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Header 1

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General Information

[Contact](#)[Default Values](#)[Discount](#)[Document Information](#)

Procurement Folder: 666767

SO Doc Code: CRFQ

Procurement Type: Central Contract - Fixed Amt

SO Dept: 0402

Vendor ID: 

SO Doc ID: EDD2000000007

Legal Name: MEASUREMENT INCORPORATED

Published Date: 1/6/20

Alias/DBA:

Close Date: 1/10/20

Total Bid: \$56,846.00

Close Time: 13:30

Response Date: 

Status: Closed

Response Time: Solicitation Description: 

Total of Header Attachments: 1

Total of All Attachments: 1



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

State of West Virginia
 Solicitation Response

Proc Folder : 666767

Solicitation Description : Addendum No.01, WV Department of Education PARENT SURVEY

Proc Type : Central Contract - Fixed Amt

Date issued	Solicitation Closes	Solicitation Response	Version
	2020-01-10 13:30:00	SR 0402 ESR01102000000004078	1

VENDOR
000000213845 MEASUREMENT INCORPORATED

Solicitation Number: CRFQ 0402 EDD2000000007

Total Bid : \$56,846.00 Response Date: 2020-01-10 Response Time: 11:56:01

Comments:

FOR INFORMATION CONTACT THE BUYER
 Guy Nisbet
 (304) 558-2596
 guy.l.nisbet@wv.gov

Signature on File	FEIN #	DATE
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All offers subject to all terms and conditions contained in this solicitation

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Ln Total Or Contract Amount
1	DEVELOPMENT OF THE ON-LINE SURVEY SYSTEM				\$1,496.00

Comm Code	Manufacturer	Specification	Model #
86130000			

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

Comments: Contract amount \$1,496.00

Line	Comm Ln Desc	Qty	Unit Issue	Unit Price	Ln Total Or Contract Amount
2	PRICE PER SURVEY (ELECTONIC AND PAPER SURVEY)	15000.00000	EA	\$3.690000	\$55,350.00

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.

**REQUEST FOR QUOTE
PARENT SURVEY FOR**

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

EDD200000007

January 10, 2020

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 EDD200000007. 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 has successfully administered the West Virginia Special Education Parent Involvement Survey for the past 4 years. In partnership with the WVDE Office of Special Education, we have successfully disseminated the Parent Survey to meet the reporting requirements of SPP/APR, Indicator 8.

Project Staff Qualifications

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 analyses of results that meet the reporting requirements of SPP/APR, Indicator 8. The project team will consist of a project director, research assistant, data analyst, information technology specialist, and an IT operations manager. This team will be supported by clerical staff and a graphic designer. The general responsibilities and educational background of this team is summarized below (resumes are included in **Appendix A**).

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

Dr. Asgari will provide executive oversight for the project. She will ensure that all tasks are conducted at a high level of performance, and all products/deliverables are of the highest quality. She 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. Asgari will also supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Dr. Asgari has directed the WV Parent Survey dissemination effort since 2015 and has extensive experience in conducting the NCSEAM Survey as well as generating reports of the analyses to meet the SPP/APR, Indicator 8 requirements. She holds a Ph.D. in Social Psychology from The New School of Social Research (New York, NY). 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 longitudinal field studies, controlled laboratory experiments, and 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 at national conferences.

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

Project Research Assistant: *Tami Schoen, M.A., Research Assistant, MI Evaluation Services*

As research assistant, Ms. Schoen 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 supervise the dissemination of results and reports to districts. Ms. Schoen will also provide and/or supervise the provision of technical assistance to participating school districts to minimize reporting burden.

Tami Schoen has functioned as a research assistant to the WV Parent Survey project since 2018. Ms. Schoen holds a M.A. in Educational Psychology from Hunter College and joined Measurement Incorporated as a Research Assistant in September 2018. Her previous posts include Teacher, Assistant, Education Director, and Expedition Leader. Ms. Schoen has substantial experience in conducting literature reviews, developing assessment and evaluation tools, data collection and analysis, project planning, data management, summarizing project results, and preparing progress reports.

Her current responsibilities at Measurement Incorporated include providing support to a number of federal, state, and local research and evaluation projects.

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 the West Virginia Department of Education. Mr. Cinquina 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. His responsibilities include: 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. He has designed custom Access databases for numerous clients. Mr. Cinquina has conducted the Rasch Analysis for several projects including: WV Parent Involvement Survey as well as New Hampshire and Illinois Parent Involvement Surveys.

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

Mr. Wicker will manage and provide direction to application development teams and provide technical leadership for the project. Mr. Wicker will oversee the cleaning, verification, and manipulation of the data files received from WVDOE. He will work with outside vendors to design survey bar codes and IDs and the appropriate address coding for the mailing envelopes. He will also oversee all quality assurance checks on the production process. Mr. Wicker will work closely with the IT Operations Manager on preparation of the final data files, and with the Data Manager/Analyst on providing data for item analysis calculations during survey administration and collection.

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 as a software development specialist. He is involved in creating software solutions for educational assessment, data processing, and score reporting. In addition to managing the software development for the NHDOE parent involvement survey contract, he has also developed 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.

IT Operations Manager: Jason Grover, MI

Mr. Grover will collaborate in the set-up and testing of the scannable survey forms and the development of the ID coding process. In addition, he will oversee the scanning, cleaning, and security management of the scannable surveys from the point of log-in at MI through the return of data to the MI New York office. Mr. Grover will ensure that all machine scoring staff know and adhere to all MI security procedures. He will work closely with the Data Analysts to ensure fail-safe transfer of electronic data.

Jason Grover has been in the field of software development and image scanning for 10 years. As Manager of Operations in the Information Technology department, he is responsible for the scanning and data entry for all of our assessment projects. Mr. Grover's previous experience includes working as Scanning Manager, a position in which he was responsible for client document setup, and as a Field Engineer, providing software development and scanning services. He has provided and/or overseen scanning services for MI since 2006.

Our seasoned team of professionals anticipates collaborating with the West Virginia (WV) Department of Education and WV school and district personnel to prepare and implement 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. We have a long history of providing 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, we have administered the West Virginia Special Education Parent Involvement Survey for the past 4 years and have conducted work identical to the requirements of this RFP in Illinois and New Hampshire. Our projects are managed and supported by a team of talented and experienced professionals with unparalleled expertise in research and evaluation. 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. Our repertoire of projects includes 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 surveys on an annual basis. These projects require many of the same services and areas of expertise required by the West Virginia Department of Education Parent Involvement Survey, some of which include:

- **Database verification and cleaning** of student/family addresses to ensure accuracy of delivery
- **Database construction and preparation** for data analysis and secure transfer of raw data to/from client via secure server FTP (file transfer protocol) connection
- **Survey identification, coding procedures, and implementation** of barcodes and encryption codes matched to individual responses
- **Large-scale deployment of scannable surveys** and supporting materials within tight timeframes (initial and second mailing)
- **Large-scale deployment of online surveys** enabling users to apply online credentials (username/password) to complete the survey
- **Follow-up procedures** to include email reminders as well as a second mailing of the paper surveys to non-responders
- **In-process data verification, scanning, and response rate calculations by state and district/county** as well as follow-up procedures, as necessary, to ensure adequate response rates for desired confidence levels and confidence intervals
- **Disaggregate and report return rates** by gender, race/ethnicity, and disability categories
- **Rasch data analysis** of district and state-level survey results by age group (3-5 as well as 6-21 age groups), percent at or above Indicator 8 standard
- **Survey item analysis** to include descriptive analyses (mean, median, mode at district and state level)
- **Preparation of reports** in line with OSEP federal reporting requirements

As a specific example, MI has worked closely with the New Hampshire Department of Education (NHDOE) on the implementation of its *Statewide Parent Involvement Survey* for four years. This project 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 preparation of reports 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 included a telephone helpline staffed by MI, and survey translation services coordinated on an as-needed basis.

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 to their children receiving special services

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 (2015-2019)</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. WVDOE reports these data as part of the IDEA requirements to measure parent involvement (Indicator B-8). They do so by reporting “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) and for dissemination to the individual school districts.</p>
<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 State Performance Plan (SPP). As part of the evaluation services, MI conducted a Rasch analysis of state-and district-level results, and provided NHDOE with aggregate and disaggregate data as needed for Annual Performance Reports. Beginning in 2012, MI also provided NHDOE with additional services to administer and evaluate post-school outcome surveys.</p>

Project Name/Client	Project Description
<p>Illinois Parent Involvement Survey (2007-2011) (2012-2017) (2018-2020)</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 disaggregate 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 G**), as described below:

- *Work Plan:* A sample work plan where major project milestones are highlighted is included in this proposal (see **Appendix B**). In addition, MI will establish and maintain open communication throughout the project. WVDOE will receive regular updates of project activities and reports of returned and undeliverable surveys during the survey window. MI will always be available beyond the project period to respond to any questions or requests for clarification.
- *Online Survey “Landing Page”:* MI programmers will design and deploy an on-line survey system 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 C**).
- *Letter to Parents:* MI staff, in consultation with WVDOE, will compose a cover letter 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 D**).
- *Informational Flyer:* 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) (**Appendix E**).

State Level Report: We have included a sample statewide report (**Appendix F**) that represents the findings from the Parent Involvement Survey conducted in 2012 – 2013 for the New Hampshire Department of Education.

In addition, we have included a copy of the 2018-2019 West Virginia Parent Involvement Survey report.

Both of these reports include:

- ✓ 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)
 - ✓ standard error of the mean
 - ✓ number of valid responses
 - ✓ mean measure
 - ✓ measurement reliability
 - ✓ standard deviation
- *District Level Report:* Finally, we have also included an example of the district level reports for New Hampshire as well as WV Parent Survey initiatives ([Appendix G](#)).

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

EDD2000000007



BACKGROUND

Anthony Cinquina has more than 25 years' experience with all aspects of data processing, including joining and setting up databases, data cleaning, and all aspects of quality control to ensure consistent and accurate processing of research instruments. Anthony has expertise in developing and implementing technology solutions, including web-based applications that facilitate the collection, analyses, and reporting of large-scale data from multiple sources. He also serves as an in house data analyst and works with project managers to provide descriptive and inferential statistical summaries from small and large data sets.

Expertise

- Online instrument development
- Database management and design
- Data collection and analysis (both descriptive and advanced inferential)
- Quality control
- Analysis of State and National data
- Presentation of results
- Technical assistance
- Secure data transmission

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

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.
-

JASON GROVER

Manager of Operations, Information Technology

Expertise

Mr. Grover has been in the field of software development and image scanning for 10 years. As Manager of Operations in the Information Technology department, he is responsible for the scanning and data entry for all of our assessment projects. Mr. Grover's previous experience includes working as Scanning Manager, a position in which he was responsible for client document setup, and as a Field Engineer, providing software development and scanning services. He has provided and/or overseen scanning services for Measurement Incorporated since 2006.

Professional Experience

MEASUREMENT INCORPORATED Durham, NC

Manager of Operations, Information Technology, 2010-present

Oversee day-to-day activities of IT Operations department, which includes optical scanning, image scanning, data entry, and printing functions. Research hardware and software solutions to facilitate and improve Operations functions. Recruit and supervise department staff. Also responsible for maintenance of adequate supplies to sustain uninterrupted service and the identification of the most cost-effective providers of equipment and supplies.

Manager, IT Scanning, 2006-2010

Oversee software team responsible for client document setup to attain accuracy during the process of data collection. Manages five direct reports and up to 120 indirect reporting employees that range from Software Supervisors to Scanner Operators. Assist in the planning and implementation of scanning hardware/software to greatly improve scanning quality and overall customer satisfaction. Maintain effective communication with Project Managers and Vice President to ensure all client goals and timelines are met accordingly. Projects have included:

Alabama Direct Assessment of Writing, 2006-2010

CCSSO English Language Development Assessment, 2006-2010

Connecticut Academic Performance Test, 2007-2010

Connecticut Mastery Test, 2006-2010

Continental Press Assessment, 2006-2010

Horizon Research, 2008-2010

Illinois Standard Achievement Test, 2006-2010

Learning Express Folio Assessment, 2006-2010

Maryland High School Assessment, 2006-2008

MetaMetrics Evaluation, 2006-2010

Michigan Educational Assessment Program, 2003-2004 and 2008-2010; Access, 2009-2010

Michigan Merit Exam, 2007-2010

New Jersey Assessment of Skills and Knowledge, 2006-2010

New Jersey High School Proficiency Assessment, 2006-2010

South Carolina Alternative Performance Assessment, 2006-2010
Tennessee Comprehensive Achievement Program, 2006-2010

BANCTEC Raleigh, NC

Field Engineer 2001- 2006

Provided services such as software development, image scanning workload planning, and hardware/software maintenance.

Education and Skills

Training

Computer Engineering; ECPI, Raleigh, NC, 2000

Software Tools

MS Word, Excel, PowerPoint, Project, FrontPage, VS.NET, Visual Source Safe

Operating Systems

Windows NT/2000/XP/Vista, UNIX

Updated 4/20/2011

Shaki Asgari
Measurement Incorporated
34 South Broadway; Suite 601
White Plains, NY 10601
(914) 682-1969 x317
sasgari@measinc.com

SUMMARY OF QUALIFICATIONS

- Research experience and publications focused on promoting gender and racial equity (i.e., study of factors that promote leadership skills and interest in STEM fields)
- Expertise in conception, design, and implementation of both field studies and laboratory experiments
- Demonstrated ability to develop creative and novel ways of operationalizing key concepts under investigation using both quantitative and qualitative methodology
- Substantial knowledge and experience in measurement and instrument design (e.g., survey design and validation)
- Experience in conducting effective observations, focus groups, and interviews with young children and adolescents (1st to 12th grade), families, and educators
- Ability to form strong collaborative relationships with all stakeholders including educators, support staff, parents, students, program coordinators, and government agencies
- Experience supervising and training staff (research assistants, support staff, administrators)
- Experience in data management and analysis (both descriptive and advanced inferential) using SPSS statistical software package
- Ability to provide clear interpretation of findings and communicate the practical implications of the results to promote program sustainability and decision making
- Writing skills demonstrated by track record of publications in peer-reviewed scientific journals as well as production of user-friendly technical reports
- Verbal communication and public speaking experience honed through classroom teaching as well as conference presentations
- Ability to use software products (e.g., WORD, EXCEL, and PowerPoint) to design effective, easy to follow presentations
- Experience in grant proposal development
- Knowledge of Institutional Review Board protocols (IRB protocols)

EDUCATION

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

May 2003

RESEARCH, EVALUATION & TEACHING EXPERIENCE

Measurement Incorporated

White Plains, NY

- **Research Associate** 2015-Present
 - Design and implement program evaluation research studies
 - 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
 - Supervise junior staff, research assistants, and consultants
 - Maintain continuous communication with various stakeholders (funders, site staff, educators)
 - Present information in technical workshops and networking events
 - Conduct focus groups and site visits
- Representative Projects:
 - PI: Evaluation of Duval County, Florida Gaining Early Awareness and Readiness for Undergraduate Programs Initiative (Longitudinal Study 2018-2024)
 - PI: Department of Mental Health: SAMHSA Rockland County System of Care Evaluation (Longitudinal Study 2019-2020)
 - Co-investigator: Evaluation of New York Gaining Early Awareness and Readiness for Undergraduate Programs Initiative (Longitudinal Study 2015-2021)
 - PI: Examination of West Virginia Department of Education parent satisfaction with special education services (Cross Sectional Study 2015-2019)
 - PI: New Jersey Student Learning Assessment-Science Survey-Test Coordinator Survey (2018)
 - PI: Investigation of Bridgeport, CT Afterschool Program Effectiveness (Cross Sectional Study 2018)

Department of Psychology, Iona College

New Rochelle, NY

- **Assistant Professor** 2013-2015
 - Designed, conducted, and authored psychology and education-related studies
 - Functioned as the IRB chair for the Psychology Department
 - Taught the following classes: Developmental Psychology, Social Psychology, Research Methods, Cognitive Psychology, Personality Psychology, and General Psychology
 - Conducted SPSS training workshops
- **Visiting Assistant Professor** 2011-2013
 - Duties were similar to above

Department of Psychology, Fordham University
Bronx, NY

- **Part-time Faculty/Research Team Collaborator** 2009-2011
- Designed and conducted studies in Applied Developmental Psychology in collaboration with other researchers, faculty, and students
 - Developed survey questionnaires for web-based studies
 - Taught the following classes: Research Methods, Social Psychology, and General Psychology

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 the following psychology classes: Research Methods, Experimental Psychology, Personality Psychology, and Special Topics in Learning and Cognition

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
 - 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
 - Taught the following psychology classes: Social Psychology & General Psychology

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
 - Managed a team of 6-8 research assistants
 - Coordinated participant recruitment, data collection, data management, and analyses
 - Taught the following psychology classes: Developmental Psychology, Social Psychology, and Introduction to Psychology

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

- **Research Assistant** 2000-2003
- Conducted independent and collaborative projects in social psychology
 - Performed data management, including data backup, data reduction, and data analysis
 - Trained and supervised student workers in laboratory procedures
 - Taught Stereotyping, Prejudice, and Discrimination Seminar

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 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

- **Mental Health 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

REPRESENTATIVE PEER-REVIEWED PUBLICATIONS

Lai, C. K., Skinner, A. L., Cooley, E...**Asgari, S.** (23/29)...Nosek, B. A. (2016). Reducing Implicit Racial Preferences: II. Intervention Effectiveness Across Time. *Journal of Experimental Psychology: General*. http://papers.ssrn.com/sol3/Papers.cfm?abstract_id=2712520

Asgari, S. & Carter, F. (2016). Exposure to Peer Mentors Can Improve Academic Performance: A Quantitative Examination of the Effectiveness of Peer Mentoring in Introductory College Courses. *Teaching of Psychology*, 2 (1-5). doi: 10.1177/0098628316636288

Kiss, T. & **Asgari, S.** (2015). A Case Study of Personal Experiences of Eastern European Immigrants Living in the United States. *Migration Studies*, 9(2), 42-61. http://www.e-migration.ro/jims/Vol9_no2_2015/JIMS_Vol9_No2_2015_pp42_61_KISS.pdf

Asgari, S. (2015). The Influence of Varied Levels of Received Stress and Support on Negative Emotions and Support Perceptions. *Current Psychology*, 1-18. <http://link.springer.com/article/10.1007%2Fs12144-015-9305-2#/page-1>

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.

https://www.researchgate.net/publication/51969921_When_Do_Counterstereotypic_Ingroup_MembersInspire_Versus_Deflate_The_Effect_of_Successful_Professional_Women_on_Young_Women's_Leadership_Self-Concept

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.

<http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2010-17202-013>

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. <http://www.sciencedirect.com/science/article/pii/S0022103104000253>

REPRESENTATIVE TECHNICAL REPORTS

Asgari, S. (2019). Comprehensive analysis of the Duval County Florida Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). White Plains, NY: Measurement, Inc.

Asgari, S. (2016, 2017, 2018, 2019). West Virginia State Parent Involvement (Indicator 8) Evaluation. White Plains, NY: Measurement, Inc.

Asgari, S. (2019). New Jersey Student Learning Assessment-Science Survey Report. White Plains, NY: Measurement, Inc.

Asgari, S. (2018). Quantitative & qualitative analysis of the Bridgeport Connecticut Lighthouse Afterschool Program. White Plains, NY: Measurement, Inc.

Asgari, S. (2017). Comprehensive analysis of the New York State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). White Plains, NY: Measurement, Inc.

SELECTED PRESENTATIONS

(Conferences, Workshops, Professional Development Seminars)

Asgari, S. (January 2016-Present). Bi-monthly live webinars. Sample topics: *Effective Use of Data, Creating a College-Going Culture for Low Income Students, Parental Engagement, Using Data to Strengthen Services, Strategies for Maximizing Survey Response Rate, & Effective Academic Tutoring Models.*

Asgari, S. (October 19, 2015). Gaining Early Awareness and Readiness for Undergraduate Programs: Student Focus Groups Findings. Report presented at the Higher Education Services Corporation Technical Workshop, Albany, NY.

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.* 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]

Aldredge, M. D. & **Asgari, S.** (February 21, 2014). *Trending toward Artistic Diversity? A Case Study of Collegiate Arts Programming, 2000-2014.* Regular Paper Session given at the Eastern Sociological Society Annual Meeting, Baltimore, MD.

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.

Asgari, S. (2010, May 27). *Can quantity and quality of contact with successful ingroup members change self-stereotypes?"* Paper presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Asgari, S. (2008, March 13). *Forced migration and its effect on the migrant.* Talk given at the Network for Peace Through Dialogue, New York, N.Y.

Asgari, S., Procidano, M. E., & Pickens, I. B. (2007, May 25). *Stress and support provision influence emotionality and perceived support.* Paper presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Dasgupta, N. & **Asgari, S.** (2007, January 26). *The influence of female leaders on women's implicit stereotypes about their ingroup and self: Investigations in the lab and field.* Paper presented at the annual meeting of the Society for Personality and Social Psychology, Memphis, TN.

- Asgari, S.** (2006, May 18). *The influence of college environment on students' perception about their own qualities and capabilities: Investigations in the lab and field.* Research presented at SUNY-Purchase, Purchase, NY.
- Asgari, S.** (2005, September 28). *Can exposure to positive role models influence implicit ingroup and self stereotypes?* Research presented at Research Colloquium, Fordham University, Bronx, NY.
- Asgari, S., & Dasgupta, N.** (2004, January 30). *Cognitive process underlying positive role models' influence on perceivers' implicit self-conceptions.* Poster presented at the annual meeting of Society for Personality and Social Psychology, Austin, TX.
- Dasgupta, N. & **Asgari, S.** (2004, January 31). *Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender and self stereotyping.* Paper presented at the annual meeting of Society for Personality and Social Psychology, Austin, TX.
- Asgari, S. & Dasgupta, N.** (2003, February 7). *The malleability of stereotypic beliefs: Combating implicit stereotypes about ingroups and the self.* The annual meeting of Society for Personality and Social Psychology, Los Angeles, CA.
- Asgari, S.** (2002, December). *Exposure to positive role models affects implicit beliefs about one's ingroup and the self.* Paper presented at The New School for Social Research, New York, N.Y.
- Asgari, S.** (2000, October). *Combating implicit stereotypes.* Research presented at The New School for Social Research, New York, N.Y.
- Asgari, S.** (1999, March). *Exploring fear through art.* Talk given at the Sound Shore Hospital, New Rochelle, N.Y.
- Asgari, S.** (1999, February). *Exploring learning styles.* Talk given at College of New Rochelle, New Rochelle, N.Y.

Education

- M.A. 2012, *Hunter College*, School of Education, Educational Psychology
- M.A. 2005, *Tel Aviv University*, Faculty of the Arts, Art History
- B.A. 2002, *Tel Aviv University*, Faculty of the Arts, Art History

Honors and Awards

Hunter College, 2012, Graduated cum laude

Tel Aviv University, 2005, Graduated magna cum laude. Awarded Dean's Scholarship for Excellence

Tel Aviv University, 2002, Graduated magna cum laude. Dean's Award for Outstanding Academic Achievement recipient

Conference Presentations

"I'll Know It When I See It!: Identifying Cultural Responsive Teaching with Videos," American Educational Research Association Conference. Chicago, IL, 2015

Present Position

Research Assistant, Measurement Incorporated, White Plains, NY. September 2018-Present

Conduct research, assist with project planning. Manage and maintain communication with project staff and clients. Monitor and ensure that project outcomes meet project objectives. Provide technical assistance. Manage quantitative and qualitative data: develop instruments both online and print, distribute, track, clean, organize and conduct analyses. Create reports and related communication documents.

Selected projects include:

- *Illinois Special Education Parent Involvement.*
- *West Virginia Special Education Parent Involvement Surveys.*
- *The Renaissance Charter School Charter School Dissemination Grant, NYSED.*
- *The Hellenic Classical Charter School Dissemination Grant.*
- *The Genesee Community Charter School Dissemination Grant*
- *The Evaluation of The Puerto Rican/Hispanic Youth Leadership Institute in NYS as part of the Evaluation of Categorical Bilingual Education Program, NYSED.*
- *Science Assessment Program, Customer Service Evaluation, New Jersey.*
- *New York State Education Department (NYSED): State-Level Evaluation of the New York State 21st Century Community Learning Centers (21st CCLC) Program.*

Past Professional Experience

Teacher & Assistant Ed. Director, Bet Am Shalom Synagogue, White Plains, NY.

Design and implementation of curricula. Training staff, data collection and analyses of organizational processes and learning. (2007-2010).

Expedition Leader, Geographical Tours, Israel.

Israel's leading tour company. Guided numerous groups, hundreds of people in tours to countries in Europe and Asia, teaching about History, Training and mentoring of new guides. Created tools for data collection, support and review of performance (1999-2007).

Teacher & Programs Director, HaMeorer- Alternative Education Center, Israel.

A Company specializing in educational seminars and tours for schools. Led numerous educational tours in Poland and seminars in Israeli high schools for staff and students. (1997-2000).

National Education Director, HaNoar HaOved, Israel.

Israel's largest youth movement. Led thousands of kids (ages 10-18), all year and in the context of seminars, summer camps, and trips. Lead, trained and provided ongoing support and review of district directors and counselors (1995-1997).

Teacher, Israel Defense Forces.

Taught teens (new immigrants) from Ethiopia and assisted with their integration into Israeli society (1993-1995).

Languages

English Native. Hebrew Native. Spanish Proficient.

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, 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

EDD2000000007



January 16, 2019

**West Virginia Parent Involvement Survey
Work Plan (WVDOE/OSE)**

Date	Event	Comments
End of January	-MI has a preliminary discussion/meeting with WVDOE	-Discuss potential changes to the previous year's administration --Approval is needed from WVDOE (by February 15) -Discuss potential changes to surveys, letter to parents, envelopes, etc. --Approval is needed from WVDOE (by February 15) -Discuss the documents/files WVDOE needs to furnish to set the project in motion: --Code sheet --Data file --Parents' email addresses -Discuss timeline/work plan -Discuss strategies to increase response rate
February 15 th	-In collaboration with WVDOE, finalize online & paper surveys, cover letter, and envelopes	-Approval from WVDOE-No later than February 15 th
By February 15 th	-MI will provide WVDOE with instructions as well as a username & password to access our secure file transfer site. -The new password standard will require compliance to the attributes below: <ul style="list-style-type: none"> ○ English uppercase characters (A through Z) ○ English lowercase characters (a through z) ○ Base 10 digits (0 through 9) ○ Non-alphabetic characters (for example, !, \$, #, %) -WVDOE provides MI with a data file containing student demographic data and household addresses -WVDOE provides MI with parents' email addresses -WVDOE provides MI with relevant code sheets (district codes, demographic codes)	
February 27 th	-MI provides WVDE with a link to a data file where documents are uploaded -WVDOE will use this site to upload & download project-relevant data files	-Addresses are unverified at this point
March 1 st	-MI begins the printing process- paper surveys, cover letter, labels, envelopes -MI begins testing online surveys on various platforms (desktop, mobile devices, etc.)	-Address verification complete
March 14 th	-MI provides WVDOE with promotional material (instruction sheet & flyer) that can be used to notify LEAs, districts, counties	

January 16, 2019

March 20th	-WVDOE approves promotional material (instruction sheet & flyer) -WVDE sends promotional materials to County Directors to distribute to schools	-To be disseminated by WVDOE to LEAs
April 8 th	-MI mails out paper surveys -MI launches online surveys	-Parents should receive paper surveys by April 11 th
April 15 th	-Provide WVDOE with the survey response rate	-Response rate will be provided on the 15 th of each month
April 23 rd	-MI provides WVDOE with parent letters for the second mailing	-WVDOE approval is needed
May 1 st	-WVDOE approves parent letter for the second mailing	
May 15 th	-MI updates WVDOE with response rate	
May 15 th	-Second mailing to non-responders goes out	
May 31 st	-MI provides WVDOE with a report of <i>non-responders</i> by <i>county</i>	-WVDOE will encourage district/county staff to reach out non-responders individually
June 17 th	-MI continues to update WVDOE with response rate	
July 15 th	-MI continues to update WVDOE with response rate	
August 1 st	-WV provides December 1, 2018 Child Count data	
August 16 th	-Survey response window closes	-MI begins data analysis
September 30 th	MI submits final Report to WVDOE	

APPENDIX C

EDD2000000007





Illinois State Board of Education

Darren Reisberg, Chairman/Presidente
Dr. Carmen I. Ayala, State Superintendent of Education/Superintendente de Educación Estatal

Survey Deadline Extended!

2019 Illinois Parent Survey-Special Education & Support Services Encuesta para el Padre 2019-Servicios de educación especial y apoyo



Parent Survey ENGLISH

If you have received a parent survey, click on the blue button below to start taking the survey. The survey has been extended by another week and therefore surveys completed by June 7th 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 ibe2019



Start the Survey

For more information or if you need assistance with completing the survey in English or Spanish, please email Measurement Inc. at ISBEParentSurvey@Measinc.com or call toll-free (877) 249-1340, extension 310 or 320.



Encuesta para el Padre ESPAÑOL

Si usted ha recibido una cuestionario para el Padre, haga un clic en el círculo azul que dice "Comienza la encuesta." La encuesta se extendió por una semana más y, por lo tanto, las encuestas completadas antes del 7 de junio se incluirán en los resultados estatales.

Su nombre de usuario es el ID de la encuesta de 7 dígitos que se encuentre en la página de la versión en inglés de su formulario.

Su contraseña es ibe2019



Comienza la encuesta

Para más información o para asistencia en completar la encuesta en inglés o español por favor envíe un correo electrónico a Measurement Inc. a ISBEParentSurvey@Measinc.com o llame gratis (877) 249-1340, extensión de teléfono 310 o 320.



email ISBEParentSurvey@Measinc.com
phone T (877) 249-1340 Extension 310 or 320
www.measurementinc.com
www.micollaboration.com

APPENDIX D

EDD2000000007





Illinois State Board of Education

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

Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

March 2019

Dear Parent:

The Illinois State Board of Education (ISBE) is pleased to give you the opportunity to complete a survey about how well your child's school is involving you in your child's education. The survey is being mailed to some parents in your district whose children receive special education services. ISBE has asked Measurement Incorporated to collect this information.

Your opinions are very important to us. Your answers will be combined with those from other parents to help the state and individual school districts improve family-school partnerships in special education. No one from your school district will know how you answered the survey questions.

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 visiting www.mievaluation.com/isbe2019.htm or scanning the QR code with a QR reader from a smartphone or tablet.

- ▶ Your *user name* is the 7-digit Survey ID number on the English language side of your survey.
- ▶ Your *password* is isbe2019



All surveys received by May 15th will be included in the statewide results. The completion of this survey helps ISBE in determining the strength of parent and school partnerships across the state. The results will highlight areas of good practices and areas that need improvement.

For more information or if you need assistance with completing the survey in English or Spanish, please contact Measurement Inc. at ISBEParentSurvey@MeasInc.com or toll-free at (877) 249-1340, extension 310 or 320. Visit our website www.isbe.net/Pages/Special-Education-Parents-of-Students-with-Disabilities.aspx for resources that may be helpful as parent of a student with disabilities.

ISBE would like to thank you for helping our improvement efforts.

Sincerely,

Heather Calomese
Executive Director of Special Education Services

APPENDIX E

EDD2000000007



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*.

➔ The survey will be mailed to your home by **April 8th, 2019**.

➔ 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.

➔ You have two options for completing the survey:

Option 1: You may complete the survey and return it by mail in the postage-paid envelope.

<OR>

Option 2: You may complete the survey online.

If you are the parent of a **preschool child**, please go to the following site:

www.mievaluation.com/wvps2019.html

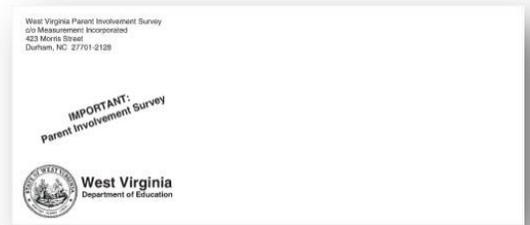
- Your user name is the 7-digit Survey ID number that appears on the survey you received in mail

If you are the parent of a **school age child**, please go to the following site:

www.mievaluation.com/wvsa2019.html

- Your user name is the 7-digit Survey ID number that that appears on the survey you received in mail

Thank you for your time and participation!



Your Survey ID

If you need any help to complete the survey, please contact:

West Virginia Parent Training and Information (WVPTI)

1-800-281-1436

APPENDIX F

EDD2000000007





**New Hampshire
Department
of
Education**

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

Survey Item	School age: School's Efforts to Partner with Parents	% Agree Baseline 2007-2008	% Agree 2011-2012	% Agree 2012-2013
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

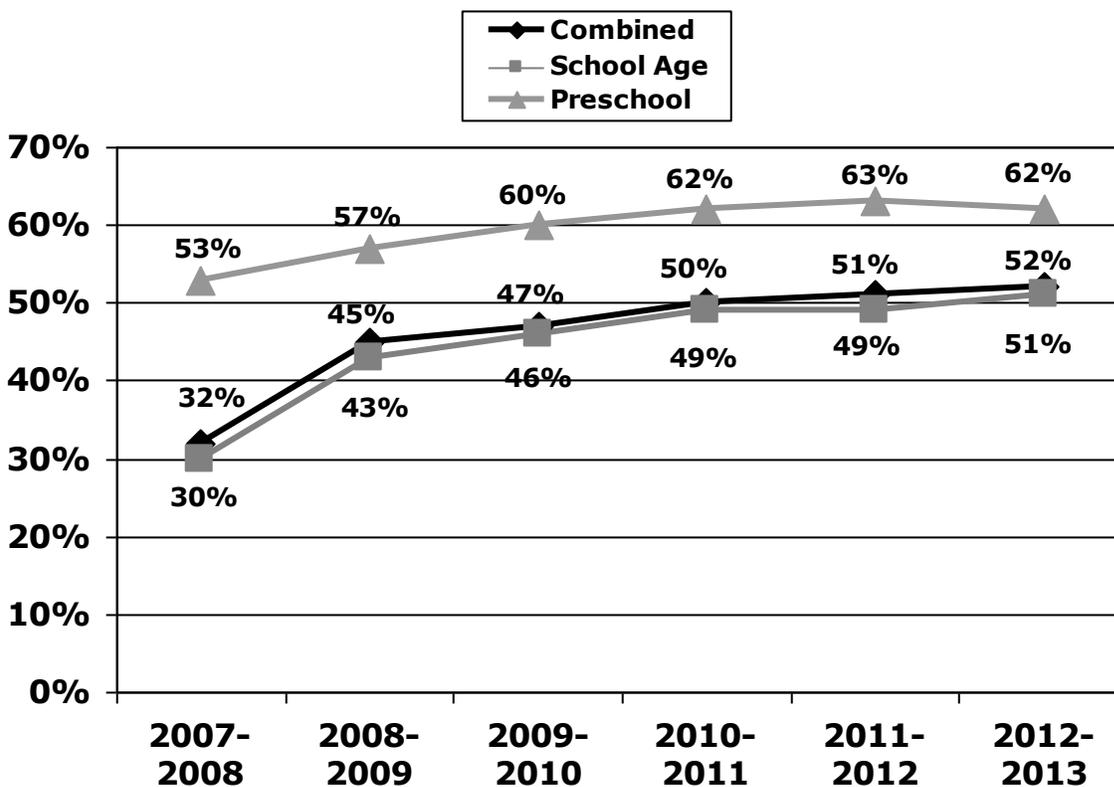


Table 9
Percentage of Parent Response At or Above the Standard²

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 Department of Education

West Virginia IDEA Part B: Special Education Parent Survey Results

September 2019



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**West Virginia IDEA Part B:
Special Education Parent
Survey Results**

September 2019

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STATISTICAL SUMMARY

Strategic Highlights

Relevant research¹ suggests that family involvement positively contributes to student learning and educational outcomes. The federal Individuals with Disabilities Education Act (IDEA) aims to ensure that families have meaningful opportunities to participate in their children’s educational planning. 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. Department of Education (ED), Office of Special Education (OSE). 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.” West Virginia’s Parent Involvement Surveys’ results for the 2018-2019 academic year are as follows:

Statistical Summary for West Virginia PART B Special Education Parent Survey Report for Data Collected in 2019

PART B Preschool (619) (Children ages up through 5)			
Percent at or above Indicator 8 standard:		55.5%	(SE of the mean = 2.8%)
Number of Valid Responses:	321	Measurement reliability:	0.89 - 0.94
Mean Measure:	622	Measurement SD:	173
PART B School Age (Children ages 5 and up)			
Percent at or above Indicator 8 standard:		35.7%	(SE of the mean = 0.9%)
Number of Valid Responses:	3,027	Measurement reliability:	0.91 - 0.94
Mean Measure:	562	Measurement SD:	160
PART B Preschool and School Age Combined			
Percent at or above Indicator 8 standard:		37.6%	(SE of the mean = 0.8%)
Number of Valid Responses:	3,348	Measurement reliability:	0.89 - 0.94
Mean Measure:	567	Measurement SD:	166
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%)
Number of Valid Responses:	2,705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD:	135

Note: Of the 3,359 surveys received, 11 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 3,348 valid responses.

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.seidl.org/connections/resources/evidence.pdf



I. BACKGROUND

In January 2016, the West Virginia Department of Education (WVDE), Office of Special Education, 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. ED requires that states report their progress relating to special education in their Annual Performance Reports (APRs). Specifically, WVDE 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.”

This year, we began the statewide data collection in April 2019. Data were collected using two parent surveys. One survey, containing 26 items and a comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items plus a comment section, was prepared and administered to parents of school-age children (ages 6-21). The items for the parent surveys were adapted from the National Center for Special Education Accountability Monitoring (NCSEAM) survey item banks. The NCSEAM survey items have been shown to be both valid and reliable in measuring the extent to which parents perceive that schools facilitate their involvement. Namely, to establish validity and reliability of the survey items, NCSEAM collected data from a representative sample of over 2,500 parents of students receiving special education services in 6 states. The results of their survey analysis supported the high validity and reliability of the survey items.

West Virginia Department of Education, Office of Special Education, provided MI with the home addresses as well as available email addresses of parents of students with special needs. After conducting address verification, MI was able to mail 15,017 surveys to parents of special needs students residing in 19 school districts. The survey mailed to households, included pertinent instructions (i.e, log-in and username) to allow parents/guardians to complete the survey online. Respondents, therefore, were given the option of completing either a paper version or an online version of the survey. The user-friendly design of the online surveys was upgraded this year to further enhance user experience.

The initial survey dissemination took place in early April, allowing parents approximately 18 weeks to complete the survey. A second mailing took place in the beginning of June to those households who had not yet completed the survey (i.e., non-responders).

The survey administration also included an emailing campaign. Direct emails went out to 1,142 preschool parents and to 13,881 school age parents for whom email addresses were available. MI put forth best efforts to avoid emailing the survey link to parents who had already completed the paper or online version of the survey. The initial emails were sent out in mid-May followed by reminders sent every three weeks (June to August 2019) to parents who had not completed the survey.

Over the course of the data collection period, 3,348 surveys were received (24% statewide response rate); 321 (30% response rate) were from parents of preschoolers and 3,027 (24% response rate) were from parents of school-age students.



II. METHODOLOGY

Administration of the West Virginia *Parent Involvement Survey* involved active collaboration between MI and WVDE to ensure 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 Process

The items used in the West Virginia *Parent Involvement Survey* were adapted from a larger survey that was developed by the National Center for Special Education Accountability Monitoring (NCSEAM) between the years 2002-2005.

The data reported in the current report was collected by using two parent surveys. Both surveys were converted to a scannable survey format. One survey, containing 26 items plus a comment section, was prepared and administered to parents of preschool children (ages 3-5) and the other survey, containing 24 items plus a comment section, was prepared and administered to parents of school-age children (ages 6-21).

Sampling and Data Collection Procedure

We worked collaboratively with WVDE to coordinate the details of survey administration. WVDE sampled the population of school districts to provide a representative sample of families to survey. The sample was consistent with the OSEP-approved sampling plan that takes into account disability category, race/ethnicity, region, and district size. All parents of students with disabilities in the selected districts are surveyed and all districts are surveyed at least once within a three-year period.

We coordinated survey dissemination so that each survey was labeled with a code that could be linked to a 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. Mailing the completed survey directly to the independent contractor protects parents' confidentiality. The paper survey mailed to parents included instructions for completing the survey online (i.e., log-in information and username). Direct emails containing the survey's hyperlink were also sent to a portion of the sample recipients for whom email addresses were available (1,142 preschool parents and 13,881 school-age parents).

Survey Dissemination & Collection Method

The survey collection process involved 3 different methods.

Paper method: Respondents were provided with a paper copy of the survey enabling them to complete and return the survey to MI in a postage-paid envelope.

Online method: Respondents were provided with log-in information and a username enabling them to complete the survey online using various devices (desktop or laptop computer, various hand-held devices, etc.). The user-friendly design of the online surveys was upgraded this year to further enhance user experience.

Direct email method: Direct emails went to 15,023 parents/guardians for whom email addresses were available. The emails sent to parents contained pertinent instructions and a hyperlink to the survey.

The initial number of surveys distributed in April was 15,017 (1,139 surveys were sent to parents of preschool children and 13,878 surveys were sent to parents of school-age children). A total number of 13,834 surveys were delivered to households (1,056 preschool and 12,778 school age). A total number of 1,183 surveys were not deliverable and were returned to MI (83 preschool and 1,100 school age).

By mid-May, the response rates were 11.8% for preschool and 8.2% for school age. A second mailing to those parents who had not yet responded was administered in early-June. The response rates approached 25.9% for preschool and 19.5% for school age by mid-July. By the end of survey administration effort (mid-August), the statewide response rate approached 24% (30% for preschool and 24% for the school age). **Table 1** in **Section III** presents a summary of the administration outcome.

Steps to Ensure Validity and Reliability

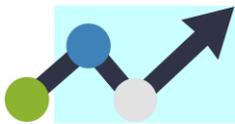
The survey dissemination process was closely monitored by our data monitoring procedures. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process. In the analysis phase of the project, MI examined the data in terms of its representativeness on key demographic variables, i.e., race/ethnicity, age group, gender, and disability category. These results allow WVDE 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 2019 West Virginia *Parent Involvement Survey* are presented. MI reports key findings in three critical areas:

- Response Rates
- Representativeness of the Data
- Survey Item Results

A. Response Rates



The overall response rate for the sampled districts was higher in 2019 than in 2016 (the last time the same districts were sampled).

There was a 2 percent increase in the overall response rate, no change in the response rate for preschool parent survey, and a 3 percent increase in the response rate for school-age parent survey in 2019 compared to the last time the same districts were sampled in 2016. (Table 1 provides a summary of these comparisons).

Table 1
Survey Administration Summary for 2018-19

	2015-2016 Administration			2018-2019 Administration		
	Preschool	School Age	Total	Preschool	School Age	Total
Surveys delivered	1,196	12,889	14,085	1,056	12,778	13,834
Surveys received	355	2,759	3,114	321	3,027	3,348
Statewide response rate	30%	21%	22%	30%	24%	24%

Note: Undeliverable (Return to Sender) surveys were not included in calculating the response rates. There were 1,664 undeliverable surveys in 2015-16 and 1,183 undeliverable surveys in 2018-2019.

The following factors most likely influenced the increased response rate: (a) WVDE Lead Coordinator’s continuous communication with district staff about implementing strategies to encourage parent participation, and (b) an increase in the scope and reach of our dissemination efforts by establishing an online survey administration system, implementing a direct email campaign, sending frequent electronic follow up reminders to non-responders, and adding improved survey features to enhance user experience. In fact, this year, 42% of the surveys were completed online, making the online platform an effective method for reaching out to parents/guardians.

Our analysis included examining the combined (preschool and school age) response rate for each of the 19 school districts (see **Table 2**).

Table 2
Response Rate by District: Combined (Preschool and School Age)

District	Number of Surveys Sent that Reached Deliverable Postal Addresses	Number of Surveys Returned to MI	Percent Response Rate*	Indicator B-8**	District Response Rate is One Standard Deviation Below or Above Mean
Berkeley	3,286	890	27.1%	35.1%	Yes
Calhoun	162	37	22.8%	27.0%	No
Doddridge	180	36	20.0%	61.1%	No
Fayette	911	161	17.7%	34.8%	Yes
Gilmer	145	34	23.4%	26.5%	No
Hampshire	576	154	26.7%	38.3%	Yes
Jefferson	1,159	359	31.0%	34.8%	Yes
Lewis	396	96	24.2%	31.3%	No
Lincoln	639	115	18.0%	47.0%	Yes
Marion	1,085	233	21.5%	43.8%	No
Marshall	566	124	21.9%	51.6%	No
Mason	648	132	20.4%	30.3%	No
McDowell	797	199	25.0%	38.7%	No
Mineral	492	80	16.3%	36.3%	Yes
Pleasants	185	36	19.5%	58.3%	No
Pocahontas	155	37	23.9%	32.4%	No
Tucker	152	24	15.8%	33.3%	Yes
Webster	202	47	23.3%	25.5%	No
Wood	2,098	554	26.4%	39.4%	Yes
Totals:	13,834	3,348	24.2%	37.6%	

*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 delivered to parents.

**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.

Note: Of the 3,359 surveys received, 11 of the surveys either did not have any response items filled out or they were received after the analysis deadline. Therefore, the Indicator B-8 calculations were only based on 3,348 valid responses.

Inspecting the distribution of response rates indicated a Mean response rate of 22.4% with a standard deviation (SD) of 4%. For this distribution 18.4% would indicate 1 SD below the Mean and 26.4% would indicate 1 SD above the mean. Accordingly, in 2019, the response rate of 4 districts was more than 1 standard deviation (SD) above the district mean response rate and response rate of 4 districts was more than 1 standard deviation (SD) below the district mean response rate.

In addition, **Table 3** displays a comparison between 2019 and 2016 (the last time the same districts were sampled) in terms of response rates and Indicator 8 percentages for each of the 19 districts surveyed.

Table 3
Response Rate and Indicator B-8 Comparisons by District
Comparison between Current Year (2019) and the Last Time (2016)
the Same Districts were Surveyed

District	Percent Response Rate (2019)	Percent Response Rate (2016)	Indicator B-8 (2019)	Indicator B-8 (2016)
Berkeley	27.1%	28.7%	35.1%	36%
Calhoun	22.8%	29.5%	27.0%	21%
Doddridge	20.0%	22.0%	61.1%	30%
Fayette	17.7%	21.6%	34.8%	38%
Gilmer	23.4%	25.2%	26.5%	31%
Hampshire	26.7%	19.2%	38.3%	30%
Jefferson	31.0%	19.5%	34.8%	27%
Lewis	24.2%	23.0%	31.3%	26%
Lincoln	18.0%	16.9%	47.0%	35%
Marion	21.5%	20.1%	43.8%	35%
Marshall	21.9%	20.4%	51.6%	43%
Mason	20.4%	20.2%	30.3%	33%
McDowell	25.0%	21.1%	38.7%	43%
Mineral	16.3%	16.8%	36.3%	29%
Pleasants	19.5%	18.0%	58.3%	26%
Pocahontas	23.9%	21.0%	32.4%	21%
Tucker	15.8%	20.3%	33.3%	38%
Webster	23.3%	23.1%	25.5%	27%
Wood	26.4%	20.9%	39.4%	38%
Totals:	24.2%	22.0%	37.6%	34.4%

B. Representativeness of the Data

The following three tables (**Tables 4, 5, & 6**) compare demographic data from 2019 survey respondents to the most recent West Virginia Child Count data. Namely, the 2019 responding group of parents is compared to the 2018 Child Count data on race/ethnicity, gender, and disability categories. 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. For these comparisons, the IDEA guidelines are followed. Specifically, on a given category of data, a difference of 3 percentage points (higher or lower) than the Child Count data is considered significant and indicates that the group of parents who responded to the survey is different from the population of statewide parents on the specific category of data.



The sample of parents who responded to the survey is representative of the statewide population of parents with special needs children in terms of race/ethnicity (see Table 4).

Table 4
Race/Ethnicity Categories of Students with Disabilities (SWD) Survey Sample Compared to December 1, 2018 Child Count Data (Ages 3-21)

Ethnicity Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2018 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Asian	19	0.6%	115	0.2%	0.4%
Black	121	3.6%	2,096	4.4%	-0.8%
Hispanic	97	2.9%	782	1.7%	1.2%
American Indian/Alaskan	4	0.1%	46	0.1%	0.0%
Pacific Islands	0	0.0%	12	0.0%	0.0%
White	2,985	89.2%	42,619	90.3%	-1.1%
Multiple Race	122	3.6%	1,513	3.2%	0.4%
Grand Total	3,348	100.0%	47,183	100.0%	0.0%

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.



The sample of parents who responded to the survey is also representative of the statewide population of parents with special needs children in terms of gender (see Table 5).

Table 5
Gender Categories of Students with Disabilities (SWD)
Survey Sample Compared to December 1, 2018
Child Count Data (Ages 3-21)

Gender Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2018 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Female	1,158	34.6%	16,443	34.8%	-0.3%
Male	2,190	65.4%	30,740	65.2%	0.3%
Grand Total	3,348	100.0%	47,183	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.



One disability group is under-represented when comparing the sample of parents who responded to the survey to the statewide population of parents with special needs children (see Table 6).

Table 6
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2018
Child Count Data (Ages 3-21)

Exceptionality	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2018 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	279	8.3%	2,691	5.7%	2.6%
Emotional/Behavior Disorder	84	2.5%	1,136	2.4%	0.1%
Speech/language Impairment	892	26.6%	11,493	24.4%	2.2%
Deaf/Blindness	0	0.0%	24	0.1%	-0.1%
Deafness	6	0.2%	71	0.2%	0.0%
Hard of Hearing	33	1.0%	396	0.8%	0.2%
Specific Learning Disability	981	29.3%	14,977	31.7%	-2.4%
Moderately Mentally Impaired	85	2.5%	1,201	2.5%	0.0%
Mild Mental Impairment	265	7.9%	5,189	11.0%	-3.1%
Severe Mental Impairment	20	0.6%	248	0.5%	0.1%
Other Health Impairment	504	15.1%	7,098	15.0%	0.0%
Orthopedic Impairment	8	0.2%	108	0.2%	0.0%
Developmental Delay	166	5.0%	2,122	4.5%	0.5%
Blindness and Low Vision	20	0.6%	331	0.7%	-0.1%
Traumatic Brain Injury	5	0.1%	98	0.2%	-0.1%
Grand Total	3,348	100.0%	47,183	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

As seen in **Table 6**, in 2019 parents of children with a “Mild Mental Impairment” were **significantly underrepresented** (-3.1%) in the sampled districts. Similarly, in 2016 (the last time the same districts were surveyed), there was an underrepresentation (-3.7%) of parents of children with mild mental impairment.

Also, please refer to comparisons of 2019 survey sample to 2018 Child Count Data disaggregated for preschool **Table A-1** and school-age **Table A-2** populations in the Appendix section of this report.

C. Survey Results—Indicator 8 and Rasch Analysis



This year, parents reported significantly more involvement in the education of their special needs children than what was reported the last time the same districts were surveyed (in 2016). Levels of parental involvement were comparable across 2018 and 2019 academic years.

Table 7
Percentage of Parent Responses At or Above the Standard for Academic Years 2018-2019, 2017-2018 and 2015-2016

2015–2016					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	352	163	46.3%	41.2%	51.5%
School Age	2,709	889	32.8%	31.1%	34.6%
Combined	3,061	1,052	34.4%	32.7%	36.1%

2017–2018					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	299	158	52.8%	47.18%	58.43%
School Age	3,179	1,165	36.6%	34.99%	38.34%
Combined	3,478	1,323	38.0%	36.44%	39.67%

2018–2019					
Statewide	Total Response	Responses At or Above the Standard		95% Confidence Interval	
		Number	Percent	Low	High
Preschool	321	178	55.5%	50.0%	60.8%
School Age	3027	1,082	35.7%	34.1%	37.5%
Combined	3,348	1,260	37.6%	36.01%	39.29%

Using the Rasch method of data analysis, each parent survey was scored and then the percentage of parent surveys above the “cut off” score (of 600) was 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.***

This year, 38% of parents reported school district facilitation of parental engagement. This percentage is identical to last year’s percentage (38%) and about four percentage points higher than the last time the same districts were surveyed in 2016 (34.4%).

We also calculated the 95% confidence intervals for the percent of parents who met the standard (i.e., percent of parents at or above the standard). These results are summarized in **Table 8** by district. A confidence interval indicates a range of values that is likely to encompass the true population value. For example, the 95% confidence interval calculated for the sample statistic (i.e., percent of parents who met the standard) contains the true population parameter, i.e., percent of parents in WV who met the standard, 95% of the time or fail to contain the true value 5% of the time.

Table 8
Percent of Parent Responses At or Above the Standard by District
Preschool and School Age Combined

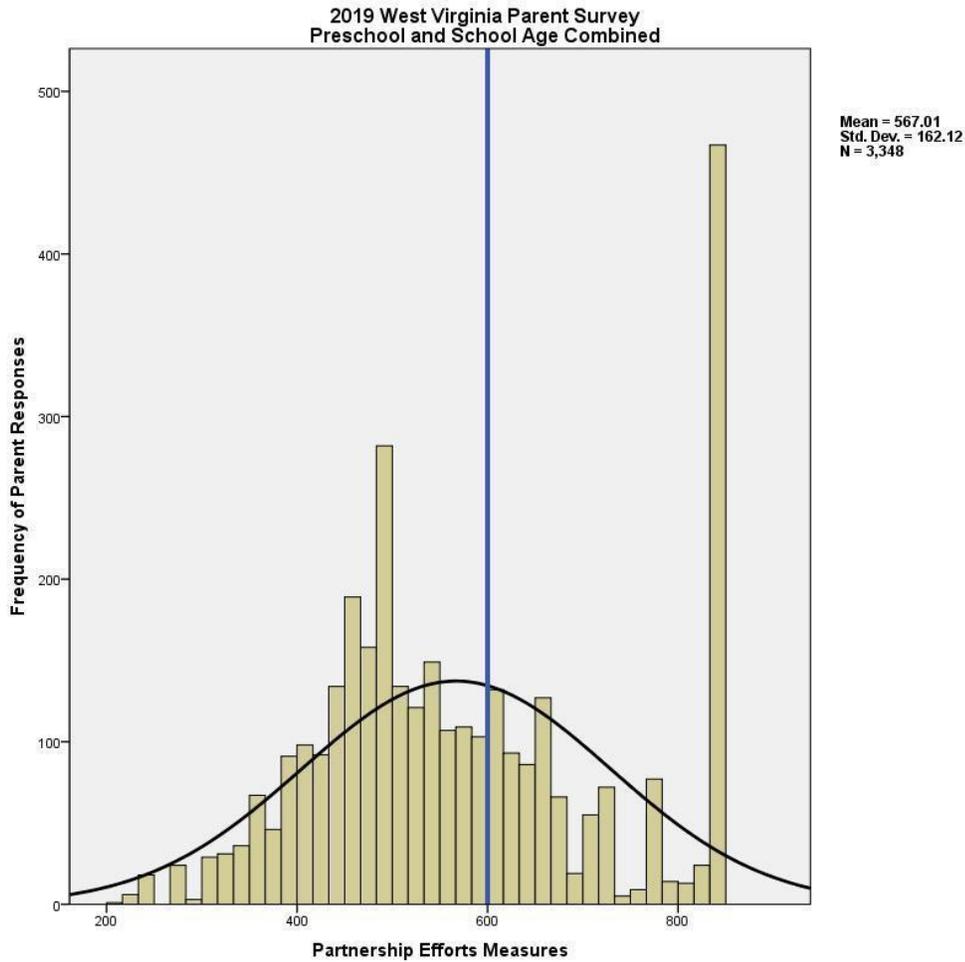
District	Total Response	Response At or Above Standard		95% Confidence Interval	
		Number	Percent	Low	High
Berkeley	890	312	35%	31.99%	38.25%
Calhoun	37	10	27%	15.34%	43.20%
Doddridge	36	22	61%	44.82%	75.18%
Fayette	161	56	35%	27.87%	42.44%
Gilmer	34	9	26%	14.53%	43.37%
Hampshire	154	59	38%	31.02%	46.20%
Jefferson	359	125	35%	30.08%	39.89%
Lewis	96	30	31%	22.86%	41.14%
Lincoln	115	54	47%	38.09%	56.03%
Marion	233	102	44%	37.56%	50.20%
Marshall	124	64	52%	42.90%	60.22%
Mason	132	40	30%	23.12%	38.65%
McDowell	80	29	36%	26.59%	47.22%
Mineral	199	77	39%	32.21%	45.62%
Pleasants	36	21	58%	42.18%	72.82%
Pocahontas	37	12	32%	19.63%	48.66%
Tucker	24	8	33%	17.97%	53.46%
Webster	47	12	26%	15.20%	39.70%
Wood	554	218	39%	35.37%	43.48%
Totals:	3,348	1,260	38%	36.01%	39.29%

The percentage at or above the standard ranged from 26% (for Gilmer and Webster school districts) to 61% (for Doddridge school district). However, please note that the number of surveys received from these school districts was relatively small (34, 47 and 36 surveys received, respectively).

Please also refer to **Table A-3 (preschool)** and **Table A-4 (school age)** in the Appendix section of this report that display percentage of parents at or above the standard for each individual district.

The following plot (**Figure 1**) presents the distribution of Rasch scores for all parents responding to the survey.

Figure 1
2019 West Virginia Parent Survey
Preschool and School Age Combined



The higher score on the X axis (Partnership Efforts Measures) represents a greater level of “agreement” with the indicator. A higher bar represents a greater number of families responding at that level.

Please also refer to the Appendix section of this report for **Figure A-1** displaying the distribution of scores for preschool parent responses and **Figure A-2** displaying the distribution of scores for school-age parent responses.



Parents reported more satisfaction with ALL aspects of their partnership with schools in 2019 compared with 2016.

Tables 9 and 10 present the percent of parents who “strongly agree” or “very strongly agree” with each item on the survey. The items are presented from highest to lowest percentage difference from 2016 to 2019. **Table 9** lists the 26 preschool survey items and **Table 10** lists the 24 school-age survey items.

For ALL 26 items on the *preschool* survey, parents expressed greater satisfaction in their partnership with schools in 2019 compared with 2016. The highest percent difference in satisfaction between the two years was 10.3% and the lowest percent difference in satisfaction was 2.0%. Eleven of the items had 7% or greater percent difference.

Similarly, for ALL 24 items on the *school-age* survey, parents expressed greater satisfaction in their partnership with schools in 2019 compared with 2016. The highest percent difference in satisfaction between the two years was 4.7% and the lowest percent difference in satisfaction was 0.9%. Eight of the items had 3% or greater percent difference.

Table 9
Preschool Survey Item Analysis (2018-2019)
Sorted by Percent Difference in Parent Satisfaction between 2016
(the last time the same districts were surveyed) and the Current Year 2019
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

Preschool Survey Items	2016	2019	Percent Difference from 2016 to 2019
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
22) offer parents different ways of communicating with people from preschool special education	40.9%	51.2%	10.3%
15) communicate regularly with me regarding my child's progress on IEP goals	55.0%	64.9%	9.9%
7) Included me in the process of helping my child transition from early intervention to preschool special education	57.5%	66.0%	8.5%
3) My child's IEP goals are written in a way that I can work on them at home during daily routines	59.9%	67.9%	8.0%
10) treat me as an equal team member	57.8%	65.6%	7.8%
20) give me information about organizations that offer support for parents	38.9%	46.7%	7.8%
23) explain what options parents have if they disagree with a decision made by the preschool special education program	42.5%	50.0%	7.5%
16) give me options concerning my child's services and supports	53.2%	60.6%	7.4%
18) give me enough information to know if my child is making progress	56.4%	63.6%	7.2%
9) are available to speak with me	62.9%	69.8%	7.0%
19) give me information about the approaches they use to help my child learn	53.3%	60.3%	7.0%
5) The preschool special education program involves parents in evaluations of whether preschool special education is effective	56.4%	63.2%	6.8%
13) value my ideas	59.4%	66.2%	6.8%
21) offer parents training about preschool special education	33.3%	39.9%	6.6%
11) encourage me to participate in the decision-making process	59.5%	65.6%	6.1%
2) My recommendations are included on the IEP	57.3%	62.9%	5.6%
1) I am part of the IEP decision-making process	63.0%	68.1%	5.1%
6) I have been asked for my opinion about how well preschool special education services are meeting my child's needs	52.5%	57.5%	5.0%
12) respect my culture	64.2%	69.4%	5.2%
25) offer supports for parents to participate in training workshops	36.4%	41.4%	5.0%
4) My child's evaluation report was written using words I understand	67.2%	71.5%	4.3%
24) give parents the help they may need, such as transportation, to play an active role in their child's learning and development	45.7%	49.7%	4.0%
26) connect families with one another for mutual support	33.8%	37.6%	3.8%
14) ensure that I have fully understood my rights related to preschool special education	60.8%	64.4%	3.6%
17) provide me with strategies to deal with my child's behavior	53.7%	56.5%	2.8%
8) provide me with information on how to get other services	47.0%	49.0%	2.0%

Table 10
School-Age Survey Item Analysis (2018-2019)
Sorted by Percent Difference in Parent Satisfaction between 2016
(the last time the same districts were surveyed) and the Current Year 2019
(Statewide Percent in Agreement - Codes 5, 6 who Strongly Agree/Very Strongly Agree)

School-Age Survey Items	2016	2019	Percent Difference from 2016 to 2019
	Statewide % in Agreement		
	Strongly/ Very Strongly Agree		
15) Offers parents a variety of ways to communicate with teachers	42.0%	46.7%	4.7%
22) I have a good working relationship with my child's teachers	46.6%	51.0%	4.4%
14) Has a person on staff who is available to answer parents' questions	41.0%	44.5%	3.5%
18) Show sensitivity to the needs of students with disabilities and their families	43.5%	47.0%	3.5%
17) Answered any questions I had about Procedural Safeguards	40.7%	44.0%	3.3%
5) At the IEP meeting, we discussed how my child would participate in statewide assessments	41.4%	44.6%	3.2%
10) Provides funding, transportation, or other supports for parents to participate in training workshops	24.2%	27.4%	3.2%
16) My child's teachers give me enough time and opportunities to discuss my child's needs and progress	46.3%	49.5%	3.2%
11) Connects families to other families that can provide information and mutual support	19.1%	21.9%	2.8%
19) Encourage me to participate in the decision-making process	46.2%	49.0%	2.8%
21) The school gives me choices with regard to services that address my child's needs	38.6%	41.4%	2.8%
12) Offers parents training about special education issues	20.1%	22.8%	2.7%
20) Respect my family's values	47.5%	50.1%	2.6%
8) Information was provided to me in a language I understand	64.9%	67.4%	2.5%
24) The school provides information on agencies that can assist my child in the transition from school	27.8%	30.1%	2.3%
13) Explains what options parents have if they disagree with a decision of the school	29.6%	31.5%	1.8%
23) The school communicates regularly with me regarding my child's progress on IEP goals	42.5%	44.1%	1.6%
4) At the IEP meeting, we discussed accommodations and modifications that my child would need	53.7%	55.2%	1.5%
1) I have been asked for my opinion about how well special education services are meeting my child's needs	41.1%	42.3%	1.2%
7) I was given enough time to fully understand my child's IEP	52.6%	53.7%	1.1%
2) IEP meetings are scheduled at a time and place that are convenient for me	56.6%	57.6%	1.0%
3) We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and support	50.7%	51.7%	0.9%
6) The evaluation results were thoroughly explained to me	50.5%	51.4%	0.9%
9) I was given information about organizations that offer support for parents of students with disabilities	32.8%	33.7%	0.9%



IV. SUMMARY

This section of the report summarizes key elements of the survey administration process and highlights the results of the 2018-2019 administration of the West Virginia *Parent Involvement Survey*. Suggestions for improving the survey administration and reporting process are also included.

Survey Administration and Results

- 15,017 surveys were mailed to parents of children in 19 school districts in April 2019.
- Parents/guardians had the option of either completing the paper-and-pencil or the online version of the survey.
- The parent surveys were disseminated in April 2019. By May, the response rate was 11.8% for preschool and 8.2% for school age surveys. In early-June, the survey was mailed again to the non-responders - parents who had not completed the survey. By mid-July, the response rate approached 25.9% for preschool and 19.5% for school age surveys.
- 15,023 direct emails including the survey link login information were also sent out in mid-May. Follow-up email reminders were sent out to non-responding parents every three weeks (June to August 2019).
- Data tracking procedures were implemented to ensure that surveys were monitored at each step in the administration process. MI provided timely and ongoing communication to WVDE staff throughout the survey administration process.
- Over the course of the data collection period, 3,348 surveys were received (24% statewide response rate); 321 (30% response rate) were from parents of preschoolers and 3,027 (24% response rate) were from parents of school-age students.
- This year, a substantial number of surveys (42%) were completed online.
- In general, the sample of parents who responded to the survey was representative of WV parents of children receiving special education services in terms of race/ethnicity, gender, and disability.
- One disability group, ‘Mild Mental Impairment’, is under-represented in this year’s sampled districts compared to the state’s 2018 Child Count.
- In 2019, 37.6% of families who responded to the survey indicated that schools facilitated parent engagement as a means of improving special education services. This outcome indicates a significant increase (4% point increase) compared with outcomes obtained in 2016 (34.4%).

Recommendations

- Continue to begin the survey administration process in early April to give parents an ample amount of time to complete and return the survey.
- Continue improving and streamlining the online dissemination process. MI launched the web-based survey dissemination 3 years ago. This method has proven to be an effective strategy for increasing parent participation. This year, for example, 42% of the surveys were completed online.
- Provide incentives to parents/guardians who respond to the survey.
- Continue distributing a second survey mailing to non-responding parents. Historically, this practice has led to a significant increase in the response rate.
- Conduct focus groups and interviews with parents in districts with a low response rate.
- Continue efforts to reach out to as many respondents as possible by sending direct emails. This method has also proven to be an effective approach for boosting parent participation.
- Encourage parent coordinators/leaders to spread the word about the survey.
- Consider implementing follow up practices to inform parents of any improvement efforts or policies realized as a result of their participation and suggestions.
- Implement practices to emphasize the purpose and importance of the initiative among relevant staff.
- Ask district administrators/special ed. directors to help identify correct home as well as email addresses to maximize outreach.
- Keep district staff informed about the survey administration process, e.g., first and second mailing dates.
- Throughout the open survey period, remind district administrators/special education directors to promote the survey by using various methods such as making frequent announcements on the district website, social media pages, and newsletters, and by sending out phone and text messages, posting promotional material and flyers in strategic locations, encouraging participation during IEP and PTA meetings, open houses, orientations, and other school events.
- Share district response rate at various stages of the dissemination process to recognize achievements or to motivate furthering promotional efforts.
- Follow up with district special education directors every few weeks to discuss and encourage their efforts in promoting the survey.
- Discuss the survey results with the key personnel to promote implementing processes that can further increase parent satisfaction and involvement with services provided.
- The report's comments section provides first-hand information about parents' perceptions and views regarding their relationship with schools, satisfaction with services, suggestions, etc. It is highly recommended that districts continue to be given the opportunity to review and discuss parent comments to further strengthen the partnership between WVDE and families of children receiving special education services.



V. APPENDIX

Table A-1
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2018 Child Count Data
(Preschool)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2018 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	6	1.7%	126	2.4%	-0.7%
Emotional/Behavior Disorder	0	0.0%	3	0.1%	-0.1%
Speech/language Impairment	179	49.4%	2,741	52.3%	-2.8%
Deaf/Blindness	0	0.0%	3	0.1%	-0.1%
Deafness	1	0.3%	6	0.1%	0.2%
Hard of Hearing	6	1.7%	41	0.8%	0.9%
Specific Learning Disability	0	0.0%	0	0.0%	0.0%
Moderately Mentally Impaired	1	0.3%	26	0.5%	-0.2%
Mild Mental Impairment	2	0.6%	46	0.9%	-0.3%
Severe Mental Impairment	0	0.0%	7	0.1%	-0.1%
Other Health Impairment	5	1.4%	60	1.1%	0.2%
Orthopedic Impairment	1	0.3%	9	0.2%	0.1%
Developmental Delay	158	43.6%	2,122	40.5%	3.2%
Blindness and Low Vision	3	0.8%	54	1.0%	-0.2%
Traumatic Brain Injury	0	0.0%	1	0.0%	0.0%
Grand Total	362	100.0%	5,245	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

Table A-2
Exceptionality Categories of Students with Disabilities (SWD) Survey Sample
Compared to December 1, 2018 Child Count Data
(School Age)

Disability Category	Count of Respondent Sample	Percentage of Respondent Sample	December 1, 2018 Child Count of Eligible Population	Percentage of Eligible Population	Over/Under Representation*
Autism	273	9.1%	2,565	6.1%	3.0%
Emotional/Behavior Disorder	84	2.8%	1,133	2.7%	0.1%
Speech/language Impairment	713	23.9%	8,752	20.9%	3.0%
Deaf/Blindness	0	0.0%	21	0.1%	-0.1%
Deafness	5	0.2%	65	0.2%	0.0%
Hard of Hearing	27	0.9%	355	0.8%	0.1%
Specific Learning Disability	981	32.9%	14,977	35.7%	-2.9%
Moderately Mentally Impaired	84	2.8%	1,175	2.8%	0.0%
Mild Mental Impairment	263	8.8%	5,143	12.3%	-3.5%
Severe Mental Impairment	20	0.7%	241	0.6%	0.1%
Other Health Impairment	499	16.7%	7,038	16.8%	-0.1%
Orthopedic Impairment	7	0.2%	99	0.2%	0.0%
Developmental Delay	8	0.3%	0	0.0%	0.3%
Blindness and Low Vision	17	0.6%	277	0.7%	-0.1%
Traumatic Brain Injury	5	0.2%	97	0.2%	-0.1%
Grand Total	2,986	100.0%	41,938	100.0%	

*Over/Under Representation is the percent of respondent sample minus the percent of eligible population.

Table A-3
Percentage of Parent Responses At or Above the Standard by District
(Preschool)

District Code	District	Total Response	Response At or Above Standard		95% Confidence Interval	
			Number	Percent	Low	High
4	Berkeley	101	56	55.4%	45.7%	64.7%
14	Calhoun	2	1	50.0%	10.0%	90.0%
18	Doddridge	6	6	100.0%	55.2%	104.8%
20	Fayette	12	4	33.3%	13.8%	61.2%
22	Gilmer	6	2	33.3%	9.6%	70.4%
28	Hampshire	14	8	57.1%	32.6%	78.5%
37	Jefferson	25	13	52.0%	33.5%	69.9%
41	Lewis	11	7	63.6%	35.2%	84.8%
043	Lincoln	10	4	40.0%	16.9%	68.8%
47	Marion	18	10	55.6%	33.7%	75.4%
48	Marshall	11	8	72.7%	42.8%	90.5%
49	Mason	12	4	33.3%	13.8%	61.2%
60	McDowell	-	-	-	-	-
53	Mineral	9	6	66.7%	35.1%	88.0%
67	Pleasants	3	3	100.0%	38.0%	104.9%
69	Pocahontas	2	1	50.0%	10.0%	90.0%
84	Tucker	2	2	100.0%	28.9%	104.4%
91	Webster	3	1	33.3%	6.2%	79.5%
96	Wood	74	42	56.8%	45.4%	67.4%
Totals:		321	178	55.5%	50.0%	60.8%

*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

Table A-4
Percentage of Parent Responses At or Above the Standard by District
(School Age)

District Code	District	Total Response	Response At or Above Standard		95% Confidence Interval	
			Number	Percent	Low	High
004	Berkeley	789	256	32.4%	29.3%	35.8%
014	Calhoun	35	9	25.7%	14.1%	42.3%
18	Doddridge	30	16	53.3%	36.2%	69.7%
20	Fayette	149	52	34.9%	27.7%	42.9%
22	Gilmer	28	7	25.0%	12.5%	43.7%
28	Hampshire	140	51	36.4%	28.9%	44.7%
37	Jefferson	334	112	33.5%	28.7%	38.8%
41	Lewis	85	23	27.1%	18.8%	37.4%
43	Lincoln	105	50	47.6%	38.3%	57.1%
47	Marion	215	92	42.8%	36.4%	49.5%
48	Marshall	113	56	49.6%	40.5%	58.6%
49	Mason	120	36	30.0%	22.5%	38.8%
60	McDowell	80	29	36.3%	26.6%	47.2%
53	Mineral	190	71	37.4%	30.81%	44.45%
67	Pleasants	33	18	54.5%	38.0%	70.1%
69	Pocahontas	35	11	31.4%	18.5%	48.1%
84	Tucker	22	6	27.3%	13.0%	48.5%
91	Webster	44	11	25.0%	14.5%	39.7%
96	Wood	480	176	36.7%	32.5%	41.1%
Totals:		3,027	1,082	35.7%	34.1%	37.5%

*Generally, when very few responses are received (i.e., 10 responses or less) the results should be treated (or viewed) with caution.

Figure A-1
2019 West Virginia Parent Survey
Part B Partnership Efforts Measures
(Preschool)

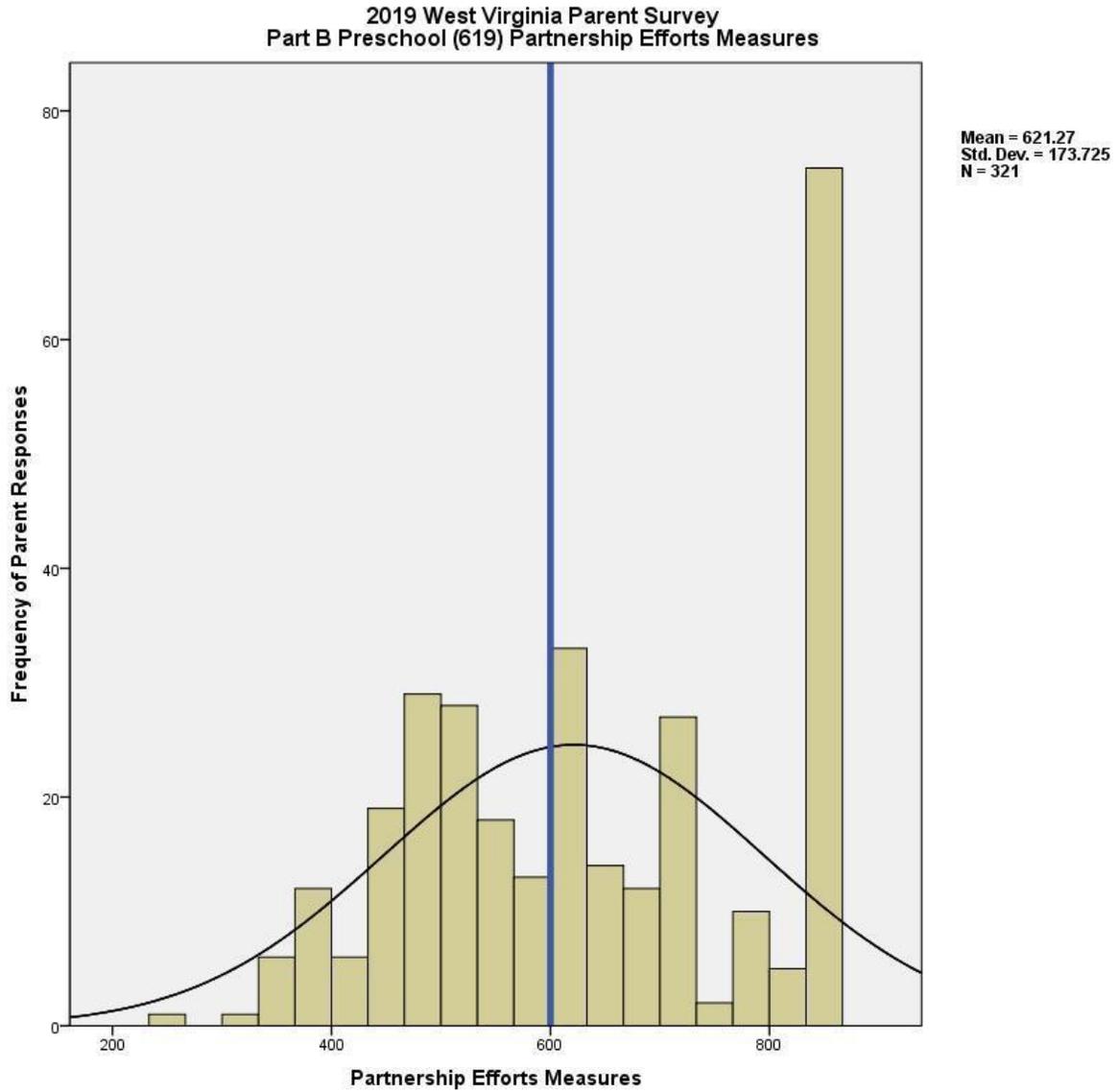
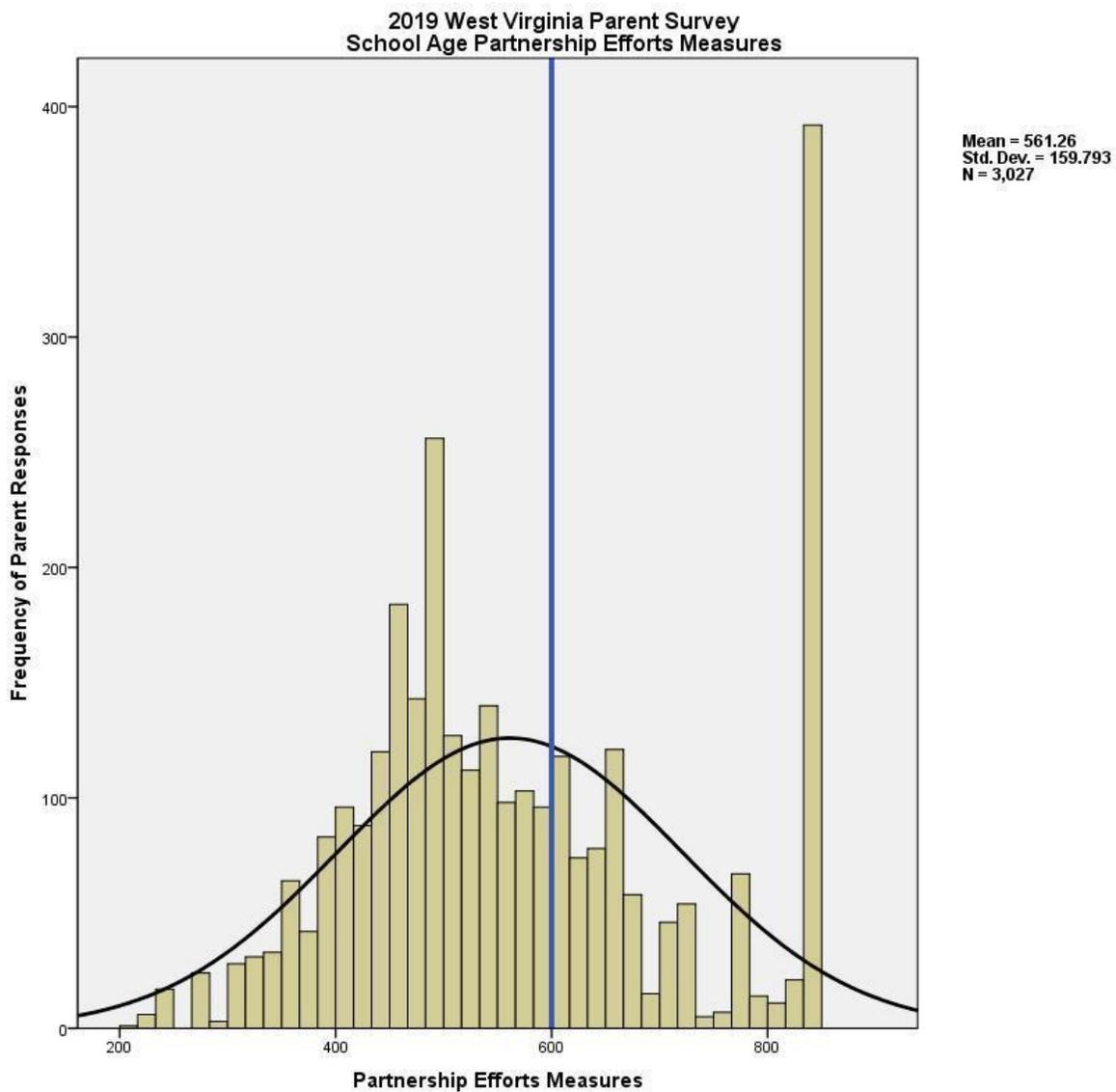


Figure A-2
2019 West Virginia Parent Survey
Partnership Efforts Measures
(School Age)





West Virginia Department of Education

APPENDIX G

EDD2000000007



[Name] 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	30	343	373
Number of surveys received	7	48	55
Response rate	23%	14%	15%
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	6	26	32
Percent of responses at/above standard	86%	54%	58%

Indicator B-8 State Target	Your District's Score	<i>Your District <u>Exceeded</u> the State Target</i>
37%	58%	

Method of Administration

	Number	Percent
Paper surveys	46	84%
Online surveys	9	16%
Total	55	100%

Note: You can request data for your district from the previous five years by contacting Anthony Cinquina from Measurement Incorporated at acinquina@measinc.com

[Name] 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	100.0%	100.0%	100.0%	96.3%
2. My recommendations are included on the IEP	100.0%	83.3%	100.0%	95.2%
3. My child's IEP goals are written in a way that I can work on them at home during daily routines	100.0%	100.0%	100.0%	89.5%
4. My child's evaluation report (written summary) was written using words I understand	100.0%	100.0%	100.0%	94.5%
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective	75.0%	66.7%	100.0%	85.2%
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs	50.0%	66.7%	100.0%	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)	50.0%	80.0%	85.7%	65.8%
8. are available to speak with me	100.0%	100.0%	100.0%	94.0%
9. treat me as an equal team member	100.0%	83.3%	100.0%	92.5%
10. encourage me to participate in the decision-making process	100.0%	83.3%	100.0%	91.6%
11. respect my culture	100.0%	100.0%	100.0%	97.0%
12. value my ideas	100.0%	100.0%	100.0%	93.7%
13. ensure that I have fully understood my rights related to preschool special education	100.0%	83.3%	100.0%	92.0%
14. communicate regularly with me regarding my child's progress on IEP goals	100.0%	100.0%	100.0%	83.3%
15. give me options concerning my child's services and supports	75.0%	83.3%	100.0%	82.3%
16. provide me with strategies to deal with my child's behavior	50.0%	100.0%	100.0%	79.3%
17. give me enough information to know if my child is making progress	100.0%	100.0%	100.0%	84.8%
18. give me information about the approaches they use to help my child learn	75.0%	100.0%	85.7%	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)	33.3%	60.0%	85.7%	63.1%
20. offer parents training about preschool special education	50.0%	50.0%	57.1%	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)	50.0%	100.0%	100.0%	87.1%
22. explain what options parents have if they disagree with a decision made by the preschool special education program	100.0%	83.3%	100.0%	80.4%
23. give parents the help they may need, such as transportation, to play an active role in their child's learning and development	100.0%	60.0%	100.0%	84.2%
24. offer supports for parents to participate in training workshops	50.0%	40.0%	66.7%	53.4%
25. connect families with one another for mutual support	75.0%	50.0%	66.7%	50.8%

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

[Name] 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	95.7%	94.1%	93.6%	95.8%
Q2. At the IEP meeting, we discussed accommodations and modifications that my child would need	91.0%	100.0%	93.6%	95.6%
Q3. I am comfortable asking questions and expressing concerns to school staff	88.6%	94.3%	89.6%	92.0%
Q4. The school offers parents training about special education issues	17.9%	28.1%	40.0%	52.7%
Q5. My child's school has helped me find resources in my community such as after-school programs, social services, etc	32.4%	41.2%	48.9%	53.5%
Q6. The school gives parents the help they may need to play an active role in their child's education	64.7%	61.8%	75.0%	76.4%
Q7. I have been asked for my opinion about how well special education services are meeting my child's needs	59.4%	57.1%	74.5%	68.5%
Q8. The school gives me choices with regard to services that address my child's needs	55.2%	62.9%	72.9%	73.4%
Q9. I was given information about the research that supports the instructional methods used with my child	33.8%	50.0%	46.8%	55.5%
Q10. The school explains what options parents have if they disagree with a decision of the school	65.7%	70.6%	74.5%	74.3%
Q11. The school communicates regularly with me regarding my child's progress on IEP goals	72.5%	85.3%	83.3%	78.6%
Q12. My child's school gives me enough information to know whether or not my child is making adequate progress	71.4%	85.7%	81.3%	77.8%
Q13. I was given all reports and evaluations related to my child prior to the IEP meeting	68.1%	76.5%	83.3%	81.0%
Q14. Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	56.1%	68.8%	78.7%	74.5%
Q15. Teachers and administrators seek out parent input	58.0%	65.7%	75.0%	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	74.3%	82.9%	81.3%	84.5%
Q17. I am considered an equal partner with teachers and other professionals in planning my child's program	72.1%	82.9%	81.3%	81.4%
Q18. All of my concerns and recommendations were documented on the IEP	73.1%	94.1%	91.7%	87.5%
Q19. The evaluation results were thoroughly explained to me	82.4%	93.9%	87.5%	89.4%
Q20. Teachers and administrators encourage me to participate in the decision-making process	79.4%	82.9%	83.0%	84.3%
Q21. I felt part of the decision-making process	79.4%	85.7%	81.3%	85.0%
Q22. My child's evaluation report (written summary) is written in terms I understand	85.7%	97.1%	93.8%	90.0%
Q23. I have a good working relationship with my child's teachers	81.4%	82.9%	91.7%	85.6%
Q24. IEP meetings are scheduled at a time and place that are convenient for me	91.3%	94.3%	95.8%	88.5%
Q25. Teachers treat me as a team member	80.9%	93.8%	89.6%	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	27.5%	36.4%	66.7%	66.0%



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

State of West Virginia
 Request for Quotation
 10 – Consulting

Proc Folder: 666767

Doc Description: Addendum No.01, WV Department of Education PARENT SURVEY

Proc Type: Central Contract - Fixed Amt

Date Issued	Solicitation Closes	Solicitation No	Version
2020-01-06	2020-01-10 13:30:00	CRFQ 0402 EDD2000000007	2

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:

FOR INFORMATION CONTACT THE BUYER

Guy Nisbet
 (304) 558-2596
 guy.l.nisbet@wv.gov

Signature X FEIN # DATE

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

ADDITIONAL INFORMATION:

Addendum

Addendum No.01 issued to publish and distribute the attached information to the vendor community.

Request for Quotation
(WV Department of Education Parent Survey)

The West Virginia Purchasing Division is soliciting bids from qualified vendor's on behalf of the Agency, The West Virginia Department of Education's Office of Special Education (OSE) to establish a contract for completing the Parent Survey as required by the United States Department of Education's 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 per the Terms and Conditions and Specifications as attached hereto.

INVOICE TO		SHIP TO	
DEPARTMENT OF EDUCATION BLDG 6, RM 330 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION & STUDENT SUPPORT 1900 KANAWHA BLVD E, BLDG 6 RM 248 CHARLESTON WV 25305-0330 US	

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

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 330 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION & STUDENT SUPPORT 1900 KANAWHA BLVD E, BLDG 6 RM 248 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		

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.

EDD200000007	Document Phase Final	Document Description Addendum No.01, WV Department of Education PARENT SURVEY	Page 3 of 3
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ADDITIONAL TERMS AND CONDITIONS

See attached document(s) for additional Terms and Conditions



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

State of West Virginia
 Request for Quotation
 10 – Consulting

Proc Folder: 666767

Doc Description: WV Department of Education PARENT SURVEY

Proc Type: Central Contract - Fixed Amt

Date Issued	Solicitation Closes	Solicitation No	Version
2019-12-12	2020-01-08 13:30:00	CRFQ 0402 EDD2000000007	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:

FOR INFORMATION CONTACT THE BUYER

Guy Nisbet
 (304) 558-2596
 guy.l.nisbet@wv.gov

Signature X

FEIN #

DATE

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

ADDITIONAL INFORMATION:

**Request for Quotation
(WV Department of Education Parent Survey)**

The West Virginia Purchasing Division is soliciting bids from qualified vendor's on behalf of the Agency, The West Virginia Department of Education's Office of Special Education (OSE) to establish a contract for completing the Parent Survey as required by the United States Department of Education's 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 per the Terms and Conditions and Specifications as attached hereto.

INVOICE TO		SHIP TO	
DEPARTMENT OF EDUCATION BLDG 6, RM 330 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION & STUDENT SUPPORT 1900 KANAWHA BLVD E, BLDG 6 RM 248 CHARLESTON WV 25305-0330 US	

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

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 330 1900 KANAWHA BLVD E CHARLESTON WV25305 US		SECRETARY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION & STUDENT SUPPORT 1900 KANAWHA BLVD E, BLDG 6 RM 248 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		

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.

EDD2000000007	Document Phase Draft	Document Description WV Department of Education PARENT SURVEY	Page 3
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ADDITIONAL TERMS AND CONDITIONS

See attached document(s) for additional Terms and Conditions

INSTRUCTIONS TO VENDORS SUBMITTING BIDS

1. REVIEW DOCUMENTS THOROUGHLY: The attached documents contain a solicitation for bids. Please read these instructions and all documents attached in their entirety. These instructions provide critical information about requirements that if overlooked could lead to disqualification of a Vendor's bid. All bids must be submitted in accordance with the provisions contained in these instructions and the Solicitation. Failure to do so may result in disqualification of Vendor's bid.

2. MANDATORY TERMS: The Solicitation may contain mandatory provisions identified by the use of the words "must," "will," and "shall." Failure to comply with a mandatory term in the Solicitation will result in bid disqualification.

3. PREBID MEETING: The item identified below shall apply to this Solicitation.

A pre-bid meeting will not be held prior to bid opening

A **MANDATORY PRE-BID** meeting will be held at the following place and time:

All Vendors submitting a bid must attend the mandatory pre-bid meeting. Failure to attend the mandatory pre-bid meeting shall result in disqualification of the Vendor's bid. No one individual is permitted to represent more than one vendor at the pre-bid meeting. Any individual that does attempt to represent two or more vendors will be required to select one vendor to which the individual's attendance will be attributed. The vendors not selected will be deemed to have not attended the pre-bid meeting unless another individual attended on their behalf.

An attendance sheet provided at the pre-bid meeting shall serve as the official document verifying attendance. Any person attending the pre-bid meeting on behalf of a Vendor must list on the attendance sheet his or her name and the name of the Vendor he or she is representing.

Additionally, the person attending the pre-bid meeting should include the Vendor's E-Mail address, phone number, and Fax number on the attendance sheet. It is the Vendor's responsibility to locate the attendance sheet and provide the required information. Failure to complete the attendance sheet as required may result in disqualification of Vendor's bid.

All Vendors should arrive prior to the starting time for the pre-bid. Vendors who arrive after the starting time but prior to the end of the pre-bid will be permitted to sign in, but are charged with knowing all matters discussed at the pre-bid.

Questions submitted at least five business days prior to a scheduled pre-bid will be discussed at the pre-bid meeting if possible. Any discussions or answers to questions at the pre-bid meeting
Revised 11/14/2019

are preliminary in nature and are non-binding. Official and binding answers to questions will be published in a written addendum to the Solicitation prior to bid opening.

4. VENDOR QUESTION DEADLINE: Vendors may submit questions relating to this Solicitation to the Purchasing Division. Questions must be submitted in writing. All questions must be submitted on or before the date listed below and to the address listed below in order to be considered. A written response will be published in a Solicitation addendum if a response is possible and appropriate. Non-written discussions, conversations, or questions and answers regarding this Solicitation are preliminary in nature and are nonbinding.

Submitted e-mails should have solicitation number in the subject line.

Question Submission Deadline: **January 2nd, 2020 at 9:00 AM. ET.**

Submit Questions to: **Guy Nisbet**
 2019 Washington Street, East
 Charleston, WV 25305
 Fax: (304) 558-4115 (Vendors should not use this fax number for bid submission)
 Email: **Guy.L.Nisbet@WV.Gov**

5. VERBAL COMMUNICATION: Any verbal communication between the Vendor and any State personnel is not binding, including verbal communication at the mandatory pre-bid conference. Only information issued in writing and added to the Solicitation by an official written addendum by the Purchasing Division is binding.

6. BID SUBMISSION: All bids must be submitted electronically through wvOASIS or signed and delivered by the Vendor to the Purchasing Division at the address listed below on or before the date and time of the bid opening. Any bid received by the Purchasing Division staff is considered to be in the possession of the Purchasing Division and will not be returned for any reason. The Purchasing Division will not accept bids, modification of bids, or addendum acknowledgment forms via e-mail. Acceptable delivery methods include electronic submission via wvOASIS, hand delivery, delivery by courier, or facsimile.

The bid delivery address is:
 Department of Administration, Purchasing Division
 2019 Washington Street East
 Charleston, WV 25305-0130

A bid that is not submitted electronically through wvOASIS should contain the information listed below on the face of the envelope or the bid may be rejected by the Purchasing Division.:

SEALED BID:	WV Depart of Education Parent Survey
BUYER:	Guy Nisbet
SOLICITATION NO.:	
BID OPENING DATE:	
BID OPENING TIME:	1:30 PM. ET.
FAX NUMBER:	304.558.3970

The Purchasing Division may prohibit the submission of bids electronically through wvOASIS at its sole discretion. Such a prohibition will be contained and communicated in the wvOASIS system resulting in the Vendor's inability to submit bids through wvOASIS. Submission of a response to an Expression or Interest or Request for Proposal is not permitted in wvOASIS.

For Request For Proposal ("RFP") Responses Only: In the event that Vendor is responding to a request for proposal, the Vendor shall submit one original technical and one original cost proposal plus N/A convenience copies of each to the Purchasing Division at the address shown above. Additionally, the Vendor should identify the bid type as either a technical or cost proposal on the face of each bid envelope submitted in response to a request for proposal as follows:

BID TYPE: (This only applies to CRFP)

Technical

Cost

7. BID OPENING: Bids submitted in response to this Solicitation will be opened at the location identified below on the date and time listed below. Delivery of a bid after the bid opening date and time will result in bid disqualification. For purposes of this Solicitation, a bid is considered delivered when confirmation of delivery is provided by wvOASIS (in the case of electronic submission) or when the bid is time stamped by the official Purchasing Division time clock (in the case of hand delivery).

Bid Opening Date and Time: **January 8th, 2020 at 1:30 PM. ET.**

Bid Opening Location: Department of Administration, Purchasing Division
2019 Washington Street East
Charleston, WV 25305-0130

8. ADDENDUM ACKNOWLEDGEMENT: Changes or revisions to this Solicitation will be made by an official written addendum issued by the Purchasing Division. Vendor should acknowledge receipt of all addenda issued with this Solicitation by completing an Addendum Acknowledgment Form, a copy of which is included herewith. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.

9. BID FORMATTING: Vendor should type or electronically enter the information onto its bid to prevent errors in the evaluation. Failure to type or electronically enter the information may result in bid disqualification.

10. ALTERNATE MODEL OR BRAND: Unless the box below is checked, any model, brand, or specification listed in this Solicitation establishes the acceptable level of quality only and is not intended to reflect a preference for, or in any way favor, a particular brand or vendor. Vendors may bid alternates to a listed model or brand provided that the alternate is at least equal to the model or brand and complies with the required specifications. The equality of any alternate being bid shall be determined by the State at its sole discretion. Any Vendor bidding an alternate model or brand should clearly identify the alternate items in its bid and should include manufacturer's specifications, industry literature, and/or any other relevant documentation demonstrating the

equality of the alternate items. Failure to provide information for alternate items may be grounds for rejection of a Vendor's bid.

This Solicitation is based upon a standardized commodity established under W. Va. Code § 5A-3-61. Vendors are expected to bid the standardized commodity identified. Failure to bid the standardized commodity will result in your firm's bid being rejected.

11. EXCEPTIONS AND CLARIFICATIONS: The Solicitation contains the specifications that shall form the basis of a contractual agreement. Vendor shall clearly mark any exceptions, clarifications, or other proposed modifications in its bid. Exceptions to, clarifications of, or modifications of a requirement or term and condition of the Solicitation may result in bid disqualification.

12. COMMUNICATION LIMITATIONS: In accordance with West Virginia Code of State Rules §148-1-6.6, communication with the State of West Virginia or any of its employees regarding this Solicitation during the solicitation, bid, evaluation or award periods, except through the Purchasing Division, is strictly prohibited without prior Purchasing Division approval. Purchasing Division approval for such communication is implied for all agency delegated and exempt purchases.

13. REGISTRATION: Prior to Contract award, the apparent successful Vendor must be properly registered with the West Virginia Purchasing Division and must have paid the \$125 fee, if applicable.

14. UNIT PRICE: Unit prices shall prevail in cases of a discrepancy in the Vendor's bid.

15. PREFERENCE: Vendor Preference may be requested in purchases of motor vehicles or construction and maintenance equipment and machinery used in highway and other infrastructure projects. Any request for preference must be submitted in writing with the bid, must specifically identify the preference requested with reference to the applicable subsection of West Virginia Code § 5A-3-37, and should include with the bid any information necessary to evaluate and confirm the applicability of the requested preference. A request form to help facilitate the request can be found at:

<http://www.state.wv.us/admin/purchase/vrc/Venpref.pdf>.

15A. RECIPROCAL PREFERENCE: The State of West Virginia applies a reciprocal preference to all solicitations for commodities and printing in accordance with W. Va. Code § 5A-3-37(b). In effect, non-resident vendors receiving a preference in their home states, will see that same preference granted to West Virginia resident vendors bidding against them in West Virginia. A request form to help facilitate the request can be found at:

<http://www.state.wv.us/admin/purchase/vrc/Venpref.pdf>.

16. SMALL, WOMEN-OWNED, OR MINORITY-OWNED BUSINESSES: For any solicitations publicly advertised for bid, in accordance with West Virginia Code §5A-3-37(a)(7) and W. Va. CSR § 148-22-9, any non-resident vendor certified as a small, women-owned, or minority-owned business under W. Va. CSR § 148-22-9 shall be provided the same preference made available to any resident vendor. Any non-resident small, women-owned, or minority-owned business must identify itself as such in writing, must submit that writing to the

Purchasing Division with its bid, and must be properly certified under W. Va. CSR § 148-22-9 prior to contract award to receive the preferences made available to resident vendors. Preference for a non-resident small, women-owned, or minority owned business shall be applied in accordance with W. Va. CSR § 148-22-9.

17. WAIVER OF MINOR IRREGULARITIES: The Director reserves the right to waive minor irregularities in bids or specifications in accordance with West Virginia Code of State Rules § 148-1-4.6.

18. ELECTRONIC FILE ACCESS RESTRICTIONS: Vendor must ensure that its submission in wvOASIS can be accessed and viewed by the Purchasing Division staff immediately upon bid opening. The Purchasing Division will consider any file that cannot be immediately accessed and viewed at the time of the bid opening (such as, encrypted files, password protected files, or incompatible files) to be blank or incomplete as context requires, and are therefore unacceptable. A vendor will not be permitted to unencrypt files, remove password protections, or resubmit documents after bid opening to make a file viewable if those documents are required with the bid. A Vendor may be required to provide document passwords or remove access restrictions to allow the Purchasing Division to print or electronically save documents provided that those documents are viewable by the Purchasing Division prior to obtaining the password or removing the access restriction.

19. NON-RESPONSIBLE: The Purchasing Division Director reserves the right to reject the bid of any vendor as Non-Responsible in accordance with W. Va. Code of State Rules § 148-1-5.3, when the Director determines that the vendor submitting the bid does not have the capability to fully perform, or lacks the integrity and reliability to assure good-faith performance.”

20. ACCEPTANCE/REJECTION: The State may accept or reject any bid in whole, or in part in accordance with W. Va. Code of State Rules § 148-1-4.5. and § 148-1-6.4.b.”

21. YOUR SUBMISSION IS A PUBLIC DOCUMENT: Vendor’s entire response to the Solicitation and the resulting Contract are public documents. As public documents, they will be disclosed to the public following the bid/proposal opening or award of the contract, as required by the competitive bidding laws of West Virginia Code §§ 5A-3-1 et seq., 5-22-1 et seq., and 5G-1-1 et seq. and the Freedom of Information Act West Virginia Code §§ 29B-1-1 et seq.

DO NOT SUBMIT MATERIAL YOU CONSIDER TO BE CONFIDENTIAL, A TRADE SECRET, OR OTHERWISE NOT SUBJECT TO PUBLIC DISCLOSURE.

Submission of any bid, proposal, or other document to the Purchasing Division constitutes your explicit consent to the subsequent public disclosure of the bid, proposal, or document. The Purchasing Division will disclose any document labeled “confidential,” “proprietary,” “trade secret,” “private,” or labeled with any other claim against public disclosure of the documents, to include any “trade secrets” as defined by West Virginia Code § 47-22-1 et seq. All submissions are subject to public disclosure without notice.

22. INTERESTED PARTY DISCLOSURE: West Virginia Code § 6D-1-2 requires that the vendor submit to the Purchasing Division a disclosure of interested parties to the contract for all contracts with an actual or estimated value of at least \$1 Million. That disclosure must occur on the form prescribed and approved by the WV Ethics Commission prior to contract award. A copy of that form is included with this solicitation or can be obtained from the WV Ethics Commission. This requirement does not apply to publicly traded companies listed on a national or international stock exchange. A more detailed definition of interested parties can be obtained from the form referenced above.

23. WITH THE BID REQUIREMENTS: In instances where these specifications require documentation or other information with the bid, and a vendor fails to provide it with the bid, the Director of the Purchasing Division reserves the right to request those items after bid opening and prior to contract award pursuant to the authority to waive minor irregularities in bids or specifications under W. Va. CSR § 148-1-4.6. This authority does not apply to instances where state law mandates receipt with the bid.

GENERAL TERMS AND CONDITIONS:

1. CONTRACTUAL AGREEMENT: Issuance of a Award Document signed by the Purchasing Division Director, or his designee, and approved as to form by the Attorney General's office constitutes acceptance of this Contract made by and between the State of West Virginia and the Vendor. Vendor's signature on its bid signifies Vendor's agreement to be bound by and accept the terms and conditions contained in this Contract.

2. DEFINITIONS: As used in this Solicitation/Contract, the following terms shall have the meanings attributed to them below. Additional definitions may be found in the specifications included with this Solicitation/Contract.

2.1. "Agency" or "Agencies" means the agency, board, commission, or other entity of the State of West Virginia that is identified on the first page of the Solicitation or any other public entity seeking to procure goods or services under this Contract.

2.2. "Bid" or "Proposal" means the vendors submitted response to this solicitation.

2.3. "Contract" means the binding agreement that is entered into between the State and the Vendor to provide the goods or services requested in the Solicitation.

2.4. "Director" means the Director of the West Virginia Department of Administration, Purchasing Division.

2.5. "Purchasing Division" means the West Virginia Department of Administration, Purchasing Division.

2.6. "Award Document" means the document signed by the Agency and the Purchasing Division, and approved as to form by the Attorney General, that identifies the Vendor as the contract holder.

2.7. "Solicitation" means the official notice of an opportunity to supply the State with goods or services that is published by the Purchasing Division.

2.8. "State" means the State of West Virginia and/or any of its agencies, commissions, boards, etc. as context requires.

2.9. "Vendor" or "Vendors" means any entity submitting a bid in response to the Solicitation, the entity that has been selected as the lowest responsible bidder, or the entity that has been awarded the Contract as context requires.

3. CONTRACT TERM; RENEWAL; EXTENSION: The term of this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below:

Term Contract

Initial Contract Term: **Initial Contract Term:** This Contract becomes effective on _____
award _____ and extends for a period of _____ one (1) _____ year(s).

Renewal Term: This Contract may be renewed upon the mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). Any request for renewal should be delivered to the Agency and then submitted to the Purchasing Division thirty (30) days prior to the expiration date of the initial contract term or appropriate renewal term. A Contract renewal shall be in accordance with the terms and conditions of the original contract. Unless otherwise specified below, renewal of this Contract is limited to _____ three (3) _____ successive one (1) year periods or multiple renewal periods of less than one year, provided that the multiple renewal periods do not exceed the total number of months available in all renewal years combined. Automatic renewal of this Contract is prohibited. Renewals must be approved by the Vendor, Agency, Purchasing Division and Attorney General's office (Attorney General approval is as to form only)

Alternate Renewal Term – This contract may be renewed for _____
successive _____ year periods or shorter periods provided that they do not exceed the total number of months contained in all available renewals. Automatic renewal of this Contract is prohibited. Renewals must be approved by the Vendor, Agency, Purchasing Division and Attorney General's office (Attorney General approval is as to form only)

Delivery Order Limitations: In the event that this contract permits delivery orders, a delivery order may only be issued during the time this Contract is in effect. Any delivery order issued within one year of the expiration of this Contract shall be effective for one year from the date the delivery order is issued. No delivery order may be extended beyond one year after this Contract has expired.

Fixed Period Contract: This Contract becomes effective upon Vendor's receipt of the notice to proceed and must be completed within _____ days.

Fixed Period Contract with Renewals: This Contract becomes effective upon Vendor's receipt of the notice to proceed and part of the Contract more fully described in the attached specifications must be completed within _____ days. Upon completion of the work covered by the preceding sentence, the vendor agrees that maintenance, monitoring, or warranty services will be provided for _____ year(s) thereafter.

One Time Purchase: The term of this Contract shall run from the issuance of the Award Document until all of the goods contracted for have been delivered, but in no event will this Contract extend for more than one fiscal year.

Other: See attached.

4. NOTICE TO PROCEED: Vendor shall begin performance of this Contract immediately upon receiving notice to proceed unless otherwise instructed by the Agency. Unless otherwise specified, the fully executed Award Document will be considered notice to proceed.

5. QUANTITIES: The quantities required under this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below.

Open End Contract: Quantities listed in this Solicitation are approximations only, based on estimates supplied by the Agency. It is understood and agreed that the Contract shall cover the quantities actually ordered for delivery during the term of the Contract, whether more or less than the quantities shown.

Service: The scope of the service to be provided will be more clearly defined in the specifications included herewith.

Combined Service and Goods: The scope of the service and deliverable goods to be provided will be more clearly defined in the specifications included herewith.

One Time Purchase: This Contract is for the purchase of a set quantity of goods that are identified in the specifications included herewith. Once those items have been delivered, no additional goods may be procured under this Contract without an appropriate change order approved by the Vendor, Agency, Purchasing Division, and Attorney General's office.

6. EMERGENCY PURCHASES: The Purchasing Division Director may authorize the Agency to purchase goods or services in the open market that Vendor would otherwise provide under this Contract if those goods or services are for immediate or expedited delivery in an emergency. Emergencies shall include, but are not limited to, delays in transportation or an unanticipated increase in the volume of work. An emergency purchase in the open market, approved by the Purchasing Division Director, shall not constitute a breach of this Contract and shall not entitle the Vendor to any form of compensation or damages. This provision does not excuse the State from fulfilling its obligations under a One Time Purchase contract.

7. REQUIRED DOCUMENTS: All of the items checked below must be provided to the Purchasing Division by the Vendor as specified below.

BID BOND (Construction Only): Pursuant to the requirements contained in W. Va. Code § 5-22-1(c), All Vendors submitting a bid on a construction project shall furnish a valid bid bond in the amount of five percent (5%) of the total amount of the bid protecting the State of West Virginia. The bid bond must be submitted with the bid.

PERFORMANCE BOND: The apparent successful Vendor shall provide a performance bond in the amount of 100% of the contract. The performance bond must be received by the Purchasing Division prior to Contract award.

LABOR/MATERIAL PAYMENT BOND: The apparent successful Vendor shall provide a labor/material payment bond in the amount of 100% of the Contract value. The labor/material payment bond must be delivered to the Purchasing Division prior to Contract award.

In lieu of the Bid Bond, Performance Bond, and Labor/Material Payment Bond, the Vendor may provide certified checks, cashier’s checks, or irrevocable letters of credit. Any certified check, cashier’s check, or irrevocable letter of credit provided in lieu of a bond must be of the same amount and delivered on the same schedule as the bond it replaces. A letter of credit submitted in lieu of a performance and labor/material payment bond will only be allowed for projects under \$100,000. Personal or business checks are not acceptable. Notwithstanding the foregoing, West Virginia Code § 5-22-1 (d) mandates that a vendor provide a performance and labor/material payment bond for construction projects. Accordingly, substitutions for the performance and labor/material payment bonds for construction projects is not permitted.

MAINTENANCE BOND: The apparent successful Vendor shall provide a two (2) year maintenance bond covering the roofing system. The maintenance bond must be issued and delivered to the Purchasing Division prior to Contract award.

LICENSE(S) / CERTIFICATIONS / PERMITS: In addition to anything required under the Section of the General Terms and Conditions entitled Licensing, the apparent successful Vendor shall furnish proof of the following licenses, certifications, and/or permits upon request and in a form acceptable to the State. The request may be prior to or after contract award at the State’s sole discretion.

The apparent successful Vendor shall also furnish proof of any additional licenses or certifications contained in the specifications regardless of whether or not that requirement is listed above.

8. INSURANCE: The apparent successful Vendor shall furnish proof of the insurance identified by a checkmark below and must include the State as an additional insured on each policy prior to Contract award. The insurance coverages identified below must be maintained throughout the life of this contract. Thirty (30) days prior to the expiration of the insurance policies, Vendor shall provide the Agency with proof that the insurance mandated herein has been continued. Vendor must also provide Agency with immediate notice of any changes in its insurance policies, including but not limited to, policy cancelation, policy reduction, or change in insurers. The apparent successful Vendor shall also furnish proof of any additional insurance requirements contained in the specifications prior to Contract award regardless of whether or not that insurance requirement is listed in this section.

Vendor must maintain:

Commercial General Liability Insurance in at least an amount of: \$ 1,000,000.00 per occurrence.

Automobile Liability Insurance in at least an amount of: _____ per occurrence.

Professional/Malpractice/Errors and Omission Insurance in at least an amount of: _____ per occurrence. Notwithstanding the forgoing, Vendor's are not required to list the State as an additional insured for this type of policy.

Commercial Crime and Third Party Fidelity Insurance in an amount of: _____ per occurrence.

Cyber Liability Insurance in an amount of: _____ per occurrence.

Builders Risk Insurance in an amount equal to 100% of the amount of the Contract.

Pollution Insurance in an amount of: _____ per occurrence.

Aircraft Liability in an amount of: _____ per occurrence.

Notwithstanding anything contained in this section to the contrary, the Director of the Purchasing Division reserves the right to waive the requirement that the State be named as an additional insured on one or more of the Vendor's insurance policies if the Director finds that doing so is in the State's best interest.

9. WORKERS' COMPENSATION INSURANCE: The apparent successful Vendor shall comply with laws relating to workers compensation, shall maintain workers' compensation insurance when required, and shall furnish proof of workers' compensation insurance upon request.

10. [Reserved]

11. LIQUIDATED DAMAGES: This clause shall in no way be considered exclusive and shall not limit the State or Agency's right to pursue any other available remedy. Vendor shall pay liquidated damages in the amount specified below or as described in the specifications:

_____ **N/A** for _____ **N/A**

Liquidated Damages Contained in the Specifications

12. ACCEPTANCE: Vendor's signature on its bid, or on the certification and signature page, constitutes an offer to the State that cannot be unilaterally withdrawn, signifies that the product or service proposed by vendor meets the mandatory requirements contained in the Solicitation for that product or service, unless otherwise indicated, and signifies acceptance of the terms and conditions contained in the Solicitation unless otherwise indicated.

13. PRICING: The pricing set forth herein is firm for the life of the Contract, unless specified elsewhere within this Solicitation/Contract by the State. A Vendor's inclusion of price adjustment provisions in its bid, without an express authorization from the State in the Solicitation to do so, may result in bid disqualification. Notwithstanding the foregoing, Vendor must extend any publicly advertised sale price to the State and invoice at the lower of the contract price or the publicly advertised sale price.

14. PAYMENT IN ARREARS: Payment in advance is prohibited under this Contract. Payment may only be made after the delivery and acceptance of goods or services. The Vendor shall submit invoices, in arrears.

15. PAYMENT METHODS: Vendor must accept payment by electronic funds transfer and P-Card. (The State of West Virginia's Purchasing Card program, administered under contract by a banking institution, processes payment for goods and services through state designated credit cards.)

16. TAXES: The Vendor shall pay any applicable sales, use, personal property or any other taxes arising out of this Contract and the transactions contemplated thereby. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.

17. ADDITIONAL FEES: Vendor is not permitted to charge additional fees or assess additional charges that were not either expressly provided for in the solicitation published by the State of West Virginia or included in the unit price or lump sum bid amount that Vendor is required by the solicitation to provide. Including such fees or charges as notes to the solicitation may result in rejection of vendor's bid. Requesting such fees or charges be paid after the contract has been awarded may result in cancellation of the contract.

18. FUNDING: This Contract shall continue for the term stated herein, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise made available, this Contract becomes void and of no effect beginning on July 1 of the fiscal year for which funding has not been appropriated or otherwise made available.

19. CANCELLATION: The Purchasing Division Director reserves the right to cancel this Contract immediately upon written notice to the vendor if the materials or workmanship supplied do not conform to the specifications contained in the Contract. The Purchasing Division Director may also cancel any purchase or Contract upon 30 days written notice to the Vendor in accordance with West Virginia Code of State Rules § 148-1-5.2.b.

20. TIME: Time is of the essence with regard to all matters of time and performance in this Contract.

21. APPLICABLE LAW: This Contract is governed by and interpreted under West Virginia law without giving effect to its choice of law principles. Any information provided in specification manuals, or any other source, verbal or written, which contradicts or violates the West Virginia Constitution, West Virginia Code or West Virginia Code of State Rules is void and of no effect.

22. COMPLIANCE WITH LAWS: Vendor shall comply with all applicable federal, state, and local laws, regulations and ordinances. By submitting a bid, Vendor acknowledges that it has reviewed, understands, and will comply with all applicable laws, regulations, and ordinances.

SUBCONTRACTOR COMPLIANCE: Vendor shall notify all subcontractors providing commodities or services related to this Contract that as subcontractors, they too are required to comply with all applicable laws, regulations, and ordinances. Notification under this provision must occur prior to the performance of any work under the contract by the subcontractor.

23. ARBITRATION: Any references made to arbitration contained in this Contract, Vendor's bid, or in any American Institute of Architects documents pertaining to this Contract are hereby deleted, void, and of no effect.

24. MODIFICATIONS: This writing is the parties' final expression of intent. Notwithstanding anything contained in this Contract to the contrary no modification of this Contract shall be binding without mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). Any change to existing contracts that adds work or changes contract cost, and were not included in the original contract, must be approved by the Purchasing Division and the Attorney General's Office (as to form) prior to the implementation of the change or commencement of work affected by the change.

25. WAIVER: The failure of either party to insist upon a strict performance of any of the terms or provision of this Contract, or to exercise any option, right, or remedy herein contained, shall not be construed as a waiver or a relinquishment for the future of such term, provision, option, right, or remedy, but the same shall continue in full force and effect. Any waiver must be expressly stated in writing and signed by the waiving party.

26. SUBSEQUENT FORMS: The terms and conditions contained in this Contract shall supersede any and all subsequent terms and conditions which may appear on any form documents submitted by Vendor to the Agency or Purchasing Division such as price lists, order forms, invoices, sales agreements, or maintenance agreements, and includes internet websites or other electronic documents. Acceptance or use of Vendor's forms does not constitute acceptance of the terms and conditions contained thereon.

27. ASSIGNMENT: Neither this Contract nor any monies due, or to become due hereunder, may be assigned by the Vendor without the express written consent of the Agency, the Purchasing Division, the Attorney General's office (as to form only), and any other government agency or office that may be required to approve such assignments.

28. WARRANTY: The Vendor expressly warrants that the goods and/or services covered by this Contract will: (a) conform to the specifications, drawings, samples, or other description furnished or specified by the Agency; (b) be merchantable and fit for the purpose intended; and (c) be free from defect in material and workmanship.

29. STATE EMPLOYEES: State employees are not permitted to utilize this Contract for personal use and the Vendor is prohibited from permitting or facilitating the same.

30. PRIVACY, SECURITY, AND CONFIDENTIALITY: The Vendor agrees that it will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the Agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the Agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/default.html>.

31. YOUR SUBMISSION IS A PUBLIC DOCUMENT: Vendor's entire response to the Solicitation and the resulting Contract are public documents. As public documents, they will be disclosed to the public following the bid/proposal opening or award of the contract, as required by the competitive bidding laws of West Virginia Code §§ 5A-3-1 et seq., 5-22-1 et seq., and 5G-1-1 et seq. and the Freedom of Information Act West Virginia Code §§ 29B-1-1 et seq.

DO NOT SUBMIT MATERIAL YOU CONSIDER TO BE CONFIDENTIAL, A TRADE SECRET, OR OTHERWISE NOT SUBJECT TO PUBLIC DISCLOSURE.

Submission of any bid, proposal, or other document to the Purchasing Division constitutes your explicit consent to the subsequent public disclosure of the bid, proposal, or document. The Purchasing Division will disclose any document labeled "confidential," "proprietary," "trade secret," "private," or labeled with any other claim against public disclosure of the documents, to include any "trade secrets" as defined by West Virginia Code § 47-22-1 et seq. All submissions are subject to public disclosure without notice.

32. LICENSING: In accordance with West Virginia Code of State Rules § 148-1-6.1.e, Vendor must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agency or political subdivision. Obligations related to political subdivisions may include, but are not limited to, business licensing, business and occupation taxes, inspection compliance, permitting, etc. Upon request, the Vendor must provide all necessary releases to obtain information to enable the Purchasing Division Director or the Agency to verify that the Vendor is licensed and in good standing with the above entities.

SUBCONTRACTOR COMPLIANCE: Vendor shall notify all subcontractors providing commodities or services related to this Contract that as subcontractors, they too are required to be licensed, in good standing, and up-to-date on all state and local obligations as described in this section. Obligations related to political subdivisions may include, but are not limited to, business licensing, business and occupation taxes, inspection compliance, permitting, etc. Notification under this provision must occur prior to the performance of any work under the contract by the subcontractor.

33. ANTITRUST: In submitting a bid to, signing a contract with, or accepting a Award Document from any agency of the State of West Virginia, the Vendor agrees to convey, sell, assign, or transfer to the State of West Virginia all rights, title, and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to Vendor.

34. VENDOR CERTIFICATIONS: By signing its bid or entering into this Contract, Vendor certifies (1) that its bid or offer was made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, person or entity submitting a bid or offer for the same material, supplies, equipment or services; (2) that its bid or offer is in all respects fair and without collusion or fraud; (3) that this Contract is accepted or entered into without any prior understanding, agreement, or connection to any other entity that could be considered a violation of law; and (4) that it has reviewed this Solicitation in its entirety; understands the requirements, terms and conditions, and other information contained herein.

Vendor's signature on its bid or offer also affirms that neither it nor its representatives have any interest, nor shall acquire any interest, direct or indirect, which would compromise the performance of its services hereunder. Any such interests shall be promptly presented in detail to the Agency. The individual signing this bid or offer on behalf of Vendor certifies that he or she is authorized by the Vendor to execute this bid or offer or any documents related thereto on Vendor's behalf; that he or she is authorized to bind the Vendor in a contractual relationship; and that, to the best of his or her knowledge, the Vendor has properly registered with any State agency that may require registration.

35. VENDOR RELATIONSHIP: The relationship of the Vendor to the State shall be that of an independent contractor and no principal-agent relationship or employer-employee relationship is contemplated or created by this Contract. The Vendor as an independent contractor is solely liable for the acts and omissions of its employees and agents. Vendor shall be responsible for selecting, supervising, and compensating any and all individuals employed pursuant to the terms of this Solicitation and resulting contract. Neither the Vendor, nor any employees or subcontractors of the Vendor, shall be deemed to be employees of the State for any purpose whatsoever. Vendor shall be exclusively responsible for payment of employees and contractors for all wages and salaries, taxes, withholding payments, penalties, fees, fringe benefits, professional liability insurance premiums, contributions to insurance and pension, or other deferred compensation plans, including but not limited to, Workers' Compensation and Social Security obligations, licensing fees, etc. and the filing of all necessary documents, forms, and returns pertinent to all of the foregoing.

Vendor shall hold harmless the State, and shall provide the State and Agency with a defense against any and all claims including, but not limited to, the foregoing payments, withholdings, contributions, taxes, Social Security taxes, and employer income tax returns.

36. INDEMNIFICATION: The Vendor agrees to indemnify, defend, and hold harmless the State and the Agency, their officers, and employees from and against: (1) Any claims or losses for services rendered by any subcontractor, person, or firm performing or supplying services, materials, or supplies in connection with the performance of the Contract; (2) Any claims or losses resulting to any person or entity injured or damaged by the Vendor, its officers, employees, or subcontractors by the publication, translation, reproduction, delivery, performance, use, or disposition of any data used under the Contract in a manner not authorized by the Contract, or by Federal or State statutes or regulations; and (3) Any failure of the Vendor, its officers, employees, or subcontractors to observe State and Federal laws including, but not limited to, labor and wage and hour laws.

37. PURCHASING AFFIDAVIT: In accordance with West Virginia Code §§ 5A-3-10a and 5-22-1(i), the State is prohibited from awarding a contract to any bidder that owes a debt to the State or a political subdivision of the State, Vendors are required to sign, notarize, and submit the Purchasing Affidavit to the Purchasing Division affirming under oath that it is not in default on any monetary obligation owed to the state or a political subdivision of the state.

38. ADDITIONAL AGENCY AND LOCAL GOVERNMENT USE: This Contract may be utilized by other agencies, spending units, and political subdivisions of the State of West Virginia; county, municipal, and other local government bodies; and school districts (“Other Government Entities”), provided that both the Other Government Entity and the Vendor agree. Any extension of this Contract to the aforementioned Other Government Entities must be on the same prices, terms, and conditions as those offered and agreed to in this Contract, provided that such extension is in compliance with the applicable laws, rules, and ordinances of the Other Government Entity. A refusal to extend this Contract to the Other Government Entities shall not impact or influence the award of this Contract in any manner.

39. CONFLICT OF INTEREST: Vendor, its officers or members or employees, shall not presently have or acquire an interest, direct or indirect, which would conflict with or compromise the performance of its obligations hereunder. Vendor shall periodically inquire of its officers, members and employees to ensure that a conflict of interest does not arise. Any conflict of interest discovered shall be promptly presented in detail to the Agency.

40. REPORTS: Vendor shall provide the Agency and/or the Purchasing Division with the following reports identified by a checked box below:

Such reports as the Agency and/or the Purchasing Division may request. Requested reports may include, but are not limited to, quantities purchased, agencies utilizing the contract, total contract expenditures by agency, etc.

Quarterly reports detailing the total quantity of purchases in units and dollars, along with a listing of purchases by agency. Quarterly reports should be delivered to the Purchasing Division via email at purchasing.requisitions@wv.gov.

41. BACKGROUND CHECK: In accordance with W. Va. Code § 15-2D-3, the Director of the Division of Protective Services shall require any service provider whose employees are regularly employed on the grounds or in the buildings of the Capitol complex or who have access to sensitive or critical information to submit to a fingerprint-based state and federal background inquiry through the state repository. The service provider is responsible for any costs associated with the fingerprint-based state and federal background inquiry.

After the contract for such services has been approved, but before any such employees are permitted to be on the grounds or in the buildings of the Capitol complex or have access to sensitive or critical information, the service provider shall submit a list of all persons who will be physically present and working at the Capitol complex to the Director of the Division of Protective Services for purposes of verifying compliance with this provision. The State reserves the right to prohibit a service provider’s employees from accessing sensitive or critical information or to be present at the Capitol complex based upon results addressed from a criminal background check.

Revised 11/14/2019

Service providers should contact the West Virginia Division of Protective Services by phone at (304) 558-9911 for more information.

42. PREFERENCE FOR USE OF DOMESTIC STEEL PRODUCTS: Except when authorized by the Director of the Purchasing Division pursuant to W. Va. Code § 5A-3-56, no contractor may use or supply steel products for a State Contract Project other than those steel products made in the United States. A contractor who uses steel products in violation of this section may be subject to civil penalties pursuant to W. Va. Code § 5A-3-56. As used in this section:

- a. "State Contract Project" means any erection or construction of, or any addition to, alteration of or other improvement to any building or structure, including, but not limited to, roads or highways, or the installation of any heating or cooling or ventilating plants or other equipment, or the supply of and materials for such projects, pursuant to a contract with the State of West Virginia for which bids were solicited on or after June 6, 2001.
- b. "Steel Products" means products rolled, formed, shaped, drawn, extruded, forged, cast, fabricated or otherwise similarly processed, or processed by a combination of two or more or such operations, from steel made by the open heath, basic oxygen, electric furnace, Bessemer or other steel making process. The Purchasing Division Director may, in writing, authorize the use of foreign steel products if:
- c. The cost for each contract item used does not exceed one tenth of one percent (.1%) of the total contract cost or two thousand five hundred dollars (\$2,500.00), whichever is greater. For the purposes of this section, the cost is the value of the steel product as delivered to the project; or
- d. The Director of the Purchasing Division determines that specified steel materials are not produced in the United States in sufficient quantity or otherwise are not reasonably available to meet contract requirements.

43. PREFERENCE FOR USE OF DOMESTIC ALUMINUM, GLASS, AND STEEL: In Accordance with W. Va. Code § 5-19-1 et seq., and W. Va. CSR § 148-10-1 et seq., for every contract or subcontract, subject to the limitations contained herein, for the construction, reconstruction, alteration, repair, improvement or maintenance of public works or for the purchase of any item of machinery or equipment to be used at sites of public works, only domestic aluminum, glass or steel products shall be supplied unless the spending officer determines, in writing, after the receipt of offers or bids, (1) that the cost of domestic aluminum, glass or steel products is unreasonable or inconsistent with the public interest of the State of West Virginia, (2) that domestic aluminum, glass or steel products are not produced in sufficient quantities to meet the contract requirements, or (3) the available domestic aluminum, glass, or steel do not meet the contract specifications. This provision only applies to public works contracts awarded in an amount more than fifty thousand dollars (\$50,000) or public works contracts that require more than ten thousand pounds of steel products.

The cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than twenty percent (20%) of the bid or offered price for foreign made aluminum, glass, or steel products. If the domestic aluminum, glass or steel products to be supplied or produced in a

“substantial labor surplus area”, as defined by the United States Department of Labor, the cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than thirty percent (30%) of the bid or offered price for foreign made aluminum, glass, or steel products. This preference shall be applied to an item of machinery or equipment, as indicated above, when the item is a single unit of equipment or machinery manufactured primarily of aluminum, glass or steel, is part of a public works contract and has the sole purpose or of being a permanent part of a single public works project. This provision does not apply to equipment or machinery purchased by a spending unit for use by that spending unit and not as part of a single public works project.

All bids and offers including domestic aluminum, glass or steel products that exceed bid or offer prices including foreign aluminum, glass or steel products after application of the preferences provided in this provision may be reduced to a price equal to or lower than the lowest bid or offer price for foreign aluminum, glass or steel products plus the applicable preference. If the reduced bid or offer prices are made in writing and supersede the prior bid or offer prices, all bids or offers, including the reduced bid or offer prices, will be reevaluated in accordance with this rule.

44. INTERESTED PARTY SUPPLEMENTAL DISCLOSURE: W. Va. Code § 6D-1-2 requires that for contracts with an actual or estimated value of at least \$1 million, the vendor must submit to the Agency a supplemental disclosure of interested parties reflecting any new or differing interested parties to the contract, which were not included in the original pre-award interested party disclosure, within 30 days following the completion or termination of the contract. A copy of that form is included with this solicitation or can be obtained from the WV Ethics Commission. This requirement does not apply to publicly traded companies listed on a national or international stock exchange. A more detailed definition of interested parties can be obtained from the form referenced above.

45. PROHIBITION AGAINST USED OR REFURBISHED: Unless expressly permitted in the solicitation published by the State, Vendor must provide new, unused commodities, and is prohibited from supplying used or refurbished commodities, in fulfilling its responsibilities under this Contract.

DESIGNATED CONTACT: Vendor appoints the individual identified in this Section as the Contract Administrator and the initial point of contact for matters relating to this Contract.

(Name, Title)

(Printed Name and Title)

(Address)

(Phone Number) / (Fax Number)

(email address)

CERTIFICATION AND SIGNATURE: By signing below, or submitting documentation through wvOASIS, I certify that I have reviewed this Solicitation in its entirety; that I understand the requirements, terms and conditions, and other information contained herein; that this bid, offer or proposal constitutes an offer to the State that cannot be unilaterally withdrawn; that the product or service proposed meets the mandatory requirements contained in the Solicitation for that product or service, unless otherwise stated herein; that the Vendor accepts the terms and conditions contained in the Solicitation, unless otherwise stated herein; that I am submitting this bid, offer or proposal for review and consideration; that I am authorized by the vendor to execute and submit this bid, offer, or proposal, or any documents related thereto on vendor’s behalf; that I am authorized to bind the vendor in a contractual relationship; and that to the best of my knowledge, the vendor has properly registered with any State agency that may require registration.

(Company)

(Authorized Signature) (Representative Name, Title)

(Printed Name and Title of Authorized Representative)

(Date)

(Phone Number) (Fax Number)

**ADDENDUM ACKNOWLEDGEMENT FORM
SOLICITATION NO.:**

Instructions: Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:

(Check the box next to each addendum received)

- | | |
|---|--|
| <input type="checkbox"/> Addendum No. 1 | <input type="checkbox"/> Addendum No. 6 |
| <input type="checkbox"/> Addendum No. 2 | <input type="checkbox"/> Addendum No. 7 |
| <input type="checkbox"/> Addendum No. 3 | <input type="checkbox"/> Addendum No. 8 |
| <input type="checkbox"/> Addendum No. 4 | <input type="checkbox"/> Addendum No. 9 |
| <input type="checkbox"/> Addendum No. 5 | <input type="checkbox"/> Addendum No. 10 |

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any state personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

Company

Authorized Signature

Date

NOTE: This addendum acknowledgement should be submitted with the bid to expedite document processing.

REQUEST FOR QUOTATION
WV Department of Education Parent Survey

SPECIFICATIONS

1. **PURPOSE AND SCOPE:** 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.

The Family Partnership Efforts Scale is comprised of a customized 25 question Selection 619 Preschool questionnaire for parents of children ages 3-5 and a separate customized 25 question Part B School Age questionnaire for parents of children who are ages 6-21.

West Virginia's items were selected from the NCSEAM survey item bank to ensure original scaling of questions and Rasch measurement developed by the survey developers may be used. Questions are based on the same scale to facilitate both separate and combined analysis of the two survey forms.

WVDE will provide the names, addresses and individual student demographic information required for the survey on or before February 27th of each contract year for the sample of districts to be surveyed (*number of surveys not to exceed 15,000*). The data will be provided electronically in an Excel format (initial contract date may be later than February 27th, but WVDE will provide stated information upon the award of this contract).

All WV school districts are surveyed with in three-year cycles. Two different surveys are used (a Preschool Survey and a School Age Survey) Counties are divided into three cohorts. The composition of the cohorts disperses disability categories and the number of parents of students with disabilities as evenly as possible. Thus, data is reported only on the school districts within that year's cohort. The final reports compares the data of the specific cohort to that cohort's data (i.e., 2015/2016 school year's data is compared to 2018/2019 school year's data), not that year's cohort to last year's cohort.

This solicitation was previously advertised as: CRFQ EDD1600000005 and opened on 12/09/2015. Vendors may review submitted responses of the West Virginia Purchasing Division website (Bid Opening Index). Look under Year: 2015, Month: December, and Date: 12/09/2015. Vendors are to read all information thoroughly as Specifications and Terms and Conditions may have changed since bid last.

2. **DEFINITIONS:** The terms listed below shall have the meanings assigned to them below. Additional definitions can be found in section 2 of the General Terms and Conditions.
 - 2.1 **"Contract Services"** means conduct the National Center for Special Education Accountability Monitoring (NCSEAM) Family Partnership Efforts Scale on or before the 2nd Friday in May the year of the contract, with follow-up mailings to non-

REQUEST FOR QUOTATION
WV Department of Education Parent Survey

responders to be completed between the **2nd Friday of May and the 2nd Friday of August the year of the contract.**

- 2.2 “Pricing Page or Section”** means the pages upon which Vendor should list its proposed price for the Contract Services as listed in WVOASIS.
- 2.3 “Solicitation”** means the official notice of an opportunity to supply the State with goods or services that is published by the Purchasing Division

3. QUALIFICATIONS: Vendor shall have the following minimum qualifications:

- 3.1.** Vendor must have a minimum of one (1) staff member with a Doctoral Degree in Research and Evaluation and three (3) years’ experience conducting research and evaluation studies for state education agencies. To be considered a valid bid, resume(s) of research personnel to be used to confirm the mandatory qualifications and the following should be provided with the bid document verifying education and experience as listed below:

- 3.1.1** Documented experience in conducting the NCSEAM Survey, Family Partnership Efforts Scale and producing a report of the analysis of results meeting the reporting requirements for the SPP/APR, Indicator 8, as required by US State Department of Education, Office of Special Programs.

- 3.2** Vendor should provide contact information including telephone number and email for two (2) separate references for who Vendor had conducted either the Partnership Efforts Scale or similar surveys.

Vendor must provide any documentation requested by the State to assist in confirmation of compliance with these provisions. References, documentation, or other information to confirm compliance with this experience requirement may be requested after bid opening and prior to contract award.

4. MANDATORY REQUIREMENTS:

- 4.1 Mandatory Contract Services Requirements and Deliverables:** Contract Services must meet or exceed the mandatory requirements listed below.

Vendor must conduct the National Center for Special Education Accountability Monitoring (NCSEAM) Family Partnership Efforts Scale on or before the 2nd Friday in May year of the contract, with follow-up mailings to non-responders to be completed between 2nd Friday in May and the 2nd Friday in August of year of the contract.

- 4.1.1 Commodity Line 1 – One-time/lump sum fee for the Development of the On-line Survey system**

REQUEST FOR QUOTATION
WV Department of Education Parent Survey

- 4.1.1.1 Vendor shall develop an on-line version of the survey with the ability for individual parents to log in and complete the survey on-line in lieu of mailing the paper survey back to Vendor.
- 4.1.1.2 Vendor shall provide parents the individual on-line log-in instruction when mailing paper surveys.
- 4.1.1.3 Vendor shall include the on-line data collection, analysis and reporting fees in conjunction to the price per Survey mailed as indicated in the deliverables for the Commodity Line Item # 2 below.
- 4.1.2 **Commodity line 2 – Price per Survey Mailed:** to include the 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. Deliverables includes the following:
 - 4.1.2.1 Vendor must produce a comment section for parents to express additional concerns or satisfaction and provide each comment to the WV Office of Special Programs (OSP).
 - 4.1.2.2 Vendor must add to each survey in the bottom left hand side of the survey the number – **WVDE-ISS- 061**.
 - 4.1.2.3 Vendor must produce and mail the surveys with a self-addressed, stamped envelope for the return of the survey.
 - 4.1.2.4 Vendor must provide monthly updates to the WVDE, OSP by the 15th of each month regarding the response rates per district and survey (3-5 and 6- 21).
 - 4.1.2.5 Vendor must send a reminder second mailing of the survey to recipients who have not responded on or before June 15th of each year.
 - 4.1.2.6 Vendor must disaggregate and report return numbers and rates by gender, race/ethnicity, disability categories and other demographic variables by state and for each LEA.
 - 4.1.2.7 Vendor must complete a RASCH statistical analysis to include information required for the SPP/APR:
 - 4.1.2.7.1 Analysis of each district
 - 4.1.2.7.2 Analysis of the age 3-5 surveys
 - 4.1.2.7.3 Analysis of the age 6-21 surveys

REQUEST FOR QUOTATION
WV Department of Education Parent Survey

- 4.1.2.7.4** Statistical summary providing data for Indicator 8 of the SPP/APR, including percent at or above Indicator 8 standard (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), standard error of the mean, number of valid responses, mean measurement reliability measurement standard deviation for **4.1.2.7.2**, **4.1.2.7.3**, and **4.1.2.7.4** above (analysis of the age 3-5 survey, analysis of the age 6-21 survey and analysis of the combined surveys).
- 4.1.2.8** Provide analysis of each survey item (i.e., mean, median and mode based upon the 6-point response scale) at the district and state level to outline which items create more or less parent agreement.
- 4.1.2.9** Provide item calibration for the state level data
- 4.1.2.10** Develop a report that provides accountability data required for Indicator 8 of the SPP/APR, including the information described in items **4.1.2.7** through **4.1.2.9** above, which will be delivered to the WVDE by September 30th of each year.
- 4.1.3** Vendor should provide an actual example of a report of a NCSEAM Family Survey, Family Partnership Efforts Scale, produced for another state with their submitted bid response, which includes analysis of the survey results and a statistical summary providing data for Indicator 8 of the SPP/APR, including percent at or above Indicator 8 standard (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), standard error of the mean, number of valid responses, mean measure, measurement reliability, measurement standard deviation for (analysis of the age 3-5 survey, analysis of the age 6-21 survey and analysis of the combined surveys).

5. CONTRACT AWARD:

- 5.1 Contract Award:** The Contract is intended to provide Agency with a purchase price for the Contract Services. The Contract shall be awarded to the Vendor that provides the Contract Services meeting the required specifications for the lowest overall total cost as shown on the Pricing Pages.
- 5.2 Pricing Page:** Vendor should complete the Pricing Page by providing the lump sum price of Commodity Line 1 and the unit price of per Survey mailed (paper and electronic) for Commodity Line 2 in WVOASIS. Vendor should complete the Pricing Page in full as failure to complete the Pricing Page in its entirety may result in Vendor's bid being disqualified.

REQUEST FOR QUOTATION
WV Department of Education Parent Survey

Vendor should type or electronically enter the information into the Pricing Page to prevent errors in the evaluation.

5. **PERFORMANCE:** Vendor and Agency shall agree upon a schedule for performance of Contract Services and Contract Services Deliverables, unless such a schedule is already included herein by Agency. In the event that this Contract is designated as an open-end contract, Vendor shall perform in accordance with the release orders that may be issued against this Contract.
6. **PAYMENT:** Agency shall pay the flat rate fee as shown on the Pricing Pages, for all Contract Services performed and accepted under this Contract. Vendor shall accept payment in accordance with the payment procedures of the State of West Virginia.
7. **TRAVEL:** Vendor shall be responsible for all mileage and travel costs, including travel time, associated with performance of this Contract. Any anticipated mileage or travel costs may be included in the flat fee or hourly rate listed on Vendor's bid, but such costs will not be paid by the Agency separately.
8. **FACILITIES ACCESS:** Performance of Contract Services may require access cards and/or keys to gain entrance to Agency's facilities. In the event that access cards and/or keys are required:
 - 9.1. Vendor must identify principal service personnel which will be issued access cards and/or keys to perform service.
 - 9.2. Vendor will be responsible for controlling cards and keys and will pay replacement fee, if the cards or keys become lost or stolen.
 - 9.3. Vendor shall notify Agency immediately of any lost, stolen, or missing card or key.
 - 9.4. Anyone performing under this Contract will be subject to Agency's security protocol and procedures.
 - 9.5. Vendor shall inform all staff of Agency's security protocol and procedures.

9. VENDOR DEFAULT:

9.1 The following shall be considered a vendor default under this Contract.

9.1.1 Failure to perform Contract Services in accordance with the requirements contained herein.

9.1.2 Failure to comply with other specifications and requirements contained herein.

9.1.3 Failure to comply with any laws, rules, and ordinances applicable to the Contract Services provided under this Contract.

9.1.4 Failure to remedy deficient performance upon request.

9.2 The following remedies shall be available to Agency upon default.

9.2.1 Immediate cancellation of the Contract.

9.2.2 Immediate cancellation of one or more release orders issued under this Contract.

9.2.3 Any other remedies available in law or equity.

10. MISCELLANEOUS:

11.1. Contract Manager: During its performance of this Contract, Vendor must designate and maintain a primary contract manager responsible for overseeing Vendor's responsibilities under this Contract. The Contract manager must be available during normal business hours to address any customer service or other issues related to this Contract. Vendor should list its Contract manager and his or her contact information below.

Contract Manager: _____

Vendor's Address: _____

Telephone Number: _____

Fax Number: _____

Email Address: _____

West Virginia Ethics Commission



Disclosure of Interested Parties to Contracts

Pursuant to *W. Va. Code* § 6D-1-2, a state agency may not enter into a contract, or a series of related contracts, that has/have an actual or estimated value of \$1 million or more until the business entity submits to the contracting state agency a Disclosure of Interested Parties to the applicable contract. In addition, the business entity awarded a contract is obligated to submit a supplemental Disclosure of Interested Parties reflecting any new or differing interested parties to the contract within 30 days following the completion or termination of the applicable contract.

For purposes of complying with these requirements, the following definitions apply:

"Business entity" means any entity recognized by law through which business is conducted, including a sole proprietorship, partnership or corporation, but does not include publicly traded companies listed on a national or international stock exchange.

"Interested party" or "Interested parties" means:

- (1) A business entity performing work or service pursuant to, or in furtherance of, the applicable contract, including specifically sub-contractors;
- (2) the person(s) who have an ownership interest equal to or greater than 25% in the business entity performing work or service pursuant to, or in furtherance of, the applicable contract. (This subdivision does not apply to a publicly traded company); and
- (3) the person or business entity, if any, that served as a compensated broker or intermediary to actively facilitate the applicable contract or negotiated the terms of the applicable contract with the state agency. (This subdivision does not apply to persons or business entities performing legal services related to the negotiation or drafting of the applicable contract.)

"State agency" means a board, commission, office, department or other agency in the executive, judicial or legislative branch of state government, including publicly funded institutions of higher education: Provided, that for purposes of *W. Va. Code* § 6D-1-2, the West Virginia Investment Management Board shall not be deemed a state agency nor subject to the requirements of that provision.

The contracting business entity must complete this form and submit it to the contracting state agency prior to contract award and to complete another form within 30 days of contract completion or termination.

This form was created by the State of West Virginia Ethics Commission, 210 Brooks Street, Suite 300, Charleston, WV 25301-1804. Telephone: (304)558-0664; fax: (304)558-2169; e-mail: ethics@wv.gov; website: www.ethics.wv.gov.

West Virginia Ethics Commission
Disclosure of Interested Parties to Contracts
(Required by W. Va. Code § 6D-1-2)

Name of Contracting Business Entity: Measurement Incorporated Address: 41 State Street Suite 403

Name of Authorized Agent: Thomas Kelsh Address: Albany, NY 12207

Contract Number: 0402 EDD2000000007 Contract Description: Parent Survey

Governmental agency awarding contract: Department of Education

Check here if this is a Supplemental Disclosure

List the Names of Interested Parties to the contract which are known or reasonably anticipated by the contracting business entity for each category below (attach additional pages if necessary):

1. Subcontractors or other entities performing work or service under the Contract

Check here if none, otherwise list entity/individual names below.

2. Any person or entity who owns 25% or more of contracting entity (not applicable to publicly traded entities)

Check here if none, otherwise list entity/individual names below.

3. Any person or entity that facilitated, or negotiated the terms of, the applicable contract (excluding legal services related to the negotiation or drafting of the applicable contract)

Check here if none, otherwise list entity/individual names below.

Signature: Thomas J. Kelsh

Date Signed: January 10, 2020

Notary Verification

State of New York, County of Albany

I, Kristina Muller, the authorized agent of the contracting business entity listed above, being duly sworn, acknowledge that the Disclosure herein is being made under oath and under the penalty of perjury.

Taken, sworn to and subscribed before me this 10th day of January, 2020. Kristina Muller Notary Public's Signature

To be completed by State Agency: Date Received by State Agency: Date submitted to Ethics Commission: Governmental agency submitting Disclosure:

KRISTINA MULLER NOTARY PUBLIC STATE OF NEW YORK RENSSELAER LIC. #01MU6350875 COMM. EXP. 11/21/2020 Revised June 8, 2018

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

CONSTRUCTION CONTRACTS: Under W. Va. Code § 5-22-1(i), the contracting public entity shall not award a construction contract to any bidder that is known to be in default on any monetary obligation owed to the state or a political subdivision of the state, including, but not limited to, obligations related to payroll taxes, property taxes, sales and use taxes, fire service fees, or other fines or fees.

ALL CONTRACTS: 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: (1) for construction contracts, the vendor is not in default on any monetary obligation owed to the state or a political subdivision of the state, and (2) for all other contracts, 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. Kelsch

Authorized Signature: Thomas J. Kelsch Date: 1/10/2020

State of New York

County of Albany, to-wit:

Taken, subscribed, and sworn to before me this 10th day of January, 2020.

My Commission expires November 21, 2020.

AFFIX SEAL HERE

KRISTINA MULLER
NOTARY PUBLIC STATE OF NEW YORK
RENSSELAER
LIC. #01MU6350875
COMM. EXP. 11/21/2020

NOTARY PUBLIC

Kristina Muller

ADDENDUM ACKNOWLEDGEMENT FORM
SOLICITATION NO.: _____

Instructions: Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:

(Check the box next to each addendum received)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Addendum No. 1 | <input type="checkbox"/> Addendum No. 6 |
| <input type="checkbox"/> Addendum No. 2 | <input type="checkbox"/> Addendum No. 7 |
| <input type="checkbox"/> Addendum No. 3 | <input type="checkbox"/> Addendum No. 8 |
| <input type="checkbox"/> Addendum No. 4 | <input type="checkbox"/> Addendum No. 9 |
| <input type="checkbox"/> Addendum No. 5 | <input type="checkbox"/> Addendum No. 10 |

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any state personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

Measurement Incorporated
Company

Thomas J. Kell
Authorized Signature

Jan. 10, 2020
Date

NOTE: This addendum acknowledgement should be submitted with the bid to expedite document processing.
Revised 6/8/2012