveys and asked to obtain new current addresses for families whose surveys were returned.

- Use more public media opportunities at the local and state level to promote survey participation. Explore using social media marketing to increase awareness and interest in survey administration.
- Collaborate with the parent group organizations early in the process and identify proactive strategies based on “lessons learned” from previous survey administrations.
- Use the web site/links established over the past six years to reach all parents whose children are receiving special education services. Post the line for the online survey onto as many NH district websites as possible.
- Provide guidance and assist NHDOE in offering technical assistance to school districts to boost their survey return rates and to use the results of the survey to improve services to children and families.
- Develop strategies to specifically address improving response rate from parents with middle school and high school students.

In this sixth year of the project, MI again would like to acknowledge the contributions made by the New Hampshire Department of Education, the Indicator B-8 Work Group and NH Connections. We thank them for their cooperation throughout the process. Their assistance and support helped to ensure another administration of a high-quality, useful survey. Results from these efforts provide data that NHDOE can include as part of their Annual Performance Report (APR) to the United States Department of Education (USDOE), Office of Special Education Programs (OSEP) and share with school districts and parents to strengthen partnerships between families and schools.



**WEST VIRGINIA IDEA PART B:
SPECIAL EDUCATION
PARENT SURVEY
RESULTS**

OCTOBER 2015



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Statistical Summary

The federal Individuals with Disabilities Education Act (IDEA) ensures that families have meaningful opportunities to participate in their student's education planning. Evidence¹ suggests that family involvement contributes to student learning and improved outcomes.

To ensure that states comply with IDEA regulations regarding parent involvement, IDEA Part B requires all states to report annually on a set of indicators to the U.S. Education Department (ED) Office of Special Education Programs (OSEP). Data reported below address Indicator 8: "the 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." Parent Involvement Survey results for West Virginia for 2015 are as follows:

Part B Preschool (619) (Children ages up through 4)

Percent at or above indicator 8 standard:	55.5%	(SE of the mean = 3.1%)
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Number of Valid Responses:	254	Measurement reliability:	0.88-0.94
Mean Measure:	631	Measurement SD:	178

Part B School Age (Children ages 5 and up)

Percent at or above indicator 8 standard:	38.5%	(SE of the mean = 0.9%)
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Number of Valid Responses:	3284	Measurement reliability:	0.90-0.94
Mean Measure:	577	Measurement SD:	161

Preschool and School Age Combined

Percent at or above indicator 8 standard:	39.7%	(SE of the mean = 0.8%)
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Number of Valid Responses:	3538	Measurement reliability:	0.88-0.94
Mean Measure:	581	Measurement SD:	163

External Benchmark: ALL PART B (6 US States, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard:	17.0%	(SE of the mean = 0.7%)
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Number of Valid Responses:	2705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD:	135

¹ Henderson, A.,T., & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. Available online at: www.sedl.org/connections/resources/evidence.pdf

I. Background

In May 2012, the West Virginia Department of Education (WVDOE), Office of Special Programs, contracted with Measurement Incorporated (MI) to conduct the statewide parent involvement survey. The goal of the contract was to provide data for reporting requirements for the West Virginia Department of Education's Special Education State Performance Plan (SPP) for 2011-2012, 2012-2013, 2013-2014, and 2014-15. ED requires that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, WVDOE reports on Indicator B-8 by measuring "the 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."

Beginning in May 2015, MI conducted the statewide data collection using two parent surveys that were adapted from the National Center for Special Education Accountability and Monitoring (NCSEAM) item banks. One survey was prepared and administered to parents of preschool children and the other to parents of school age children (Kindergarten through 21 year olds). These NCSEAM surveys have been shown to be valid and highly reliable in measuring the concept of parent involvement in improving special education services and results.

Over 13,000 surveys were distributed to parents of special needs students in 17 school districts and the West Virginia School for Deaf and Blind (WVSDB). Because of challenges in past years with verifying family addresses, WVDE chose to give districts the option to hand-deliver surveys. Surveys were mailed first to local school districts and then school district staff distributed the surveys either by hand or by creating mailing labels to send via the United States Postal Service in early May 2015.

Parents had 18 weeks to complete and return their survey in the postage-paid envelope provided. A second copy of the same survey was mailed directly to those who had not yet completed a survey in late July 2015. For the second mailing, state parent address records were used to send a survey to each parent who had not yet responded. Over the course of the data collection period, 3,550 surveys were received; 255 were from parents of preschoolers and 3,295 were from parents of school age students.

II. Methodology

As part of the administration of the West Virginia Parent Involvement Survey, MI worked collaboratively with WVDOE to assure accurate and reliable data collection. The summary below provides details of key elements that were implemented to support the survey administration and data collection processes.

Survey Production and Dissemination—MI has been using the same survey instruments since beginning work with WVDOE in 2012. WVDOE provided MI with copies of the preschool and school age surveys that were used to collect data in 2010-2011. Both surveys were converted to a scannable survey format. The preschool survey has 26 items and the school age survey has 24 items. As previously mentioned, these surveys meet the NCSEAM requirements for measurement of *Parent Involvement*. The initial number of surveys distributed by school districts in May was 13,718. By mid-July, the response rate was 10%. A second mailing directly to those parents who had not responded was administered in late July and the response rate increased to 26% (see **Table 1** for details).

Sampling and Data Collection Procedures—MI worked collaboratively with WVDOE to coordinate the details of survey administration. As an initial step in the process, WVDOE sampled the population of school districts statewide to provide a representative sample of families to survey. The sample database was consistent with the OSEP-approved sampling plan that takes into account disability category, race/ethnicity, district size and various regions of the state. All parents of students with disabilities in the selected districts are surveyed and all districts are surveyed at least once within a six year period. MI then coordinated survey dissemination so that each survey was labeled with a code that could be linked to district and demographic data for each student. Each survey packet mailed to a parent contained a survey, an instructional letter, and a postage-paid return envelope addressed to MI. In this way, parents were assured that their responses would come directly to the independent contractor to guarantee their confidentiality.

Steps to Ensure Validity and Reliability—Data tracking procedures implemented in 2015 ensured that surveys were monitored at each step in the administration process. MI provided timely and ongoing “hotline” communication to WVDOE staff throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, age group, and disability category. These results allow WVDOE to make determinations about how well the findings can be generalized to the overall population of West Virginia parents of children receiving special education services.

III. Findings

In this section of the report, data from the 2015 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Results

A. Response Rates

The overall survey response rate for the West Virginia 2015 Parent Involvement Survey increased compared to the last time these districts were sampled in 2012 (+5%).

In 2015, the response rate rose dramatically compared to 2012 (21%) and 2014 (19%). Explanations for the increased response rate include a larger sample, a new approach to survey dissemination, and a historically responsive sample. Over 1,000 additional surveys were sent to parents of special needs students compared to when the same districts were sampled in 2012. The larger sample may have captured more parents who were eager to provide feedback. Additionally, a new dissemination procedure of allowing districts to disseminate the first round of surveys (either in person or through the mail) helped personalize the administration. The timeline this year was much longer than in past years (18 weeks in 2015 compared to 7 weeks in 2014) which gave parents greater opportunity to participate in the data collection. Finally, this district sample has shown strong response rates in the past (see 2012 results in Table 1).

Table 1
West Virginia Parent Involvement Survey
Administration Summary for 2014-2015²

	2011-2012 Administration			2014-2015 Administration		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys sent	778	11,871	12,649	745	12,973	13,718
Surveys received	173	2,515	2,688	255	3,295	3,550
Statewide response rate	22%	21%	21%	34%	25%	26%

² Response rate was calculated based on the number of surveys delivered to families. Those surveys that were returned based on invalid addresses were omitted from the count before response rate calculations. Any survey received from a parent is counted in the response rate even if the parent did not respond to any of the survey items.

Table 2 presents the combined (preschool and school age) response rate for each of the 17 school districts and the West Virginia School for the Deaf and Blind. In terms of distribution of response rate, in 2014 one district and the OIEP had particularly low response rates³ and two districts⁴ had particularly high response rates. This year, in 2015, there were no low response rate outliers, but two districts (Pendleton and Logan) had particularly high response rates. Logan’s response rate (70.1%) was more than three standard deviations above the mean suggesting that further information should be gathered regarding the strategies used by district staff in Pendleton to elicit such a robust response.

Table 2
Response Rate by District⁵
Preschool and School Age Surveys Combined

District	Number of Surveys Sent	Number of Surveys Returned	Percent Response Rate
Barbour	388	85	21.9%
Brooke	658	147	22.3%
Cabell	1,749	347	19.8%
Clay	247	58	23.5%
Greenbrier	796	221	27.8%
Hancock	786	176	22.4%
Hamson	1,719	419	24.4%
Jackson	732	155	21.2%
Logan	749	525	70.1%
Monongalia	1,317	267	20.3%
Monroe	255	52	20.4%
Morgan	314	89	28.3%
Nicholas	625	166	26.6%
Pendleton	131	65	49.6%
Putnam	1,506	330	21.9%
Raleigh	1,417	351	24.8%
Ritchie	225	68	30.2%
WVSDDB	104	29	27.9%
Total	13,718	3,550	25.9%

³ Response rate rates more than one standard deviation below the mean.

⁴ Response rates more than one standard deviation above the mean.

⁵ The district rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey by the number of surveys sent from the district.

B. Representativeness of the Data

The following two tables (**Tables 3 & 4**) compare data from 2015 survey respondents to the most recent West Virginia Child Count data from 2014. These comparisons indicate how well the group of parents, from the sampled districts who responded to the survey, represents the population of parents in West Virginia who have children receiving special education services. The 2015 responding group of parents is compared to the Child Count data on race/ethnicity and disability categories. For these comparisons, the IDEA guidelines are followed. A difference of 3 percentage points (higher or lower) than the Child Count data is significant and indicates that the group of parents who responded to the survey is different from the population of statewide parents on that specific category of data for that year.

The sample of parents who responded to the survey is representative of the statewide population of parents with children with IEPs in terms of race/ethnicity (see Table 3).

In 2014 there were **no significant differences in the race/ethnicity** of the children whose parents responded to the survey as compared to the most recent Child Count data.

Table 3
Race/Ethnicity of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2014 Child Count Data

	Asian	Black	Hispanic	American Indian / Alaskan Native	Multiple Races	White
Selected Districts in 2015 Survey Sample	0.6% (22)	2.7% (96)	0.5% (18)	0.2% (6)	2.1% (74)	93.9% (3,334)
December 1, 2014 Child Count	0.3% (127)	4.6% (2,046)	1.3% (589)	0.1% (45)	2.1% (909)	91.6% (40,528)

The respondent sample is statistically representative of West Virginia as a whole. One disability category group (speech/language impairment) is underrepresented by the sample when compared to the 2014 Child Count (see Table 4).

Table 4
Disability Categories of Students with Disabilities (SWD) Survey Sample⁶
Compared to December 1, 2014 Child Count Data

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2014 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	194	5.5%	1,848	4.2%	1.3%
Emotional/Behavior Disorder	60	1.7%	1,334	3.0%	-1.3%
Speech/language Impairment	904	25.5%	12,687	28.7%	-3.2%
Deaf/Blindness	4	0.1%	13	0.0%	0.1%
Deafness	8	0.2%	51	0.1%	0.1%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	50	1.4%	384	0.9%	0.5%
Specific Learning Disability	941	26.5%	12,731	28.8%	-2.3%
Moderately Mentally Impaired	111	3.1%	1,111	2.5%	0.6%
Mild Mental Impairment	418	11.8%	5,364	12.1%	-0.3%
Severe Mental Impairment	22	0.6%	287	0.6%	0.0%
Other Health Impairment	585	16.5%	6,153	13.9%	2.6%
Orthopedic Impairment	20	0.6%	114	0.3%	0.3%
Developmental Delay	182	5.1%	1,798	4.1%	1.1%
Blindness and Low Vision	43	1.2%	277	0.6%	0.6%
Traumatic Brain Injury	8	0.2%	105	0.2%	0.0%
All Disabilities	3,550	100%	44,257	100%	

In 2015, **there was significant underrepresentation** (-3.2%) of parents with children who have a speech or language impairment (See Appendix for comparisons of 2015 survey sample to 2014 Child Count Data disaggregated for preschool **Table A-1** and school age **Table A-2** populations.)

⁶ Over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

C. Survey Results—Indicator 8 and Rasch Analysis

Parent involvement in the education of students with disabilities in West Virginia increased in 2015. Nearly 40% of parent respondents agreed that their child’s school district facilitated parental engagement.

**Table 5
Percentage of Parent Response
At or Above the Standard⁷**

2011-2012					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD ⁸		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	170	76	44.7%	37.4%	52.2%
School Age	2,500	814	32.6%	30.8%	34.4%
Combined	2,670	890	33.3%	31.6%	35.2%

2014-2015					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	254	141	55.5%	49.4%	61.5%
School Age	3,284	1,263	38.5%	36.8%	40.1%
Combined	3,538	1,404	39.7%	38.1%	41.3%

Using the Rasch method of data analysis, each parent survey is scored and then the percentage of parent surveys above the “cut off” score is tallied. A score above the standard (cut-off score) indicates **agreement that the child’s school district facilitated parental engagement as a means of improving the child’s special education services**. In 2014, the percentage of preschool parents at or above the standard was 36.8%, the percentage of school age parents was 31.3%, and the combined percentage of parents (preschool and school age) was 31.6%. This year, 55.5% of preschool parents, 38.5% of school age parents, and 39.7% of parents overall provided feedback that was at or above the standard. This is an important increase compared to 2014 and 2012 (i.e., the last time many of these parents were sampled) (see Table 5).

⁷ The percentage of parents *at or above the standard* is based on the number of surveys received from parents with at least one survey item response. This percentage calculation does not include surveys that were received blank or with only demographic data.

⁸ The standard is set at a Rasch score of 600 based on recommendations from the NCSEAM pilot study.

Confidence intervals are provided for the percent of parents who met the standard (**Table 5 and 6**). In practical terms, the 95% confidence interval means that in 95 cases out of 100, the actual percent of parents in agreement falls in the range between the low and high values that are reported.

Table 6
Percentage of Parent Response⁹
At or Above the Standard
By District

2014-2015					
	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD ⁹		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Barbour	85	23	27.1%	18.75%	37.43%
Brooke	146	56	38.4%	30.87%	46.46%
Cabell	346	126	36.4%	31.53%	41.62%
Clay	58	21	36.2%	25.07%	49.12%
Greenbrier	221	78	35.3%	29.30%	41.81%
Hancock	175	70	40.0%	33.04%	47.41%
Harrison	418	165	39.5%	34.91%	44.24%
Jackson	155	67	43.2%	35.69%	51.10%
Logan	524	280	53.4%	49.15%	57.66%
Monongalia	265	92	34.7%	29.25%	40.64%
Monroe	52	13	25.0%	15.19%	38.38%
Morgan	89	35	39.3%	29.84%	49.73%
Nicholas	166	59	35.5%	28.67%	43.09%
Pendleton	65	18	27.7%	18.28%	39.69%
Putnam	329	105	31.9%	27.12%	37.15%
Raleigh	350	152	43.4%	38.34%	48.67%
Ritchie	65	27	41.5%	30.38%	53.68%
WVSDDB	29	17	58.6%	40.71%	74.44%
TOTAL	3,538	1,404	39.7%	38.1%	41.3%

For the 17 school districts and the West Virginia School for the Deaf and Blind, the percentage at or above the standard ranged from 25% (Monroe) to 58.6% (WVSDDB). Results by district for preschool and school age families are provided in the Appendix (see **Table A-3** and **Table A-4**).

⁹ The percentage of parents *at or above the standard* is based on the number of surveys received from parents with at least one survey item response. This percentage calculation does not include surveys that were received blank or with only demographic data.

Figure 1
Distribution of Parent Scores/Measures

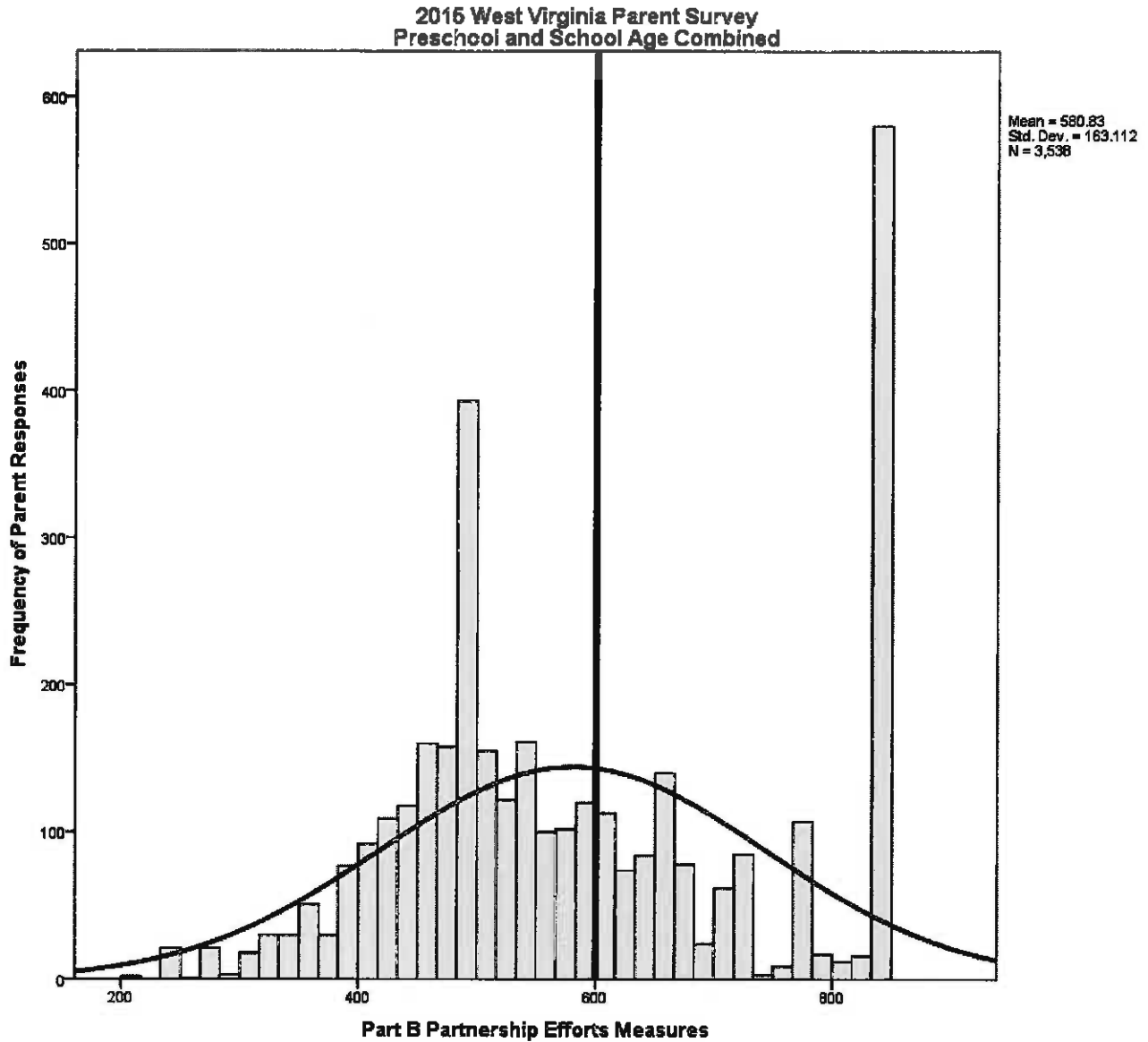


Figure 1 presents the distribution of Rasch scores/measures for all parents responding to the survey. A higher bar represents a greater number of families responding at the level and the higher score/measure (Partnership Efforts Measures) represents a greater level of “agreement” with the indicator (see the Appendix for **Figure A-1** for distribution for preschool parents and **Figure A-2** for distribution of school age parent responses.)

Survey Results—Percentages for Survey Items

Tables 7 and 8 present the percent of parents who “strongly agree” and “very strongly agree” with each item. The items are presented from highest percentage agreement to lowest percentage agreement for each set of items. Items near the top of the list were rated more often as “strongly agree” and “very strongly agree”. Items lower on the list received those ratings less frequently. **Table 7** lists the 26 preschool items and **Table 8** lists the 24 school age items.

From 2012 to 2015, a number of important and effective practices by West Virginia schools and preschool providers to facilitate parent involvement have increased.

- ❖ Parents responded more favorably in 2015 to all survey items compared to past years—in some cases the 2015 responses represented up to a 13% increase over the last time the same districts were sampled.
- ❖ Of particular note is the 13% increase in the number of preschool parents indicating that they are offered different ways of communicating and their child’s IEP goals are “written in a way that I can work on them at home”.
- ❖ School age parents were 7% more satisfied with access to information about support organizations, connections with other families, choices regarding services, and training about special education issues in 2015 compared to 2012.

Table 7
Analysis of 2014-2015 Parent Involvement Preschool Survey:
Item Percentages

Preschool Survey Items	2012	2013	2014	2015	Percent Difference from 2012 to 2015
	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	
22) offer parents different ways of communicating with people from preschool special education	37.2%	36.4%	31.2%	50.4%	13%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	53.3%	63.8%	47.4%	66.0%	13%
2) My recommendations are included on the IEP	55.0%	57.2%	51.1%	67.3%	12%
20) give me information about organizations that offer support for parents	38.3%	31.8%	30.1%	50.2%	12%
16) give me options concerning my child's services and supports	51.5%	54.5%	46.2%	63.1%	12%
21) offer parents training about preschool special education	34.1%	26.9%	30.1%	45.7%	12%

1) I am part of the IEP decision-making process	59.8%	63.1%	57.9%	69.4%	10%
9) are available to speak with me	61.1%	64.4%	53.7%	70.4%	9%
17) provide me with strategies to deal with my child's behavior	49.7%	48.6%	44.2%	58.6%	9%
26) connect families with one another for mutual support	34.1%	24.4%	21.1%	42.5%	8%
8) provide me with information on how to get other services	44.0%	35.6%	35.5%	52.0%	8%
4) My child's evaluation report was written using words I understand	63.5%	70.5%	51.6%	71.4%	8%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	51.2%	55.3%	45.2%	59.0%	8%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	43.6%	34.8%	34.0%	50.6%	7%
7) Included me in the process of helping my child transition from early intervention to preschool special education	62.0%	61.7%	55.3%	68.8%	7%
25) offer supports for parents to participate in training workshops	37.4%	26.3%	22.8%	44.2%	7%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	59.5%	57.1%	47.3%	65.6%	6%
15) communicate regularly with me regarding my child's progress on IEP goals	58.3%	59.3%	50.0%	64.0%	6%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	43.0%	38.7%	28.6%	48.5%	6%
10) treat me as an equal team member	61.7%	63.9%	51.1%	67.2%	6%
14) ensure that I have fully understood my rights related to preschool special education	61.1%	60.4%	48.4%	66.1%	5%
19) give me information about the approaches they use to help my child learn	57.7%	54.3%	48.4%	62.1%	4%
18) give me enough information to know if my child is making progress	59.8%	60.1%	50.0%	64.0%	4%
11) encourage me to participate in the decision-making process	61.1%	60.3%	50.0%	64.9%	4%
12) respect my culture	65.5%	67.9%	51.6%	68.5%	3%
13) value my ideas	63.5%	64.0%	52.1%	64.7%	1%

Table 8
Analysis of 2014-2015 Parent Involvement School Age Survey:
Item Percentages

School Age Survey Items	2012	2013	2014	2015	Percent Difference from 2012 to 2015
	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	Statewide Percent in Agreement (Strongly Agree/Very Strongly Agree)	
9) I was given information about organizations that offer support for parents of students with disabilities	30.7%	31.8%	30.5%	37.7%	7%
11) Connects families to other families that can provide information and mutual support	18.5%	16.2%	16.6%	25.4%	7%
21) The school gives me choices with regard to services that address my child's needs	37.6%	37.4%	36.6%	44.3%	7%
12) Offers parents training about special education issues	21.1%	19.6%	20.2%	27.6%	7%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	23.6%	22.4%	22.6%	30.0%	6%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	41.8%	42.9%	42.5%	48.1%	6%
14) Has a person on staff who is available to answer parents' questions	41.2%	41.2%	40.0%	47.1%	6%
15) Offers parents a variety of ways to communicate with teachers	40.8%	40.2%	40.3%	46.5%	6%
24) The school provides information on agencies that can assist my child in the transition from school	27.5%	27.3%	25.8%	32.8%	5%
17) Answered any questions I had about Procedural Safeguards	39.8%	39.1%	39.4%	45.1%	5%
13) Explains what options parents have if they disagree with a decision of the school	30.1%	27.8%	28.2%	35.4%	5%
19) Encourage me to participate in the decision-making process	45.3%	44.8%	42.9%	50.2%	5%
18) Show sensitivity to the needs of students with disabilities and their families	42.1%	41.9%	41.4%	47.0%	5%
22) I have a good working relationship with my child's teachers	45.4%	45.1%	41.2%	50.0%	5%

16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	44.6%	45.5%	43.6%	49.2%	5%
20) Respect my family's values	45.6%	44.9%	43.3%	50.0%	4%
7) I was given enough time to fully understand my child's IEP	51.8%	52.5%	50.2%	55.7%	4%
23) The school communicates regularly with me regarding my child's progress on IEP goals	43.9%	42.6%	40.7%	47.6%	4%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	51.1%	50.3%	49.3%	54.3%	3%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	44.1%	43.5%	42.5%	47.0%	3%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	54.7%	54.0%	51.8%	57.5%	3%
6) The evaluation results were thoroughly explained to me	51.1%	50.6%	48.9%	53.3%	2%
8) Information was provided to me in a language I understand	65.2%	65.5%	63.1%	66.7%	2%
2) IEP meetings are scheduled at a time and place that are convenient for me	58.1%	56.4%	56.0%	59.0%	1%

District Satisfaction—Feedback from Special Education Directors

Since a new approach to survey dissemination was utilized in 2015, Measurement Incorporated distributed an electronic feedback form in September, 2015 to special education directors from each sampled district to identify their satisfaction with the process as well as recommendations for the future. Special Education directors had 6 weeks to complete the feedback form and weekly reminders were sent to encourage non-completers to take time to submit their input. Seven of the 18 contacts responded (39% response rate).

Given the increased response rate in 2015, strategies used by district staff to promote the survey could be replicated in future years to further increase response rates. Special education respondents also noted that personal contact with parents, including hand-delivering the survey, made a difference in parent willingness to complete the survey.

Districts were successful at encouraging parents to complete the survey in 2015. All responding special education directors reported having success promoting the survey by sending flyers home to parents and discussing the survey during IEP meetings.

In terms of recommendations for the future, most respondents reported needing additional support to administer the survey (71%) because creating mailing labels and addressing the envelopes was a burden for office staff. Several special education directors reported that the task of labeling envelopes took office staff up to two days to complete. In the future, special education directors would like the surveys to be sent for local distribution with the mailing labels already attached.

Additionally, because many special education directors tried to distribute surveys to parents during parent meetings, including IEP meetings, they would appreciate having access to the surveys earlier in the school year than May. At least one respondent recommended that surveys arrive in March to have more time to distribute them to parents.

Districts have ideas for improving the survey administration process including providing addressed surveys to districts for dissemination and starting the administration period earlier in the school year.

IV. Summary

In this section of the report, we summarize key elements of the survey administration process and highlight the results of the 2015-2016 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the 2015-2016 survey administration and reporting process are also included.

Survey Administration and Results

- Over 13,000 surveys were mailed to parents of children in 17 school districts and the West Virginia School for the Deaf and Blind. Surveys were mailed to school districts to distribute to parents in May, 2015.
- The initial number of surveys mailed to parents in May was 13,718 and the response rate in mid-July was ~10%. A second mailing to those parents who had not responded was administered in late July and the response rate increased to 26%.
- Over the course of the data collection period, 3,550 surveys were received; 255 were from parents of preschoolers and 3,295 were from parents of school age students.
- Data tracking procedures were implemented to ensure that surveys were monitored at each step in the administration process. MI provided timely and ongoing "hotline" communication to WVDOE staff throughout the survey administration process.
- The overall survey response rate for the West Virginia 2015 *Parent Involvement Survey* was 26% with a 34% response rate for families of preschool children and a 26% response rate for families of school age children.
- The sample of parents who responded to the survey is representative of the survey sample of parents with children receiving special education services in terms of race/ethnicity.
- For one disability category group (speech/language impairment), the respondent sample underrepresents West Virginia's percentage for that group as reported on the 2014 Child Count.
- Based on the 2015 survey response, 40% of families indicated that schools facilitated parent engagement as a means of improving special education services. By age group, 55% of responding preschool families and 39% of responding school age families indicated agreement with the indicator (see Appendix **Table A-5** for district level results). These results represent an increase of 6.4% since 2012.
- Parents responded more favorably in 2015 to all survey items, on both the preschool and school age surveys, compared to responses in 2012, 2013, and 2014.

Recommendations for 2015–2016

- Begin survey administration to districts in March, 2016 so the window for parents to complete the survey during the school year is extended.
- Provide districts with addressed envelopes to either mail directly to parents or hand-deliver, where applicable.
- Provide technical assistance to WVDOE to boost survey response rates by encouraging local districts to promote the survey through personal communication with parents and personalized survey distribution.
- Continue distributing a second survey mailing to those parents who do not complete a survey as part of the first mailing. Significant additional numbers of surveys are returned as a result of this practice.
- Work collaboratively with WVDOE to create web-based survey for parents to complete the survey using unique identification information.

V. Appendix

Table A-1
Disability Categories of Students with Disabilities (SWD) in Survey Sample
Compared to December 1, 2014 Child Count Data
(Preschool)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2014 Child Count of Eligible Population	Percentage of Eligible Sample	Over/Under Representation ¹⁰
Autism	2	0.7%	82	1.7%	-1.0%
Emotional/Behavior Disorder	0	0.0%	4	0.1%	-0.1%
Speech/language Impairment	95	35.1%	2,694	56.1%	-21.0%
Deaf/Blindness	1	0.4%	2	0.0%	0.3%
Deafness	0	0.0%	5	0.1%	-0.1%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	5	1.8%	29	0.6%	1.2%
Specific Learning Disability	0	0.0%	2	0.0%	0.0%
Moderately Mentally Impaired	3	1.1%	26	0.5%	0.6%
Mild Mental Impairment	0	0.0%	68	1.4%	-1.4%
Severe Mental Impairment	0	0.0%	19	0.4%	-0.4%
Other Health Impairment	1	0.4%	40	0.8%	-0.5%
Orthopedic Impairment	0	0.0%	3	0.1%	-0.1%

¹⁰ Over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

Developmental Delay	161	59.4%	1,798	37.4%	22.0%
Blindness and Low Vision	3	1.1%	32	0.7%	0.4%
Traumatic Brain Injury	0	0.0%	0	0.0%	0.0%
All Disabilities	271	100.0%	4,804	100.0%	

Table A-2
Disability Categories of Students with Disabilities (SWD) in Survey Sample
Compared to December 1, 2014 Child Count Data
(School Age)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2014 Child Count of Eligible Population	Percentage of Eligible Sample	Over/Under Representation ¹¹
Autism	192	5.9%	1,766	4.5%	1.4%
Emotional/Behavior Disorder	60	1.8%	1,330	3.4%	-1.5%
Speech/language Impairment	809	24.7%	9,993	25.3%	-0.7%
Deaf/Blindness	3	0.1%	11	0.0%	0.1%
Deafness	8	0.2%	46	0.1%	0.1%
Exceptional Gifted (grades 9-12)	0	0.0%	0	0.0%	0.0%
Gifted (grades 1-8)	0	0.0%	0	0.0%	0.0%
Hard of Hearing	45	1.4%	355	0.9%	0.5%
Specific Learning Disability	941	28.7%	12,729	32.3%	-3.6%
Moderately Mentally Impaired	108	3.3%	1,085	2.8%	0.5%
Mild Mental Impairment	418	12.7%	5,296	13.4%	-0.7%
Severe Mental Impairment	22	0.7%	268	0.7%	0.0%
Other Health Impairment	584	17.8%	6,113	15.5%	2.3%
Orthopedic Impairment	20	0.6%	111	0.3%	0.3%
Developmental Delay	21	0.6%	0	0.0%	0.6%
Blindness and Low Vision	40	1.2%	245	0.6%	0.6%
Traumatic Brain Injury	8	0.2%	105	0.3%	0.0%
All Disabilities	3,279	100.0%	39,453	100.0%	

¹¹ Over (+)/under (-) representation is the percent of respondent children minus the percent of eligible population; anything greater than +/- 3 is considered significant.

Table A-3
Percentage of Preschool Parent Response at or Above the Standard by District
Percent at/above Standard by District (Preschool)

2014-2015					
	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
2 Barbour	4*	3	75.0%	29.0%	96.0%
10 Brooke	12	7	58.3%	31.9%	80.6%
12 Cabell	30	16	53.3%	36.2%	69.7%
16 Clay	7	2	28.6%	7.9%	64.8%
26 Greenbrier	13	8	61.5%	35.4%	82.2%
29 Hancock	15	10	66.7%	41.5%	84.8%
33 Harrison	25	12	48.0%	30.1%	66.5%
35 Jackson	9	4	44.4%	19.1%	73.3%
45 Logan	36	19	52.8%	37.0%	68.0%
56 Monongalia	16	9	56.3%	33.2%	76.8%
57 Monroe	4*	1	25.0%	4.0%	71.0%
58 Morgan	9	7	77.8%	44.1%	94.3%
62 Nicholas	9	7	77.8%	44.1%	94.3%
66 Pendleton	CS	CS	CS	-4.4%	71.1%
72 Putnam	25	10	40.0%	23.5%	59.3%
74 Raleigh	27	19	70.4%	51.3%	84.2%
77 Ritchie	9	6	66.7%	35.1%	88.0%
97 WVSD	CS	CS	CS	10.0%	90.0%
TOTAL	254	141	55.5%	49.4%	61.5%

* Generally, when very few responses are received, the results should be treated (or viewed) with caution.

CS= Cell Size; the number of parents of preschool and/or school-age children receiving special education services identified in this district was fewer than 11. All surveys received were included in reporting statewide totals. To protect parent confidentiality, data is not reported when there were fewer than 11 surveys mailed to parents.

N/A= Not Applicable; there were no identified parents of preschool children receiving special education services in this district.

Table A-4

Percentage of School Age Parent Response at or Above the Standard by District

Percent at/above Standard by District (School Age)

2014-2015					
	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
2 Barbour	81	20	24.7%	16.6%	35.2%
10 Brooke	134	49	36.6%	28.9%	45.0%
12 Cabell	316	110	34.8%	29.8%	40.2%
16 Clay	51	19	37.3%	25.3%	51.0%
26 Greenbrier	208	70	33.7%	27.6%	40.3%
29 Hancock	160	60	37.5%	30.4%	45.2%
33 Harrison	393	153	38.9%	34.2%	43.8%
35 Jackson	146	63	43.2%	35.4%	51.3%
45 Logan	488	261	53.5%	49.0%	57.9%
56 Monongalia	249	83	33.3%	27.8%	39.4%
57 Monroe	48	12	25.0%	14.9%	39.0%
58 Morgan	80	28	35.0%	25.5%	46.0%
62 Nicholas	157	52	33.1%	26.2%	40.8%
66 Pendleton	63	18	28.6%	18.9%	40.8%
72 Putnam	304	95	31.3%	26.3%	36.7%
74 Raleigh	323	133	41.2%	35.9%	46.6%
77 Ritchie	56	21	37.5%	26.0%	50.6%
97 WWSDB	27	16	59.3%	40.7%	75.4%
TOTAL	3,284	1,263	38.5%	36.8%	40.1%

Figure A-1
Distribution of Parent Scores/Measures

Preschool

2015 West Virginia Parent Survey
Part B Preschool (619) Partnership Efforts Measures

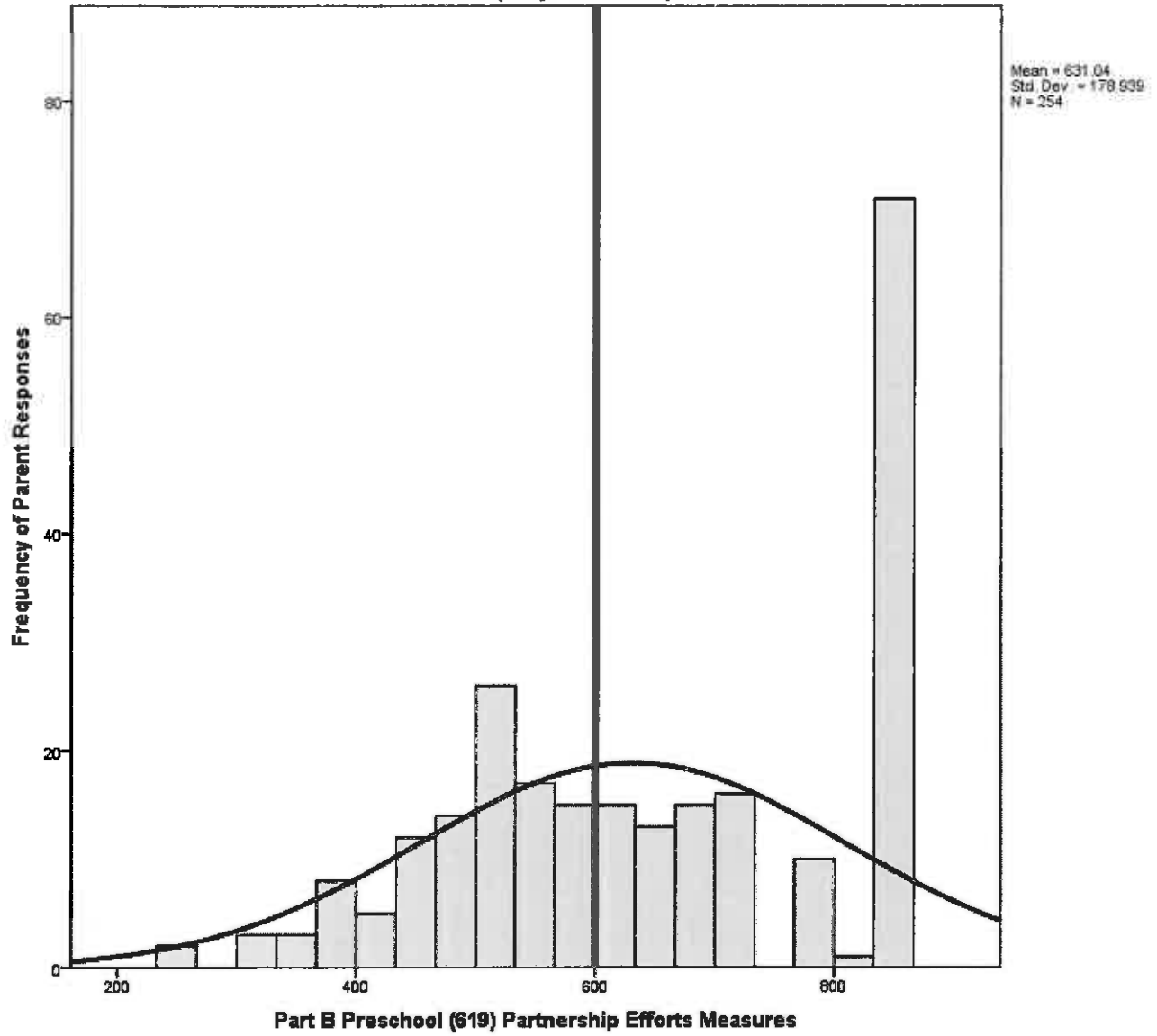


Figure A-2
Distribution of Parent Scores/Measures

School Age

2015 West Virginia Parent Survey
Part B School Age Partnership Efforts Measures

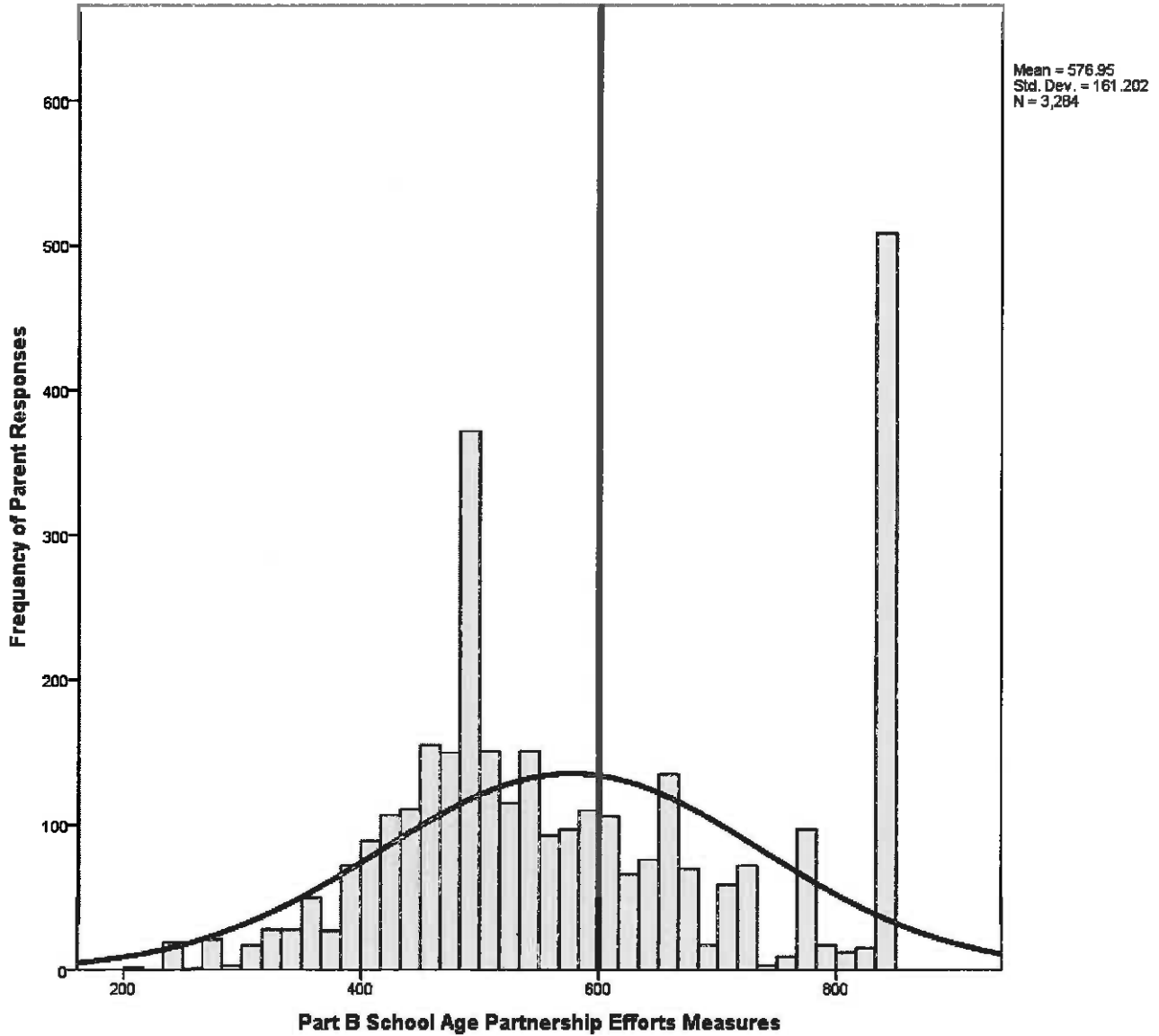


Table A-5
Response Rate and Indicator B-8 Results by District
Preschool and School Age Surveys Combined

District	Number of Surveys Sent	Number of Surveys Returned	Percent Response Rate ¹²	Indicator B-8 ¹³
Barbour	388	85	21.9%	27.1%
Brooke	658	147	22.3%	38.4%
Cabell	1,749	347	19.8%	36.4%
Clay	247	58	23.5%	36.2%
Greenbrier	796	221	27.8%	35.3%
Hancock	786	176	22.4%	40.0%
Harrison	1,719	419	24.4%	39.5%
Jackson	732	155	21.2%	43.2%
Logan	749	525	70.1%	53.4%
Monongalia	1,317	267	20.3%	34.7%
Monroe	255	52	20.4%	25.0%
Morgan	314	89	28.3%	39.3%
Nicholas	625	166	26.6%	35.5%
Pendleton	131	65	49.6%	27.7%
Putnam	1,506	330	21.9%	31.9%
Raleigh	1,417	351	24.8%	43.4%
Ritchie	225	68	30.2%	41.5%
WVSD	104	29	27.9%	58.6%
Total	13,718	3,550	25.9%	39.7%

¹² The District Response Rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey by the number of surveys sent from the district.

¹³ The Indicator B-8 District Response at/above the Standard is the percent of the respondent parents who reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.

APPENDIX F

Sample District Report

SAU #37 Manchester School District
District Report of the 2012-13 Parent Involvement Survey

	Preschool	School Age	Combined
District Response Rate			
The District Response Rate is calculated by dividing the total number of parents of children receiving special education services who replied to the survey by the number of surveys sent from your district.			
Number of surveys sent	217	2,276	2,493
Number of surveys received	35	280	315
Response rate	16%	12%	13%
Indicator B-8: Number & Percent of Responses at/above Standard			
The Indicator B-8 District Response at/above the Standard is the measure (the number and percentage) of the respondent parents who reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.			
Number of responses at/above standard	10	126	136
Percent of responses at/above standard	29%	45%	43%

Indicator B-8 State Target	Your District's Score	<i>Your District <u>Exceeded</u> the State Target</i>
37%	43%	

Method of Administration

	Number	Percent
Paper surveys	290	92%
Online surveys	25	8%
Total	315	100%

Note: You can request data for your district from the previous five years by contacting Christina Luke from Measurement Incorporated at cluke@measinc.com

Manchester School District

Analysis of 2012-13 Parent Involvement Preschool Survey: Item Percentages

Preschool Survey Items	2008 (Baseline)	2012	2013	2013
	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (Statewide)
1. I am part of the IEP decision-making process	97.8%	98.1%	94.3%	96.3%
2. My recommendations are included on the IEP	91.1%	88.2%	91.2%	95.2%
3. My child's IEP goals are written in a way that I can work on them at home during daily routines	91.1%	84.6%	73.5%	89.5%
4. My child's evaluation report (written summary) was written using words I understand	95.6%	94.2%	94.1%	94.5%
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective	83.3%	83.0%	72.7%	85.2%
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs	65.9%	59.8%	57.1%	75.0%
7. provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps)	65.9%	62.7%	41.2%	65.8%
8. are available to speak with me	95.3%	88.2%	85.3%	94.0%
9. treat me as an equal team member	84.4%	94.3%	84.8%	92.5%
10. encourage me to participate in the decision-making process	82.2%	86.8%	85.3%	91.6%
11. respect my culture	100.0%	96.2%	80.8%	97.0%
12. value my ideas	88.9%	90.6%	82.4%	93.7%
13. ensure that I have fully understood my rights related to preschool special education	88.8%	88.7%	79.4%	92.0%
14. communicate regularly with me regarding my child's progress on IEP goals	73.3%	78.8%	70.6%	63.3%
15. give me options concerning my child's services and supports	72.1%	71.7%	64.7%	82.3%
16. provide me with strategies to deal with my child's behavior	76.2%	72.8%	55.9%	79.3%
17. give me enough information to know if my child is making progress	82.2%	73.1%	70.6%	84.8%
18. give me information about the approaches they use to help my child learn	77.3%	71.7%	67.6%	83.9%
19. give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups)	63.6%	50.0%	44.1%	63.1%
20. offer parents training about preschool special education	47.7%	41.7%	32.4%	54.1%
21. offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail)	79.1%	69.4%	78.8%	87.1%
22. explain what options parents have if they disagree with a decision made by the preschool special education program	67.4%	72.5%	57.6%	60.4%
23. give parents the help they may need, such as transportation, to play an active role in their child's learning and development	67.4%	83.3%	61.8%	84.2%
24. offer supports for parents to participate in training workshops	47.8%	46.9%	29.4%	53.4%
25. connect families with one another for mutual support	47.6%	42.6%	35.3%	50.8%

Manchester School District

Analysis of 2012-13 Parent Involvement School-age Survey: Item Percentages

School-age Survey Items	2008 (Baseline)	2012	2013	2013
	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (District)	Percent in Agreement (Statewide)
Q1. I was given information about my rights as a parent of a child who is eligible for special education services	80.5%	93.5%	94.2%	95.8%
Q2. At the IEP meeting, we discussed accommodations and modifications that my child would need	80.4%	93.2%	92.1%	95.6%
Q3. I am comfortable asking questions and expressing concerns to school staff	78.3%	88.8%	89.8%	92.0%
Q4. The school offers parents training about special education issues	40.0%	46.7%	44.5%	52.7%
Q5. My child's school has helped me find resources in my community such as after-school programs, social services, etc	41.9%	47.5%	54.1%	53.5%
Q6. The school gives parents the help they may need to play an active role in their child's education	58.0%	70.8%	72.0%	76.4%
Q7. I have been asked for my opinion about how well special education services are meeting my child's needs	54.3%	80.4%	64.2%	68.5%
Q8. The school gives me choices with regard to services that address my child's needs	53.9%	67.8%	69.2%	73.4%
Q9. I was given information about the research that supports the instructional methods used with my child	43.5%	53.6%	56.0%	55.5%
Q10. The school explains what options parents have if they disagree with a decision of the school	63.1%	70.3%	72.8%	74.3%
Q11. The school communicates regularly with me regarding my child's progress on IEP goals	66.2%	73.4%	80.4%	78.6%
Q12. My child's school gives me enough information to know whether or not my child is making adequate progress	65.2%	73.3%	76.6%	77.8%
Q13. I was given all reports and evaluations related to my child prior to the IEP meeting	63.4%	75.8%	77.9%	81.0%
Q14. Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	54.1%	67.3%	70.1%	74.5%
Q15. Teachers and administrators seek out parent input	56.8%	67.7%	70.3%	74.1%
Q16. I feel I can disagree with my child's special education program or services without negative consequences for me or my child	69.0%	78.9%	83.6%	84.5%
Q17. I am considered an equal partner with teachers and other professionals in planning my child's program	64.5%	74.1%	74.7%	81.4%
Q18. All of my concerns and recommendations were documented on the IEP	71.7%	80.1%	84.1%	87.5%
Q19. The evaluation results were thoroughly explained to me	75.8%	81.2%	84.1%	89.4%
Q20. Teachers and administrators encourage me to participate in the decision-making process	67.8%	72.6%	76.5%	84.3%
Q21. I felt part of the decision-making process	67.6%	74.1%	78.9%	85.0%
Q22. My child's evaluation report (written summary) is written in terms I understand	76.0%	83.1%	81.0%	90.0%
Q23. I have a good working relationship with my child's teachers	69.8%	78.2%	79.9%	85.6%
Q24. IEP meetings are scheduled at a time and place that are convenient for me	77.6%	86.1%	87.3%	88.5%
Q25. Teachers treat me as a team member	70.2%	78.3%	81.1%	85.4%
Q26. In preparation for my child's transition planning meeting I was given information about options my child will have after high school	32.1%	60.3%	83.6%	86.0%

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 Vendor Preference, if applicable.

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

- 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% 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% 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% 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.

7. Application is made for preference as a non-resident small, women- and minority-owned business, in accordance with *West Virginia Code* §5A-3-59 and *West Virginia Code of State Rules*.

- Bidder has been or expects to be approved prior to contract award by the Purchasing Division as a certified small, women- and minority-owned business.

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: Measurement Incorporated

Signed: Thomas J. Kelsel

Date: 12/08/2015

Title: Vice President

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

MANDATE: Under W. Va. Code §5A-3-10a, 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: (1) the debt owed is an amount greater than one thousand dollars in the aggregate; or (2) the debtor is in employer default.

EXCEPTION: The prohibition listed above does not apply where a vendor has contested any tax administered pursuant to chapter eleven of the W. Va. 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.

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.

"Employer default" means having an outstanding balance or liability to the old fund or to the uninsured employers' fund or being in policy default, as defined in W. Va. Code § 23-2c-2, failure to maintain mandatory workers' compensation coverage, or failure to fully meet its obligations as a workers' compensation self-insured employer. An employer is not in employer default if it has entered into a repayment agreement with the Insurance Commissioner and remains in compliance with the obligations under the repayment agreement.

"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.

AFFIRMATION: By signing this form, the vendor's authorized signer affirms and acknowledges under penalty of law for false swearing (W. Va. Code §61-5-3) that neither vendor nor any related party owe a debt as defined above and that neither vendor nor any related party are in employer default as defined above, unless the debt or employer default is permitted under the exception above.

WITNESS THE FOLLOWING SIGNATURE:

Vendor's Name: Thomas J. Kelsh

Authorized Signature: Thomas J. Kelsh Date: December 8, 2015

State of New York

County of Albany, to-wit:

Taken, subscribed, and sworn to before me this 8 day of December, 2015.

My Commission expires August 2, 2016.

AFFIX SEAL HERE

NOTARY PUBLIC Deborah A Salsburg

Purchasing Affidavit (Revised 07/01/2012)

Deborah A Salsburg
01SA8113528
Notary Public, State of New York
Qualified in Saratoga County
My commission expires AUGUST 2nd, 2016