

Parent Survey Pilot: Measuring Parent Participation and Involvement in Special Education

National Center for Special Education Accountability

Lisa L. Persinger, Ph.D.
Information Coordinator
www.monitoringcenter.lsuhscc.edu

Who is NCSEAM?

- Funded by OSEP to work with states, local agencies, and OSEP in the implementation of focused monitoring and evidence-based decision-making about compliance with federal law so that improved results are achieved for children with disabilities and their families.
- Dr. Alan Coulter is director

When and Who?

- Work on this survey began October 1, 2002
- It was one of the first initiatives of NCSEAM
- Dr. Batya Elbaum, University of Miami facilitated the item development
- Dr. William Fisher is in charge of analyzing the data you collect

How?

- A Parent/Family Involvement workgroup was formed to develop a survey that could be used to evaluate parent involvement and satisfaction with early intervention and special education services in the context of focused monitoring.
- Four states and one region participated in the workgroup: NM, NH, FL, MS, and the Mid-south region

How?

- Meetings were held with groups of stakeholders (about 25 families at each meeting)
 - New Hampshire - March 19, 2003
 - Kentucky (representatives of the Mid-South region) - April 21, 2003
 - New Mexico - May 6, 2003
 - Mississippi - May 7, 2003
 - Miami (local representatives) - May 29, 2003

How?

- The parents at those meetings:
 - were provided with sample items reflecting the 6 types of parent participation included in Dr. Joyce Epstein's parent involvement model as well as several categories of client satisfaction. Participants brainstormed in small groups and generated additional items addressing the particular concerns of parents of infants, toddlers, children, and youth with disabilities.
 - *Outcome:* Development of a potential item bank consisting of approximately 500 items

How?

- Two item review sessions were convened by PACERS
 - A group of ethnically and linguistically diverse parents reviewed the entire set of items and provided ratings of item importance and projected endorsability. A second group provided recommendations as to the most important items in each of four areas: (a) school/program efforts to promote meaningful parent involvement; (b) school/program efforts aimed at improving results for infants, toddlers, children, and youth with disabilities; (c) child outcomes; (d) parents' self-reports of involvement.
 - *Outcome:* Prioritization, for purposes of initial piloting, of a reasonably small set of items representing important content within each of the four areas.

How?

Analysis of extant survey data

-Rasch analysis (calibration) of 37 dichotomous-response items used in a state-administered survey of parents' with over 30,000 responses.

-*Outcome:* Preliminary analyses indicate (a) a factor structure that matches the conceptual categories used by Workgroup, (b) unidimensionality of each factor, (c) the need to select items that provoke a range of endorsements (not all 'yeses' or all 'no's', and (d) the need for a larger number of response choices for each item to increase measure reliability.

How?

- We have two sets of items:
 - Part B 204 items
 - Part C 170 items
- In order to test all of the items and find the best ones we created two versions of each item pool:
 - 2 Part B surveys with 1/3 overlapping items
 - 2 Part C surveys with 1/3 overlapping items

Translations

- All of the Items are being translated into Spanish (for oral presentation to parents)
- 3 step process:
 - Miami translate Part C and New Mexico translate Part B into Spanish
 - Miami translate Part B Spanish items back into English and New Mexico vice versa
 - Compare the English translation with original English and translators resolve discrepancies
- This will produce the best possible translations of the items

What now?

- A select number of states or parent organizations have agreed to administer the surveys in their state so that we can find out which of the items on the survey are the best and most meaningful to families of children with disabilities receiving services.
- This will occur between August 2nd, 2004 and January 1st, 2005.

What about New Jersey? (Part B)

New Jersey	5	6 to 10	11 to 13	14 to 21	
Caucasian	20	75	75	75	
African-American	20	75	75	75	
Latino/Hispanic	20	75	75	75	
Native American					
Asian/Pacific Islander					
Other	10	25	25	25	
Totals	70	250	250	250	820

Who is coordinating within New Jersey?

- Debra Jennings, SPAN

with a lot of help and assistance from you!

Critical Support from:
NJ Department of Education

Tasks for Today

- Review the English versions of the Items for Part B and complete survey
- Understand the Questions and answers in the facilitator's guide
- Understand the role of the person who will administer the survey to parents
- Understand the timelines for this project

Tasks for Today

- Discuss a logistics plan for:
 - Administering the survey to parents to meet the sampling plan targets
 - Staying within the timelines of the project
 - Communicating with Debra
 - returning completed surveys and feedback forms as well as obtaining blank surveys from Debra

- Your handouts include:
 - Agenda
 - Slide handout
 - Color coded sample surveys
 - Survey facilitator guide
 - Survey Facilitator feedback form