



## **NEW HAMPSHIRE**

# 2010-2011 Parent Involvement Statewide Survey Results

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# Executive Summary

In spring 2011, Measurement Incorporated (MI) conducted the fourth year of the statewide New Hampshire Parent Involvement Survey. For the fourth year in a row there was a significant 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. Parents had one month to complete and return their survey in the postage-paid envelope provided. Over the course of the data collection period, 5,932 useable surveys were received. Thirteen percent (13%) of the surveys received were completed by parents through online versions of the surveys. Additionally twice as many parents completed surveys with the assistance of translators for non-English speakers in 2011. The number of parents completing the survey with the assistance of a translator was 16 in 2008 and 33 in 2011.

The statewide response rate for the survey has increased from 16% in 2008 to 19% in 2011. The population of parents responding to the survey is representative of the statewide population of parents of students receiving special education services in terms of gender and ethnicity. However, the population of parents responding to the survey is 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. Baseline data from 2008-2009 were used to establish a starting point and the target for the indicator was increased by one percent for each subsequent year through 2012-2013. In 2008-2009, 32% 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. Subsequently, the statewide target for 2010-2011 was set at 35%. Based on the statewide results for this year, 50% 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 3% above last year's results and 15% higher than the state target for this year.** Across the past four years of survey administrations there has been continued significant improvement (18%) in parent ratings on this parent involvement indicator. 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.

# I. Background and Survey Administration

In January 2007, the state of New Hampshire Department of Education (NHDOE), Bureau of Special Education, contracted with an independent evaluation firm 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 for 2005-2010. 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). OSEP has notified all states that the current SPP needs to be extended through 2012. NHDOE will set continuing targets for all SPP indicators, including Indicator B-8. 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 2011, Measurement Incorporated (MI), the independent contractor, conducted the fourth 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 fourth 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 including representatives from NH parent organizations and school district personnel. Communications have been steadily improved at the district level and additional promotional materials were provided to raise parental awareness about the survey.

Of the 175 NH school districts, twenty-six reported that they had no preschool children receiving special education services. Nearly 32,000 surveys were mailed to school districts across NH for distribution to parents. In total, 2,772 preschool surveys were mailed to parents of preschoolers and 29,190 school age surveys were mailed to parents of school age children receiving special education services (through age 21).

Year 4 surveys were mailed to parents at their homes in March 2011. Parents had one month to complete and return their survey in the postage-paid envelope provided. Over the course of the data collection period, 5,932 useable surveys were received; 665 were from parents of preschoolers and 5,267 were from parents of school age students.

## II. Methodology

In this fourth year of administering the New Hampshire *Statewide Parent Involvement Surveys*, MI worked collaboratively with NHDOE to make improvements in the survey administration process based on the results from the previous year. The summaries below provide details of key elements in the survey administration process and reflect the changes that were implemented in the fourth year of data collection.

*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. In this way, NHDOE was assured that the most accurate contact information for parents would be used in mailing the survey to the parent. Parents were assured that their responses would come directly to the independent contractor 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 to promote survey participation. MI developed and provided copies of a flyer that was shared with the special education directors and NH Connections who then forwarded the information to other key parent advocacy and support groups. 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 four 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 2008-2011).

**Table 1**  
**Methods of Survey Administration**

Method of Administration	2007-08	2008-09	2009-10	2010-11
	n (%)	n (%)	n (%)	n (%)
Online	385 (6%)	456 (9%)	596 (10%)	660 (13%)
In English	5,473 (99%)	5,007 (99%)	5,979 (99%)	5,857 (99%)
In Spanish	37 (.7%)	35 (.7%)	43 (.7%)	42 (.7%)
In Other Languages	16 (.3%)	16 (.3%)	7 (.1%)	33 (.6%)

*Steps to Ensure Validity and Reliability*—data tracking procedures continue to be improved over the years of the statewide survey. The procedures implemented in 2011 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 all four years of survey administration using the current NH *Statewide Parent Involvement Survey* and census methods. Where it is useful, MI compares the data across four years (2008-2011) and report 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 2011 Parent Involvement Survey was 19% which is the same as the response rate for 2010 (see Table 2 for data from 2008-2011).*

**Table 2**  
**New Hampshire Statewide Parent Involvement**  
**Survey Administration Summary for 2008-2011<sup>1</sup>**

	2007-2008 Administration			2008-2009 Administration		
	Pre-school	School Age	Total	Pre-school	School Age	Total
Surveys sent	2,766	32,698	35,464	2,648	30,393	33,041
Surveys received	576	4,950	5,526	541	4,517	5,058
Statewide response rate	21%	15%	16%	20%	15%	15%
	2009-2010 Administration			2010-2011 Administration		
	Pre-school	School Age	Total	Pre-school	School Age	Total
Surveys sent	2,739	29,762	32,501	2,772	29,190	31,962
Surveys received	654	5,375	6,029	665	5,267	5,932
Statewide response rate	24%	18%	19%	24%	18%	19%

<sup>1</sup> 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 2011 survey respondents to the NH Child Count data from 2010. 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 2011 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 3 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 for that year.

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

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

Race Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
White	27,797	93.0%	4,785	92.6%	-0.4%
Black or African American	721	2.4%	93	1.8%	-0.6%
Hispanic or Latino	1,024	3.4%	149	2.9%	-0.5%
Asian or Pacific Islander	287	1.0%	115	2.2%	1.2%
American Indian or Alaskan	72	0.2%	26	0.5%	0.3%
<b>TOTAL*</b>	<b>29,901</b>	<b>100.0%</b>	<b>5,168</b>	<b>100.0%</b>	<b>0.0%</b>

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

In all four years 2008, 2009, 2010 and 2011 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 four years.

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

Gender Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
Male	19,900	66.5%	3536	68.0%	1.5%
Female	10,020	33.5%	1701	32.7%	-0.8%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>5,203</b>	<b>100.0%</b>	<b>0.7%</b>

\* 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 and 2011. 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 2010 Child Count (see Table 5).*

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

Age Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation*
Ages 3-5	3,135	10.5%	703	13.2%	2.8%
Ages 6-11	10,925	36.5%	2,131	40.1%	3.6%
Ages 12-14	7,228	24.2%	1,113	21.0%	-3.2%
Ages 15-21	8,632	28.9%	1,364	25.7%	-3.2%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>5,311</b>	<b>100.0%</b>	<b>0.0%</b>

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

For the 2011 sample of respondents, ***there is significant over-representation*** (3.6%) of parents with children that are 6-11 years old and ***significant under-representation*** of parents with 12-14 and 15-21 year olds.

*For five disability categories, the respondent sample either over- or under-represents NH's percentage for that group, as reported on the 2010 Child Count (see Table 6). Parents voluntarily select their child's disability category. This pattern of over- or under-representation for certain disability categories has been consistent across the four years of statewide data collection for Indicator B-8.*

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

Disability Category	December 1, 2010 Child Count of Eligible Population	Percentage of Eligible Population	Count of Respondent Sample	Percentage of Respondent Sample	Over/Under Representation**
AUTISM	1,727	5.8%	595	12.4%	6.6%
DEAF-BLINDNESS	6	0.0%	3	0.1%	0.0%
DEVELOPMENTAL DELAY	2,412	8.1%	641	13.3%	5.3%
EMOTIONAL DISTURBANCE	2,294	7.7%	272	5.7%	-2.0%
HEARING IMPAIRMENTS	251	0.8%	54	1.1%	0.3%
MENTAL RETARDATION	822	2.7%	94	2.0%	-0.8%
MULTIPLE DISABILITIES	401	1.3%	233	4.8%	3.5%
ORTHOPEDIC IMPAIRMENTS	102	0.3%	27	0.6%	0.2%
OTHER HEALTH IMPAIRMENTS	5,038	16.8%	473	9.8%	-7.0%
SPECIFIC LEARNING DISABILITIES	11,266	37.7%	1493	31.0%	-6.6%
SPEECH OR LANGUAGE IMPAIRMENTS	5,433	18.2%	871	18.1%	-0.1%
TRAUMATIC BRAIN INJURY	58	0.2%	33	0.7%	0.5%
VISUAL IMPAIRMENTS	110	0.4%	26	0.5%	0.2%
<b>TOTAL</b>	<b>29,920</b>	<b>100.0%</b>	<b>4812</b>	<b>100.0%</b>	<b>0.1%</b>

\* 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 Number	Preschool: Partnership Efforts and Quality of Services	% Agree 2008	% Agree 2009	% Agree 2010	% Agree 2011
11.	People from preschool special education, including teachers and other service providers respect my culture	97	97	96	97
1.	I am part of the IEP decision-making process	94	97	95	96
4.	My child's evaluation report (written summary) was written using words I understand	92	96	94	95
8.	People from preschool special education, including teachers and other service providers are available to speak with me	93	96	95	94
12.	People from preschool special education, including teachers and other service providers value my ideas	88	93	94	93
2.	My recommendations are included on the IEP	90	95	93	93
9.	People from preschool special education, including teachers and other service providers treat me as an equal team member	86	91	93	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	93	92	92
10.	People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process	85	90	91	91
3.	My child's IEP goals are written in a way that I can work on them at home during daily routines	84	89	86	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	86
5.	The preschool special education program involves parents in evaluations of whether preschool special education is effective	79	81	82	86
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	82	84	85
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	84	83	83

<i>Survey Item Number</i>	<i>Preschool: Partnership Efforts and Quality of Services</i>	<i>% Agree 2008</i>	<i>% Agree 2009</i>	<i>% Agree 2010</i>	<i>% Agree 2011</i>
23.	People from preschool special education, including teachers and other service providers give parents the help they may need, such as transportation, to play an active role in their child's learning and development	76	82	82	83
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	81	84	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	78	79	82
16.	People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior	75	76	80	81
15.	People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports	70	79	81	80
6.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs	67	73	75	76
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	73	68	65
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	56	63	65
24.	People from preschool special education, including teachers and other service providers offer supports for parents to participate in training workshops	44	53	53	58
20.	People from preschool special education, including teachers and other service providers offer parents training about preschool special education	55	51	53	58
25.	People from preschool special education, including teachers and other service providers connect families to one another for mutual support	38	45	49	51

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

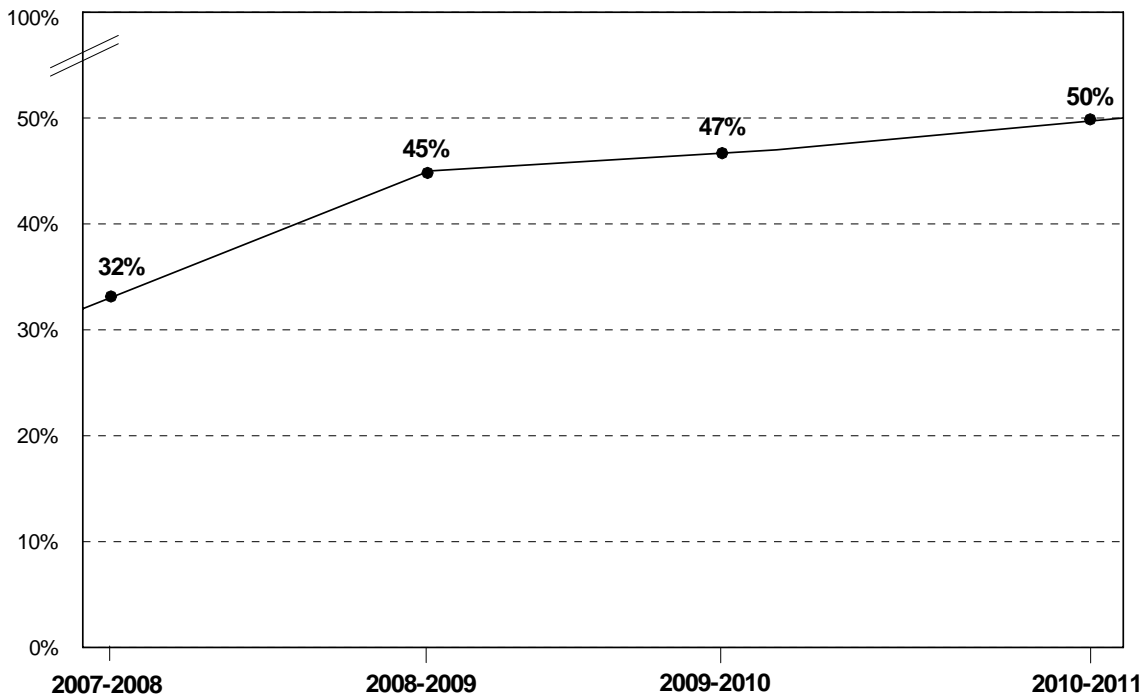
<i>Survey Item Number</i>	<i>School age: School's Efforts to Partner with Parents</i>	<b>% Agree 2008</b>	<b>% Agree 2009</b>	<b>% Agree 2010</b>	<b>% Agree 2011</b>
1.	I was given information about my rights as a parent of a child who is eligible for special education services	88	96	96	97
2.	At the IEP meeting, we discussed accommodations and modifications that my child would need	86	95	96	95
3.	I am comfortable asking questions and expressing concerns to school staff	82	91	91	92
22.	My child's evaluation report (written summary) is written in terms I understand	80	88	89	90
19.	The evaluation results were thoroughly explained to me	79	87	88	88
24.	IEP meetings are scheduled at a time and place that are convenient for me	80	87	87	88
18.	All of my concerns and recommendations were documented on the IEP	75	82	85	86
23.	I have a good working relationship with my child's teachers	76	85	84	85
25.	Teachers treat me as a team member	76	83	84	85
21.	I felt part of the decision-making process	73	81	82	84
20.	Teachers and administrators encourage me to participate in the decision-making process	73	81	81	83
16.	I feel I can disagree with my child's special education program or services without negative consequences for me or my child	71	79	81	83
17.	I am considered an equal partner with teachers and other professionals in planning my child's program	68	76	78	80
11.	The school communicates regularly with me regarding my child's progress on IEP goals	70	76	77	79
13.	I was given all reports and evaluations related to my child prior to the IEP meeting	67	75	77	79
12.	My child's school gives me enough information to know whether or not my child is making adequate progress	67	74	75	78
6.	The school gives parents the help they may need to play an active role in their child's education	62	72	73	75
10.	The school explains what options parents have if they disagree with a decision of the school	63	70	72	74
15.	Teachers and administrators seek out parent input	62	70	71	72
14.	Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	61	68	71	72
8.	The school gives me choices with regard to services that address my child's needs	56	68	69	71
7.	I have been asked for my opinion about how well special education services are meeting my child's	56	63	64	66

<i>Survey Item Number</i>	<i>School age: School's Efforts to Partner with Parents</i>	<i>% Agree 2008</i>	<i>% Agree 2009</i>	<i>% Agree 2010</i>	<i>% Agree 2011</i>
	needs				
26.	In preparation for my child's transition planning meeting I was given information about options my child will have after high school	34	54	58	63
9.	I was given information about the research that supports the instructional methods used with my child	41	50	51	54
5.	My child's school has helped me find resources in my community such as after-school programs, social services, etc.	39	47	49	51
4.	The school offers parents training about special education issues	36	43	46	51

## Survey Results– Indicator 8 and Rasch Analysis

In 2011, there was a 3% 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 significant improvement (18%) over the past four 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 Four Years



**Table 9**  
**Percentage of Parent Response At or Above the Standard<sup>2</sup>**

2007-2008					
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%
2008-2009					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	539	308	57%	52.9%	61.3%
School Age	4,497	1,945	43%	41.8%	44.7%
Combined	5,036	2,253	45%	43.4%	46.1%
2009-2010					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	650	393	60%	56.6%	64.1%
School Age	5,353	2,438	46%	44.2%	46.9%
Combined	6,003	2,831	47%	45.9%	48.4%
2010-2011					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	665	412	62%	58.7%	66.0%
School Age	5,267	2,566	49%	47.5%	50.2%
Combined	5,932	2,978	50%	49.1%	51.6%

\* 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 2011, these results continued the positive trend in all categories, the percentage of preschool parents rose from 60% to 62%, the percentage of school age parents rose from 46% to 49% and the combined percentage of parents (preschool plus school age) rose from 47% to 50%.

<sup>2</sup> 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.

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.

## IV. Conclusions

For the past four years there has been continued significant improvement (18%) 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 2010-2011 the percentage of preschool parents rose from 60% to 62%, the percentage of school age parents rose from 46% to 49% and the combined percentage of parents (preschool plus school age) rose from 47% to 50%. These results suggest a pattern of improvement across the past four years of statewide data collection.

The final section of this report highlights possible reasons for the success of the 2010-2011 *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 parent organizations and school districts successfully promoted and 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 to encourage collaboration and 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.
- MI provided data analysis and technical support for NHDOE webinars and conferences as part of the states improvement activities. These presentations were targeted to district staff, advocacy groups, and parent group organizations to improve family and school partnerships.

- Established an on-going system for communicating based on lessons learned from the past three survey administrations. A “hotline” response system was implemented to address questions from school district personnel and/or parents.
- Provided interpreters for 23 other languages, as well as readers for families with limited literacy skills, where these needs were identified by school districts. In 2011 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.

In this fourth year of the project, MI again would like to acknowledge the contributions made by the New Hampshire Department of Education and the Indicator B-8 Work Group and 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 the Department can include as part of their Annual Performance Report to the USDOE, OSEP and share with school districts and parents to strengthen partnerships between families and schools.

### *Strategies for Improving the Process*

MI and NHDOE can work together to...

- Continue to improve the accuracy of survey numbers needed for individual school districts and work directly with local school district contacts to reduce dissemination inefficiencies.
- 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 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.
- 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.
- Use the evaluation feedback gained from special education directors to revise the process and procedures for the 2012 survey administration.

### *Suggestions for Improving Response Rate and Using the Data*

- 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 addresses by working directly at the school district level to verify addresses.
- Use more public media opportunities at the local and state level to promote survey participation.

- 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 four years to reach all parents whose children are receiving special education services.
- 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.