



**New Hampshire
Department
of
Education**

NEW HAMPSHIRE

2012-2013 Parent Involvement Statewide Survey Results

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Prepared by:



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

Table of Contents

- Executive Summary *i*
- I. Background 1
- II. Methodology 2
- III. Findings 4
 - Response Rates 4
 - Representativeness of the Data 5
 - Survey Results—Percentages for Survey Items 8
 - Survey Results—Indicator 8 and Rasch Analysis 12
- IV. Conclusions 14
 - Reasons for Success 14
 - Strategies for Improving the Process 15
 - Suggestions for Improving Response Rate and Using the Data 15

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

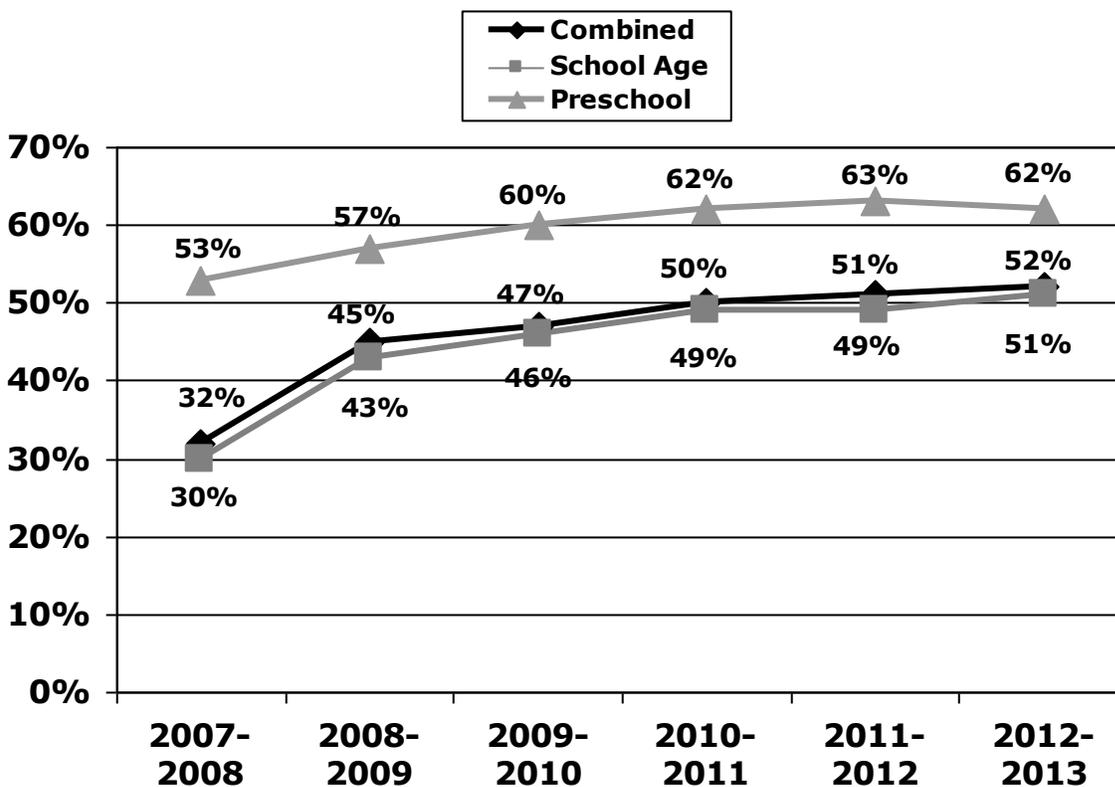


Table 9
Percentage of Parent Response At or Above the Standard²

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.