

Approval Form for DOI Programmatic Clearance for Customer Satisfaction Surveys (OMB Control Number 1040-0001, Expiration Date: March 31, 2012).

U.S. Department of the Interior Office of Policy Analysis (PPA)	PPA Tracking Number: <i>(for PPA use only)</i> CSS-4
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		Date Submitted to PPA:	02/25/2010
1.	Survey Title:	Parent Satisfaction Survey – Special Education	
2.	Bureau:	Bureau of Indian Education, Division of Performance and Accountability	

3.	<p>Abstract: (not to exceed 150 words)</p> <p>The <u>Parent Satisfaction Survey – Special Education</u> is for parents of students with disabilities enrolled in Bureau of Indian Education (BIE) funded schools. The survey is designed to gather information about school interactions with and support of parents to better meet the educational needs of their students with disabilities. This twenty-five (25) question customer satisfaction survey (Developed by the National Center for Special Education Accountability Monitoring (NCSEAM) as part of a larger survey) has been statistically validated as sufficient to meet the required reporting to the Department of Education’s Office of Special Education Programs (OSEP).</p> <p>Recognized parameters for survey development (<i>Rasch</i>) were used in the survey development, including a national validation study. Standards were set and an item bank of questions calibrated. Native American parents were a part of the validation study which makes this survey appropriate for parents with students in BIE funded schools. BIE is required to include baseline parent survey data in its February 2012 Annual Performance Report (APR) to the Department of Education’s OSEP. (20 U.S.C. 1416(a)(3)(A))</p>
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6. Name of Program or Office Conducting Survey:				
		Division of Performance and Accountability		
7. Description of Customers/ Services Provided:				
		Customers: Parents of students with disabilities attending Bureau funded schools. Services: Special Education/IDEA compliance		
8. Survey Dates				
		(mm/dd/yyyy)	to	(mm/dd/yyyy)
		01/17/2011		05/13/2011
9. Type of Information Collection Instrument (Check ALL that Apply)				
<input checked="" type="checkbox"/> Intercept	<input type="checkbox"/> Telephone	<input type="checkbox"/> Mail	<input type="checkbox"/> Web-based	<input type="checkbox"/> Focus Groups
<input type="checkbox"/> Other	Explain:			

10. Survey Development:

(Who assisted in survey content development statistics? Was the survey pretested? How were improvements integrated? Which of the six topic areas will be addressed?)

This survey is a part of a larger survey that was developed by the National Center for Special Education Accountability Monitoring (NCSEAM) between 2002-2005. To develop that larger survey, stakeholder input was obtained from representatives across the nation; the group generated over 500 items that were submitted to an expert panel. A national validation study of the survey was done during which item responses were obtained in six states (NM, FL, NH, NJ, MS, GA). During the validation process parents of Native American students were included. NCSEAM maintains an item bank of calibrated items.

See Attachment B, *Development of the NCSEAM Parent/family Survey, NCSEAM Parent Survey National Item Validation Study Technical Information.*

11. Survey Methodology: (Use as much space as needed; if necessary include additional explanation on separate page).	
Respondent Universe	All parents, guardians or primary caretakers of students with disabilities (students with an Individual Education Plan in place) who are attending BIE schools are potential responders to this survey. Each school will be requested to work with all parents in this category with students attending their school for completion of the survey.
Sampling Plan/Procedure	This survey will be a census survey. The opportunity will be provided for all parents of students with disabilities attending BIE schools to respond to the parent satisfaction survey. While face-to-face gathering of data will be the data collection process, how that is structured at each school may vary. Parents may be given the opportunity to respond when they come to the school for any reason, i.e., registration, IEP meetings, to check students out of dorms, parent nights and so forth. For parents not reached in this manner home visits will be made. The list of individuals to be contacted will be generated via demographic data for students with disabilities who have a current IEP.
Instrument Administration	The preferred manner of administration will be face-to-face intercept with translation to Native Language when needed. This process was used in the development of the survey and analysis showed no response pattern difference between Native American and other minorities and white response patterns.
Expected Response Rate Confidence Levels:	There are approximately 7,000 students with disabilities (SWD) receiving their education in Bureau funded schools at any given time. Each school will be asked to contact at least one parent of each SWD for survey completion. A response rate of at least 70% is expected based on: i) the training that has already taken place relative to the fact that this survey will be coming to the school, ii) the importance of working hard to get feedback from as many parents as possible as this is a required indicator in the BIE State Performance Plan for students with disabilities, iii) the fact that parents will be attending the yearly IEP meetings in the fall of the year and will be accessible, and iv) staff is available to assign to this task specifically..
Strategies for dealing with potential non-response bias	<i>Strategies for dealing with potential non-response bias:</i> With a face-to-face intercept survey model and the ability to translate for individual parents a 70% response rate is expected. The survey has four components but the use of only the first section will address the issues needed to report in the 2012 APR to OSEP. By limiting the survey to 25 rather than the possible 95 questions it is hoped non-responses will be limited. The face to face intercept model will be supported by home visits made by Home School Liaison personnel at each school. This is a survey that will include, by individual school, a potential pool of responses ranging from an 'n' of one (1) to an 'n' of 160. It is anticipated there will be a varied level of survey completion by school. All responses will be collated to provide system-wide data for state

	reporting (OSEP). Limitations to school level reporting will be identified if data is not reliable due to the 'n' size. Individual school reports will not be made if the 'n' is too small to infer valid results or if the 'n' is so small as to allow individual student/parent identification.	
Description of any pre-testing and peer review of the methods and/or instrument (recommended)	See Attachment B. <i>Development of the NCSEAM Parent/family Survey, NCSEAM Parent Survey National Item Validation Study Technical Information.</i>	
12.	Total Number of Initial Contacts/ Expected Number of Respondents	7,000/4900
13.	Estimated Time to Complete Initial Contact/ Instrument (mins.):	5 minutes contact 15 minutes instrument
14.	Total Burden Hours:	$(7000 \times 5\text{min}) + (4900 \times 15\text{min}) / 60\text{min} = 1808 \text{ hrs}$
15. Reporting Plan:		
<p>Data and analysis of that data will be used to report in the BIE APR to OSEP, February 1, 2012. The information will also be provided to each school so they may review the information with the school community, including parents that participated in the survey. Information will be used to improve parent involvement in the educational programming for their children with disabilities.</p> <p>Records will be maintained at BIE/DPA. Copies of all reports will be forwarded to the Office of Policy Analysis, upon request.</p>		
16. Justification, Purpose, and Use:		
Survey Justification and Purpose	<p>The survey referenced in this document will be used to respond to Indicator 8 of the State Performance Plan (SPP) as is required by the Office of Special Education (OSEP). PL 108-446 Individuals with Disabilities Education Act (IDEA) requires the submission of specific data as a requisite to the receipt of federal funding to support services for students with disabilities attending public schools and BIE schools. Indicator 8 of the SPP addresses parental involvement and requires reporting the percent of parents who indicate their child's school facilitated parent involvement which resulted in improved educational results for the child.</p>	
Survey Goals	<p>The survey goal is to have a parent reported indicator of the percent of parents responding in a manner which indicate that the school involved them in their child's education planning and this improved results for their child.</p>	
Utility to Managers	<p>The utility to BIE/DPA will be at several levels. At the Central Office level the data gathered will be used a) to report as required on this issue to OSEP, b) to better understand the issue of parent involvement in the schools, parent satisfaction levels, opportunities for improving services and plan future system-wide activities to address the issue if needed, and c) to understand which Bureau funded schools are doing a good job with the parental involvement issue and which schools would benefit from technical assistance and support. At the school level a) there will a better understand how the parents of students with disabilities believe</p>	

	<p>their school is involving them in a meaningful way in the educational planning for their child, b) parents will have been given the opportunity to provided input to the school, and c) the school can address areas identified as a need by the surveys completed at the school.</p> <p>Managers in both instances described above would be the education administrators.</p>
<p>How will the results of the survey be analyzed and used?</p>	<p>The surveys will be completed on scan forms. The scoring and analysis will be conducted through a contractor. The survey in question was developed by a national center with an OSEP provided grant, the purpose of which was to systematically gather a set of data relative to parents of students with disabilities across the United States. In that development of the survey protocols for analysis were also developed. In order to maintain consistency and validity of the survey, use of the same process from data gathering to data analysis, is important. See Attachment D for supporting documents. <i>Standard-setting for Use of the NCSEAM Measures to Address the SPP/APR Parent/Family Indicators</i></p>
<p>How will the data be tabulated?</p>	<p>Data will be collected on Scantron forms. Tabulation will be done by this system.</p>
<p>What Statistical Techniques will be used to generalize the results to the entire customer population?</p>	<p>BIE/DPA will contract for analysis with the NCSEAM identified entity or equivalent. Acceptable statistical methodology will be used.</p>
<p>How will limitations on use of data be handled?</p>	<p>Limitations in the data generated by the survey will be addressed in the analysis. Limitations will be recognized and identified as to source of limitations so that planning for subsequent survey collections can address the limitations in a manner determined by the nature of the limitation.</p>
<p>If the survey results in a lower than anticipated response rate, how will you address this when reporting the results?</p>	<p>If a single school has a low response rate they will be requested to do face-to face follow up. If there are lower numbers due to the school not making a strong effort to contact each parent they will be asked to do home visits follow up. If a parent has been properly given the opportunity to respond and chooses to not do so that will be recorded. When getting the desired responses from parents is not successful the reporting will identify schools in which there was less than 70% participation so results can be interpreted accordingly. Example: If all schools except those on Hopi get a response rate of at least 70% the report will include as a limitation that the general conclusions may not apply to Hopi. If there is a lower than desired responses rate overall for one or more items these will be identified in the report and if statistically warranted, will be identified as a limitation in results that must be taken into account in interpretation of the resultant data.</p>
<p>Is this survey intended to measure a Government Performance and Results Act (GPRA) performance measure? If so, please include an excerpt from the appropriate document. (Use as much space as needed; if necessary include additional explanation on separate page).</p>	
<p>This survey is intended to measure an SPP indicator for reporting to OSEP. See indicator as follows.</p> <p>(The indicator is taken directly from the OSEP SPP guidance. In the Monitoring priority</p>	

FAPE means Free Appropriate Public Education. LRE Means the Least Restrictive Environment.

Part B State Performance Plan (SPP) 2010 revision

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

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

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

APPENDIX A

Parent Survey – Special Education

Schools Efforts to Partner with Parents	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
18) The school has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) The school communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) The school gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) The school offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) The school offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) The school gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) The school provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25) The school explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State of Residence

Child's Grade

Child's Age in Years

Child's Age When First Referred to Early Intervention or Special Education
 Under 1 year OR Age in years

Is the child Hispanic or Latino/Latina
Yes **No** (circle one)

- Child's Race** (Select one or more)
- 1 White
 - 2 Black / African American
 - 3 Asian
 - 4 Native Hawaiian or Pacific Islander
 - 5 American Indian or Alaska Native

Child's Primary Exceptionality / Disability
(Bubble only one)

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disability
- Orthopedic
- Other Health
- Specific Learning Disability
- Speech or Language Impairment

- Traumatic Brain Injury
- Visual Impairment

**THANK YOU FOR YOUR
PARTICIPATION !!**

Paperwork Reduction Act Statement: This information is collected to properly identify each student's instructional and residential program classification. The information is supplied by a respondent to obtain or retain a benefit that is to provide appropriate schooling. It is estimated that responding to the request will take an average of *20 minutes* to complete. This includes the amount of time it takes to gather the information and fill out the form. If you wish to make comments on the form, please send them to the Information Collection Clearance Officer-Indian Affairs, 1849 C Street, NW, Washington, DC 20240. NOTE: Comments, names and addresses of commenters are available for public review during regular business hours. If you wish us to withhold this information you must state this prominently at the beginning of your comment. We will honor your request to the extent allowable by law. In compliance with the Paperwork Reduction Act of 1995, as amended, this collection has been reviewed by the Office of Management and Budget and assigned OMB Control #1040-0001 and an expiration date of March 31, 2012. Please note that an agency may not conduct or sponsor, and a person is not required to report to, a collection of information unless there is a valid OMB control number.

APPENDIX B

Development of NCSEAM Parent/Family Surveys

NCSEAM Parent Survey National Item Validation Study Technical Information

Development of the NCSEAM Parent / Family Surveys

One of the goals for the National Center for Special Education Accountability Monitoring (NCSEAM) has been to focus attention on the importance of family participation in early intervention and special education. In January 2002, NCSEAM established the Parent/Family Involvement Workgroup to provide guidance on the measures of families' perceptions and involvement in the early intervention and special education process. The instrument development work has been coordinated by Dr. Batya Elbaum, Associate Professor of Education and Psychology at the University of Miami. Dr. William P. Fisher, JR. of MetaMetrics, Inc. has served as the projects measurement consultant.

Several Important principals guided development of the surveys:

Content. Instrument content should be generate and vetted by all important stakeholders in the early intervention and special education system, especially families.

Construct Definition. Hypotheses concerning the constructs defined by the stake-holder generated items should be tested through the application of Rasch modeling.

Reliability. Measurement tools should have a minimum measurement reliability of .90 and yield at least four statistically separable measurement ranges.

Interpretability. The meaning of the measures should be transparent and easy to understand.

Acceptability. The length and readability of the survey should be kept within parameters acceptable to the intended respondents.

Usefulness. The measures should have significant, demonstrable relevance to services and results for families and children.

Survey content

The measure development process began with a comprehensive review of the literature on (a) legal requirements and best practice regarding family involvement in early intervention and special education; (b) theoretical perspectives and empirical studies on the relationship between parent/family involvement and outcomes for children with disabilities and their families; (c) models of parent involvement and relevant empirical findings in general education; and (d) instrumentation, particularly surveys and interview protocols, related to the aforementioned topics.

In spring of 2003, NCSEAM sponsored stakeholder input in 6 states: New Mexico, New Hampshire, Mississippi, Kentucky, California and Florida. In each state, participants were asked to generate items representing important aspects of families', experience with the early intervention and special education process.

The complete list of almost 500 non-duplicated items was submitted to an expert panel convened by PACER. The panel was asked to rate the importance of each item using a 4-point scale from "not so important" to "extremely important". 384 items (78%) were rated as very important or extremely important. These items were deemed to constitute the core of the NCSEAM survey item bank.

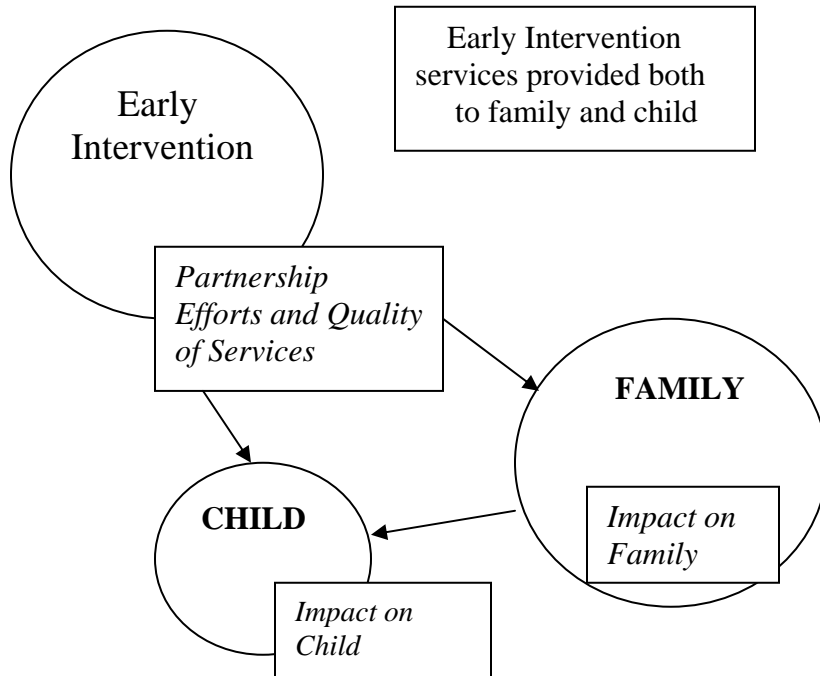
PACER also sent an e-mail inquiry to organizations in its network, asking whether these organizations had used any survey instruments to evaluate parent involvement in and/or perceptions regarding services for children needs and their families. Several organizations forwarded questionnaires whose items were checked against the existing item bank to locate any items with new content. Project Forum, which works collaboratively with NASDSE, conducted a survey of state directors of special education to ascertain whether any other states were implementing parent surveys. Several states provided copies of their existing parent surveys.

Concurrently, Dr. Fisher and Dr. Elbaum undertook a re-analysis of five years of data from the parent surveys that Florida's Part B monitoring division had administered since 1999, through a discretionary project to the University of Miami, in districts participating in its focused monitoring activities. Data were available for over 30,000 respondents, Results of the Rasch analysis indicated that the items did

not reveal a unitary variable structure but rather articulate four separate constructs: (a) schools' efforts to partner with parents, (b) parents' perception of the quality of special education services provided to their children, (c) parents' perception of outcomes of services for their children, and (d) parents' reports of the way they are involved in the special education process. Item calibrations and person measures were calculated for each of the four constructs. The items generated through the NCSEAM's stakeholder process were then grouped into these four categories plus a fifth category, not represented in the Florida survey items, addressing family outcomes.

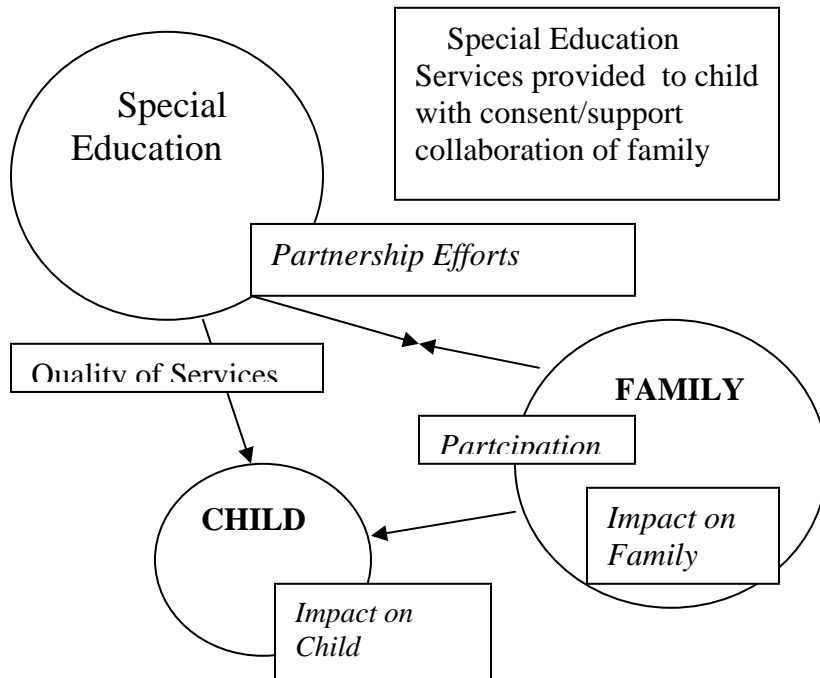
Two conceptual models were developed reflecting the relations among constructs for Part C and Part B. These are represented below.

Early Intervention Model



Given that efforts to engage families in a collaborative relationship are central to the provisions of early intervention services, partnership efforts and quality of services are conceptualized as a single construct reflecting family-centered services.

Special Education Model



In the special education model, partnership efforts on the part of the school or districts are reciprocated through parents' active involvement in the special education process.

Examination of survey instruments being used in other states revealed a number of tools with similar item content. Permission was obtained from the New York Part B lead agency and the Connecticut Part C lead agency to analyze their survey data, redacted of any identifying data. Survey items for each tool were separately calibrated using the same measurement approach that was applied to the Florida survey data. Items from the New York survey were found to group into the same four categories as those from the Florida parent survey. The item calibrations of seven items with similar content from the New York and Florida surveys were found to have a correlation of $r = .98$. Calibrations for four Connecticut and Florida survey items with similar content had a similarly high correlation. These findings provided strong support for the consistency of the NCSEAM construct definitions and the invariance of item calibration across different populations of respondents.

In October 2003, draft items articulating each of the posited constructs for Part B and Part C were reviewed by the NCSEAM Parent Involvement Workgroup. The Workgroup made the following recommendations:

The Part B items exhaustively covered all content that stakeholders had identified as important to families. It was noted that some items might be excessively long and/or at too high a reading level. The workgroup recommended that further input be sought out with regard to the Part C instrument. Consequently, in November and December, 2003, the Part C items were reviewed by parent groups in Florida (one location), Tennessee (two locations) and New Jersey (three locations). The Florida and New Jersey groups included significant representation of Spanish speaking families. All the groups provided general feedback on the survey as well as specific recommendations regarding item additions, item deletions and rewording. Additional input was obtained from university experts in the field of early interventions.

The Workgroup also considered the applicability of either Part B or Part C items, or some combination of the two, to 619. The consensus of the Workgroup was that further work was required in order to produce relevant and unambiguous items for families receiving early

childhood special education services. Item development for a 619 family survey is expected to be completed in 2006.

Between October 2004 and February 2005, NCSEAM conducted the National Item Validation Study in order to obtain item responses from a nationally representative sample of families. Eight Part C Lead Agencies (NM, FL, LA, MA, IA, CA, NJ, GA) and 6 SEAs (NM, FL, NH, NJ, MS, GA) agreed to solicit the participation of families in their states. To reduce the response burden on participating families, the number of items to which any given family would be asked to respond was reduced by dividing the Part B and Part C items, separately, into three groups: a common group, to appear on each of two alternate forms; and two unique groups of items, each of which would appear on one form only. Optically scan-able forms were printed and distributed to participating states. Each SEA was provided with a target sampling plan and instructions on administration of the survey. Participation recruitment strategies and modes of administration of the survey differed by state. Mode and language of administration of the survey were recorded so that it would be possible to examine whether these variables were associated with variance in item calibration. Survey responses were obtained from a total of approximately 1750 families receiving Early Intervention services and 2600 parents of children receiving special education services.

Data analysis from the National Validation Study confirmed the high reliability and validity of the measurement scales. Summary information on these analysis is included in the NCSEAM power point presentation from the August 2005 OSEP Summer Institute. Output from these analysis, as well as additional technical information, is also available on the NCSEAM website.

APPENDIX C

NCSEAM PARENT SURVEY
NATIONAL ITEM VALIDATION STUDY
TECHNICAL INFORMATION

This site is under construction. New material will be added as it becomes available. Check back regularly for updates.

The research presented here marks an auspicious start to an ambitious new direction in work of this kind. Far more questions have been raised than answers have been provided. Much remains to be done, especially in three particular areas: 1) establishing when and where and for whom particular items and sets of items are consistently more or less agreeable for one group of parents/families than another (DIF analysis), 2) monitoring the invariance properties of the scales across samples and over time, and 3) applying the information provided by the measures in quality improvement efforts. If you have questions or comments, or if you have data or analyses you'd like to share, please let us know at Survey@ImprovingSpecialEd.com Thanks.

I. General information

A. The survey forms with all of the items used in the National Item Validation Study are available for viewing here in PDF format:

1. Part B
 - a) [Form 1](#)
 - b) [Form 2](#)
2. Part C
 - a) [Form 1](#)
 - b) [Form 2](#)

B. The surveys were designed to produce data that would conform with the principles of Fundamental Measurement Theory, as this is implemented in Rasch's models for uni-dimensional measurement.

1. Go to <http://www.rasch.org/rmt> for the full text of *Rasch Measurement Transactions*.
2. Go to <http://www.rasch.org> for more information on software, journals, books, consultants, training seminars, etc.
3. For survey design recommendations, see [Fisher \(2000\)](#) and [Linacre \(1993\)](#).
4. The NCSEAM surveys, item banks, analysis control variables, item anchor values, output files, and statistical comparisons are provided in the expectation that others interested in employing or improving these tools will find everything they need to do the job. Please address questions about the survey data analyses and measurement scales to mailto: Survey@ImprovingSpecialEd.com.

C. All [WINSTEPS](#) control and output files are provided in MS Word format for viewing convenience, though the sheer volume of output produced prohibits attention to the details of perfect pagination.

1. To use the control files in WINSTEPS analyses they will have to be saved in the text-only format.
2. All of the output files include variable maps, summary statistics, individual item statistics, and principal components factor analyses of the items' standardized residuals.
3. See the [WINSTEPS User Manual](#) for more information on the control file variables, and go to the WINSTEPS.com web site for free software, control files set up to run example data analyses from readily available books, etc.
4. For links to other Rasch analysis programs (RUMM, CONQUEST, and others) that ought to be capable of reproducing the WINSTEPS analyses, go to <http://www.winsteps.com/rasch.htm>

II. Part B

A. Data files

1. [SPSS format](#)

- a) Original data as scanned
- b) Responses from parents of children ages 5 and over only
- c) Ages 3-5 to be addressed in forthcoming 619 study

2. [WINSTEPS \(ASCII DOS text\) format](#)

- a) All demographics
- b) All rating scale items

B. The Sample

1. [Child age groups represented vs. served under IDEA](#)

2. [Disability classifications represented vs. served under IDEA](#)

3. [Ethnic groups represented vs. served under IDEA](#)

C. The Scales

1. Partnership Efforts (SPP indicator)

a) Final scale as standardized

(1) WINSTEPS control file: [BEff3cSTD.con.doc](#)

(a) Descriptions of the meaning of the control variables are given in this file only

(b) See the [WINSTEPS User Manual](#) for more information

(2) WINSTEPS output file: [BEff3cSTD.out.doc](#)

b) Validity and invariance studies (not all in final standardized metric)

(1) Original 6-category data analysis

(a) WINSTEPS control file: [BEff6c.con.doc](#)

(b) WINSTEPS output file: [BEff6c.out.doc](#)

(2) Optimized 3-category data analysis

(a) WINSTEPS control file: [BEff3c.con.doc](#)

(b) WINSTEPS output file: [BEff3c.out.doc](#)

(3) Sub-sample scaling contrasts

(a) Item calibrations

(i) Web vs. paper administration

(ii) By survey form

(a) [Form 1 items vs common items](#)

(b) [Form 2 items vs common items](#)

(iii) [By language](#)

(iv) [Self-administered or read to](#)

(v) Ethnicity

(vi) State of residence

(a) [GA vs NH](#)

(b) others

(vii) By age of child

(a) [Age 5 vs ages 6-10 \(r=0.95\)](#)

(b) [Age 5 vs ages 11-13 \(r=0.92\)](#)

(c) [Age 5 vs ages 14-21 \(r=0.94\)](#)

(d) [Ages 6-10 vs ages 11-13 \(r=0.99\)](#)

(e) [Ages 6-10 vs ages 14-21 \(r=0.99\)](#)

(f) [Ages 11-13 vs ages 14-21 \(r=0.99\)](#)

(g) [Average Ratings by Age Groups](#)

(b) Parent measures

(i) By form

(ii) Unique vs common

(iii) Random

- (iv) Agreeable vs. disagreeable
 - (4) Model fit and differential functioning analyses
 - (a) Item calibrations
 - (i) Web vs. paper administration
 - (ii) By language
 - (iii) Self-administered or read to
 - (iv) Ethnicity
 - (v) State of residence
 - (vi) Age of child
 - (b) Parent measures
 - (i) By form
 - (ii) Unique vs common
 - (iii) Random
 - (iv) Agreeable vs. disagreeable
 - c) Scale reduction reliability and precision studies
 - (1) Item calibrations
 - (a) Strata
 - (b) Reproducibility
 - (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
2. Impact on Family
- a) Final scale as standardized
 - (1) WINSTEPS control file: [BImpF3cSTD.con.doc](#)
 - (2) WINSTEPS output file: [BImpF3cSTD.out.doc](#)
 - b) Validity and invariance studies (not shown in final standardized metric)
 - (1) Original 6-category data analysis
 - (a) WINSTEPS control file: [BImpF6c.con.doc](#)
 - (b) WINSTEPS output file: [BImpF6c.out.doc](#)
 - (2) Optimized 3-category data analysis
 - (a) WINSTEPS control file: [BImpF3c.con.doc](#)
 - (b) WINSTEPS output file: [BImpF3c.out.doc](#)
 - (3) Sub-sample scaling contrasts
 - (a) Item calibrations
 - (i) Web vs. paper administration
 - (ii) By survey form
 - (a) Form 1 items vs common items
 - (b) Form 2 items vs common items
 - (iii) [By language](#)
 - (iv) [Self-administered or read to](#)
 - (v) Ethnicity
 - (vi) State of residence
 - (a) [GA vs NH](#)
 - (b) others
 - (vii) By age of child
 - (b) Parent measures
 - (i) By form
 - (ii) Unique vs common
 - (iii) Random
 - (iv) Agreeable vs. disagreeable
 - c) Scale reduction reliability and precision studies
 - (1) Item calibrations

- (a) Strata
 - (b) Reproducibility
 - (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
- 3. Quality of Services
 - a) Final scale as standardized
 - (1) WINSTEPS control file: [BQua3cSTD.con.doc](#)
 - (2) WINSTEPS output file: [BQua3cSTD.out.doc](#)
 - b) Validity and invariance studies (not shown in final standardized metric)
 - (1) Original 6-category data analysis
 - (a) WINSTEPS control file: [BQua6c.con.doc](#)
 - (b) WINSTEPS output file: [BQua6c.out.doc](#)
 - (2) Optimized 3-category data analysis
 - (a) WINSTEPS control file: [BQua3c.con.doc](#)
 - (b) WINSTEPS output file: [BQua3c.out.doc](#)
 - (3) Subsample scaling contrasts
 - (a) Item calibrations
 - (i) Web vs. paper administration
 - (ii) By survey form
 - (a) [Form 1 items vs common items](#)
 - (b) [Form 2 items vs common items](#)
 - (iii) [By language](#)
 - (iv) [Self-administered or read to](#)
 - (v) Ethnicity
 - (vi) State of residence
 - (vii) By age of child
 - (b) Parent measures
 - (i) By form
 - (ii) Unique vs common
 - (iii) Random
 - (iv) Agreeable vs. disagreeable
 - c) Scale reduction reliability and precision studies
 - (1) Item calibrations
 - (a) Strata
 - (b) Reproducibility
 - (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
- 4. Parent Participation
 - a) Final scale as standardized
 - (1) WINSTEPS control file: [BPar3c2STD.con.doc](#)
 - (2) WINSTEPS output file: [BPar3c2STD.out.doc](#)
 - b) Validity and invariance studies (not shown in final standardized metric)
 - (1) Original 6-category data analysis
 - (a) WINSTEPS control file: [BQua6c.con.doc](#)
 - (b) WINSTEPS output file: [BQua6c.out.doc](#)
 - (2) Optimized 3-category data analysis
 - (a) WINSTEPS control file: [BPar3c2.con.doc](#)
 - (b) WINSTEPS output file: [BPar3c2.out.doc](#)
 - (3) Sub-sample scaling contrasts

- (a) Item calibrations
 - (i) Web vs. paper administration
 - (ii) Form 1 vs Form 2 common items
 - (iii) [By language](#)
 - (iv) [Self-administered or read to](#)
 - (v) Ethnicity
 - (vi) State of residence
 - (vii) By age of child
- (b) Parent measures
 - (i) Items unique to form vs common items
 - (ii) Random items
 - (iii) Agreeable vs. disagreeable items
- c) Scale reduction reliability and precision studies
 - (1) Item calibrations
 - (a) Strata
 - (b) Reproducibility
 - (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
- d) Measures by groups
 - (1) [Ethnicity](#)
 - (2) [Language](#)
 - (3) [Child's age](#)
 - (4) [Survey form 1 vs. form 2](#)
 - (5) [Completed independently or read to](#)

III. Part C

A. Data files

- 1. [SPSS format](#)
 - a) Original data as scanned
 - b) Responses from parents of children ages birth to three only
- 2. [WINSTEPS \(ASCII DOS text\) format](#)
 - a) All demographics
 - b) All rating scale items

B. The Sample

- 1. [Child age groups represented vs. served under IDEA](#)
- 2. [Ethnic groups represented vs. served under IDEA](#)

C. The Scales

- 1. Impact on Family (SPP indicator)
 - a) Final scale as standardized
 - (1) WINSTEPS control file: [CImpF4cSTD.con.doc](#)
 - (2) WINSTEPS output file: [CImpF4cSTD.out.doc](#)
 - b) Validity and invariance studies (not shown in final standardized metric)
 - (1) Original 6-category data analysis
 - (a) WINSTEPS control file: [CImpF6c.con.doc](#)
 - (b) WINSTEPS output file: [CImpF6c.out.doc](#)
 - (2) Optimized 4-category data analysis
 - (a) WINSTEPS control file: [CImpF4c.con.doc](#)
 - (b) WINSTEPS output file: [CImpF4c.out.doc](#)
 - (3) Sub-sample scaling contrasts
 - (a) Item calibrations
 - (i) Web vs. paper administration
 - (ii) Form 1 vs Form 2 common items

- (iii) By language
 - (iv) Self-administered or read to
 - (v) Ethnicity
 - (vi) State of residence
 - (vii) By age of child
 - (b) Parent measures
 - (i) Items unique to form vs common items
 - (ii) Random items
 - (iii) Agreeable vs. disagreeable items
 - c) Scale reduction reliability and precision studies
 - (1) Item calibrations
 - (a) Strata
 - (b) Reproducibility
 - (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
2. Family-Centered Services
- a) Final scale as standardized
 - (1) WINSTEPS control file: [CEffQua3c2STD.con.doc](#)
 - (2) WINSTEPS output file: [CEffQua3c2STD.out.doc](#)
 - b) Validity and invariance studies (not shown in final standardized metric)
 - (1) Original 6-category data analysis
 - (a) WINSTEPS control file: [CEffQua6c.con.doc](#)
 - (b) WINSTEPS output file: [CEffQua6c.out.doc](#)
 - (2) Optimized 3-category data analysis
 - (a) WINSTEPS control file: [CEffQua3c2.con.doc](#)
 - (b) WINSTEPS output file: [CEffQua3c2.out.doc](#)
 - (3) Sub-sample scaling contrasts
 - (a) Item calibrations
 - (i) [Web vs. paper administration](#)
 - (ii) [Form 1 vs Form 2 common items](#)
 - (iii) By language
 - (iv) Self-administered or read to
 - (v) Ethnicity
 - (a) [Asian vs Blacks](#)
 - (b) [American Indians vs Hispanics](#)
 - (c) [Blacks vs Whites](#)
 - (vi) State of residence
 - (vii) By age of child
 - (a) [Birth to 1 vs 1 to 2](#)
 - (b) Birth to 1 vs 2 to 3
 - (c) 1 to 2 vs 2 to 3
 - (b) Parent measures
 - (i) Items unique to form vs common items
 - (a) [Form 1 vs common items](#)
 - (b) [Form 2 vs common items](#)
 - (ii) Random items
 - (iii) Agreeable vs. disagreeable items
- c) Scale reduction reliability and precision studies
 - (1) Item calibrations
 - (a) Strata

- (b) Reproducibility
- (2) Parent measures
 - (a) Strata
 - (b) Reproducibility
- d) Measures by groups
 - (1) [Ethnicity](#)
 - (2) [Language](#)
 - (3) Child's age
 - (a) [At referral](#)
 - (b) [At time survey completed](#)
 - (4) [Web vs paper administration mode](#)
 - (5) [Survey form 1 vs. form 2](#)
 - (6) [Completed independently or read to](#)
- D. Setting the SPP/APR standards: The July 2005 NCSEAM stakeholders meeting
 - 1. See Stone (2001) for concept as applied in education
 - 2. See [here](#) for a summary of the NCSEAM standard setting process

IV. Statistical Associations

- A. [Part B vs Part C Comparison of Select Impact on Family item calibrations](#)
- B. Part B Measures by Partnership Efforts Ranges
 - 1. [Quality of Services](#)
 - 2. [Impact on Family](#)
 - 3. [Parent Participation](#)
- C. [Part C Quality of Service Measures by Impact on Family Ranges](#)
- D. Correlations
 - 1. [Part B correlations](#)
 - 2. [Part C correlations](#)
- E. Regression models
- F. Discriminant function analysis
- G. Structural Equation Models

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APPENDIX D

Frequently Asked Questions

Frequently Asked Questions

1. Is there any cost to states for using the NCSEAM survey?
 - a. There is no charge to states to access the NCSEAM items. States may copy and use the NCSEAM-designed form [[Part B](#) or [Part C](#)] at no cost.
 - b. NCSEAM has covered the cost of design and set-up for the early childhood and school age survey forms available from Scantron, Inc. States may select other vendors to produce similar forms.
 - c. Information on vendors that can provide services related to printing, mailing, scanning, and/or data analysis for all the NCSEAM instruments are available on the [NCSEAM website survey page](#).
 - d. Costs related to administration of the survey, customization of forms, additional data analyses, etc. are the responsibility of states.
2. Can we remove items from the survey that we don't want to include?
 - a. Yes, but only if they are replaced with other items from the NCSEAM item bank that have equivalent calibrations. This is necessary to maintain measurement reliability.
 - b. This option can be explored in consultation with your own technical assistants or with consultants recommended by NCSEAM.
3. Can we add items to the survey?
 - a. Yes. However, until responses to the new item are analyzed in the context of the entire set of items, it is uncertain what effect the new items will have on scale reliability.
 - b. This option can be explored in consultation with your own technical assistants, or with consultants recommended by NCSEAM.
4. Can we adjust the wording of items?
 - a. Yes. However, until responses to the newly-worded item are analyzed in the context of the entire set of items, it is uncertain whether the new wording changes the reliability or validity of the measure.
 - b. This option can be explored in consultation with your own technical assistants, or with consultants recommended by NCSEAM.
5. Does changing items affect reliability?
 - a. Qualitatively, reliability can be affected by the extent to which items are clearly worded and consistently represent a particular amount of the thing being measured, e.g., schools' facilitation of parent involvement or family outcomes resulting from early intervention. Use of items that are ambiguously phrased, that ask multiple questions in association with only one response opportunity, or that vary inconsistently in their agreeability across respondents could have a negative effect on reliability.
 - b. Quantitatively, reliability is reduced as the number of items (or response choices) is reduced. Fewer items result in a reduced capacity to distinguish differences among the respondents. The end result is a higher error and less precision in the percents reported on the SPP/APR parent/family indicators.
6. If we change items, will results for our state be comparable to those of states using other items?
 - a. Yes. Provided that items are modified, removed, or substituted following appropriate measurement requirements, the comparability of different version of the survey will be preserved.
7. Why is there no N/A or I Do Not Know option?
 - a. The first reason is that the instructions at the beginning of the survey tell respondents to skip any items that they feel do not apply to them or to their child.
 - b. The second reason is that including these kinds of options can significantly decrease the number of items that people give a substantive response to. When a response to an item

- requires some deliberation, some respondents may tend to choose a N/A or Don't Know option rather than think through the other response choices and make a decision.
- c. The extra effort that it takes respondents to decide to skip a question is small enough to maintain data quality, but high enough to maintain data quantity.
8. How are measures from the different NCSEAM scales related to one another?
- a. For Part C:
 - i. Based on data from the National Item Validation Study, 64% of the variance in the Impact on Family measures is explained by the Family-Centered Services measures;
 - ii. when the Impact on Family measures are divided into the five statistically distinct ranges the scale can reliably distinguish, 52% of the Impact on Family measures are accurately predicted by the Family-Centered Services measures;
 - iii. the Family-Centered Services measures predict 92% of the Impact on Family measures to within one range plus or minus the actual range.
 - b. For Part B:
 - i. Based on data from the National Item Validation Study, when measures of Schools' Partnership Efforts are examined in relation to each of the other Part B scales,
 1. Schools' Partnership Efforts explains 13% of the variation in the Parent Participation measures;
 2. Schools' Partnership Efforts explains 89% of the variation in the Quality of Services measures;
 3. Schools' Partnership Efforts explains 63% of the variation in the Impact on Family measures;
 - ii. When the Schools' Partnership Efforts measures are divided into the seven statistically distinct groups that the scale can reliably distinguish,
 1. 62% of the measures fall into the range predicted by the Quality of Services measures; .
 2. 33%, by the Parent Participation measures;
 3. 46% by the Impact on Family measures;
 4. 64% by all of the three measures combined; and
 - iii. The three measures combined predict 96% of the Partnership Efforts measures to within one range plus or minus the observed category.
9. What is the value of using all of the scales rather than just one?
- a. The relationships among the scales (School and Program Efforts, Parent Participation, and Impact on the Family) can guide program improvement efforts. For example, the extent to which parents report that preschool special education services resulted in positive outcomes for their family can be related to parents' reports of the extent to which schools facilitated their involvement.
 - b. Increased efforts to facilitate parent involvement should result in greater parent participation as well as improved outcomes both for children and families.
10. Can the NCSEAM Impact on Family scale be used to address the ECO Family Outcome statements?
- a. Yes. A measure derived from the NCSEAM Impact on Family Scale can support inferences regarding the extent to which families are achieving the outcomes specified in the ECO Family Outcome statements. See a related document posted to this website.
11. Can states adopt a [standard](#) that is different from the one recommended by NCSEAM?
- a. Yes. NCSEAM recommends that states wishing to do this implement the standard-setting procedure as described in an accompanying document posted to this website.
12. If we adjust items, does this affect application of the standard?

- a. Not necessarily. If the validity and reliability of the measures are not compromised, the scales will be in the same metrics and the percentage values reported on the SPP/APR will be comparable with those derived from other versions of the survey.
- b. Reliability cannot be ensured if the number of items used is smaller than that recommended by NCSEAM. The consequence of lower reliability will be less confidence in the percent reported for the SPP/APR parent/family indicators.
- c. Decreased confidence in the percent reported for the SPP/APR translates, over time, into greater uncertainty as to whether improvement efforts are having the desired effect.

13. How were the NCSEAM items developed?

- a. The NCSEAM Parent/Family Involvement Workgroup was convened in early 2002 for the purpose of developing parent measures for use in accountability systems for early intervention and special education, including preschool special education
- b. Sample items were drawn from existing survey instruments, research on parent involvement, and descriptions of best practices in parent involvement and family-centered services.
- c. In 2003, stakeholder workgroups were conducted in 6 states (MS, NH, CA, NM, KY, FL).
- d. About 500 suggested items were reviewed by PACER and other parent groups.
- e. Data from several states' (FL, CT, MS, MI, NY) surveys were analyzed; responses of parents and families to similar items on different surveys consistently showed similar degrees of agreement. Separate calibrations for items from different surveys having similar content were highly correlated.
- f. The NCSEAM National Item Validation Study was conducted between October 2004 and February 2005 through the efforts of 8 Part C Lead Agencies, 6 SEAs, and many cooperating parent organizations. Data analyses related to this study are available in the [Technical Manual](#) posted on this website.

14. How were the items for the NCSEAM-designed 2005 survey chosen from of the item bank?

- a. Qualitatively, items were chosen on the basis of face validity and content validity, in consultation with stakeholders and additional parent/family representatives.
- b. Items were also chosen on the basis of simplicity, brevity, and the consistency of the responses they garner.

Quantitatively, items calibrate to a wide range of positions on the various measurement rulers. These positions reveal differences in the amount of agreement indicated by parents. Items were then also chosen so as to span the entire range of measurement, which is a significant factor in maintaining measurement reliability.

15. What are some reasons for adopting the NCSEAM surveys as a state's measurement tool for the SPP/APR indicator(s)?

- a. The NCSEAM surveys are scientifically-based, valid and reliable.
- b. The NCSEAM measurement system consists of items suggested by parents and families that have been validated by data provided by parents and families.
- c. The NCSEAM-recommended standard were set by a national stakeholder group.
- d. The NCSEAM scales provide a map for program improvement
- e. Measures on the different NCSEAM scales reveal important associations between improvement in services and improvement in outcomes for children and families.

16. What is the process for analysis of the data?

- a. States may use their own data analysts or contract with a [vendor](#) listed on the NCSEAM website or with a measurement consultant or firm of their choice.
- b. Technical assistance for conducting the appropriate analyses are available in the NCSEAM [Technical Manual](#).

- i. WINSTEPS measurement analysis control files set up to be used with the NCSEAM-designed surveys
 - ii. WINSTEPS item anchor value files
 - iii. WINSTEPS data and output files from the item validation study
- 17. When does baseline data have to be reported to OSEP?
 - a. February, 2012

APPENDIX E

Standard Setting for Use of the NCSEAM Measurement to Address the SPP/APR Parent Family Indicators

Standard Setting for the Use of the NCSEAM Measures to Address the SPP/APR Parent/Family Indicators

Rationale

Rigorous measurement instruments yield consistent measures reportable in a uniform metric. This fact allows the meaning of the measures to be interpreted similarly by all users. However, the question of whether a particular measure (score) obtained through application of the measurement tool is adequate for a particular purpose should be determined by those who hold a stake in the consequences of using the measurement system.

There are many examples of standard setting using well-known measurement tools. For example, colleges often set a particular SAT score as a minimum requirement for admission. States establish scores on their state-wide public school tests that represent different levels of proficiency.

Use of the NCSEAM instruments to address the parent/family indicators requires the determination of a standard. For Part B, the standard is defined as the measure at which there is adequate evidence of schools' facilitation of parent involvement. For Part C, the standard is defined as the measure at which there is adequate evidence of families' achievement of specific outcomes.

In July 2005, NCSEAM convened a national group of stakeholders including parents, state Part B and Part C directors, advocates, service providers, and researchers, to recommend standards for the Part B and Part C indicators. Their recommendations are reported in the NCSEAM Summer Institute Plenary Session presentation.

Procedure

The standard setting process implemented by NCSEAM was a modification of the process described in Stone, G&E> (2001). Objective Standard Setting (or Truth in Advertising), *Journal of Applied Measurement*, 2(2), 187-201.

- Convene a workgroup with broad representation of families, state and local agencies, advocates, and other key stakeholders.
- Distribute a list of all items constituting the scale for which a standard is to be set. The items should be in their calibration order from lowest (greatest amount of agreement) to highest (lowest amount of agreement). The items will have been scaled such that the item calibrations represent a combined .95 likelihood of a response across the three agree categories (agree, strongly agree, very strongly agree).
- Reach consensus as to the highest item with which participants would require an "agree" response in order to have confidence that the meaning of the indicator (e.g., schools are facilitating parent involvement) is being achieved. Descriptively, "If families don't agree with this item" – and, by implication, with all those below it – "then we could not say that we had acceptable quality in this area."
- The measure that corresponds to the selected item – or items, when several items are in the same statistical range - represents the standard.
- Performance on the indicator is calculated as the percent of parents or families with measures at or above the established standard.
- To take measurement error into consideration, construct a confidence interval around the percent based on the estimate of measurement error. We will then have 95% confidence that the true percent of parents at or above the measure is within this % interval.