



U.S. Department of Education Office of the Chief Financial Officer

Fiscal Year 2009 Grantee Satisfaction Survey

Final Report
August 2009



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Chapter I Introduction & Methodology

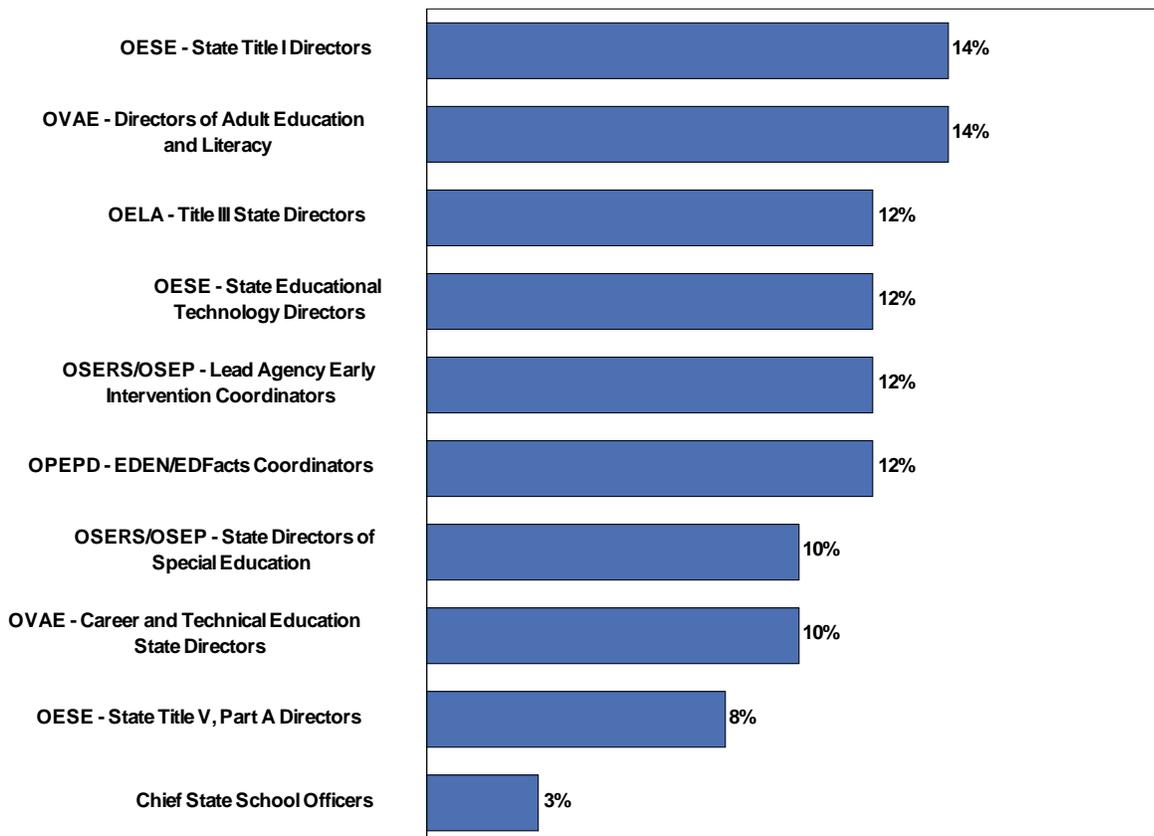
The American Customer Satisfaction Index (ACSI) is the national indicator of customer evaluations of the quality of goods and services available to U.S. residents. It is the only uniform, cross-industry/government measure of customer satisfaction. Since 1994, the ACSI has measured satisfaction, its causes and effects, for seven economic sectors, 41 industries, more than 200 private sector companies, two types of local government services, the U.S. Postal Service, and the Internal Revenue Service. ACSI has measured more than 100 programs of federal government agencies since 1999. This allows benchmarking between the public and private sectors and provides information unique to each agency on how activities that interface with the public affect the satisfaction of customers. The effects of satisfaction are estimated, in turn, on specific objectives, such as public trust.

The ACSI is produced through a partnership of the University of Michigan Business School, CFI Group, and the American Society for Quality.

Segment Choice

A total of 10 groups, composed of eight program offices, ED*Facts* Coordinators, and Chief State School Officers, participated in the fiscal year (FY) 2009 U.S. Department of Education Grantee Satisfaction Survey. All 10 groups had also participated in the 2006, 2007 and 2008 studies. The chart below indicates the composition of survey respondents by program groups as a percentage of all respondents.

Programs



N=344



Customer Sample and Data Collection

Each program provided a list of directors, as well as Chief State School Officers and ED Facts Coordinators from their program. Chief State School Officers were also included. Across all programs there were a total of 560 e-mail contacts. Data were collected from April 14, through July 13, 2009 via e-mail. In order to increase response reminder e-mails were sent to non-responders and phone calls were also placed to non-responders where individuals were given the option to complete the survey via phone. A total of 344 responded to the invitation for a 61 percent response rate. Eighteen respondents indicated that they were not affiliated with one of the participating program offices within the last 12 months, and were therefore disqualified. Of those who responded and were qualified, 326 respondents provided valid responses. These are responses where at least two-thirds of the questions were answered.

Response rates for each participating program for 2008 and 2009 are provided below. For most of the programs response rates were up from last year. Only Chief State School Officers had a response rate below 55 percent.

Response Rate by Program

	2009		2008	
	Number of Responses	Response Rate	Number of Responses	Response Rate
State Title I Directors	45	88%	34	64%
Title III State Directors	40	77%	34	65%
State Educational Technology Directors	42	58%	41	57%
Directors of Adult Education and Literacy	46	82%	44	77%
Career and Technical Education State Directors	31	56%	28	52%
State Title V, Part A Directors	27	55%	20	36%
EDEN/ED Facts Coordinators	39	68%	33	58%
State Directors of Special Education	32	55%	34	59%
Chief State School Officers	9	17%	18	33%
Lead Agency Early Intervention Directors	40	71%	36	64%

Questionnaire and Reporting

The questionnaire used is shown in Appendix A. The core set of questions was developed in 2005 and has remained unchanged in each subsequent administration of the survey. Each program had the opportunity to include a set of questions specific to their program. Questionnaires used for the survey are included in Appendix A.

Most of the questions in the survey asked the respondent to rate items on a 1 to 10 scale. However, open-ended questions were also included within the core set of questions, as well as open-ended questions designed to be program-specific. Appendix C contains tables that show scores for each question reported on a 0 to 100 scale. Results are shown in aggregate and by program. All verbatim responses are included in the back of the report in Appendix D, Verbatim Comments. Comments are separated by program. Appendix E provides an explanation of significant differences in reporting.



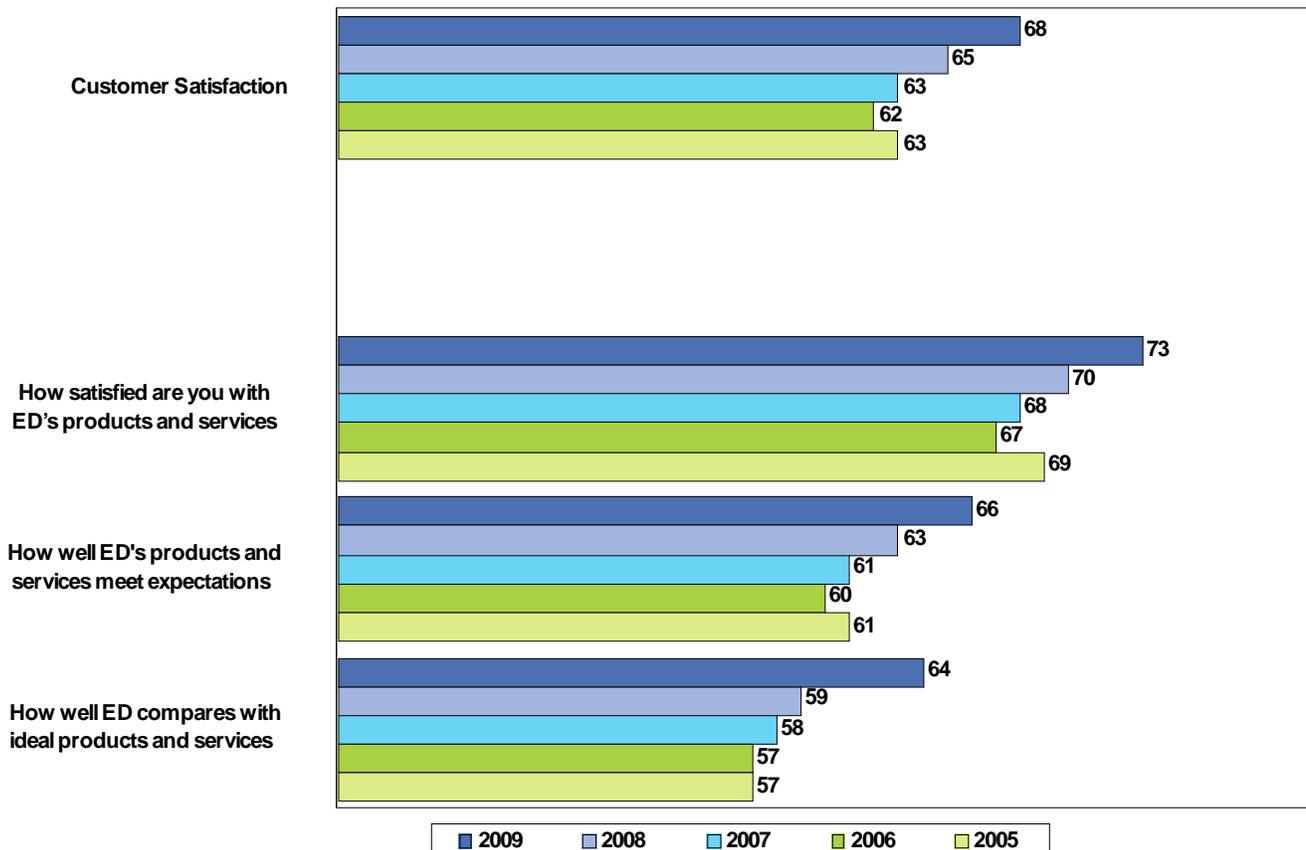
Chapter II Survey Results

Customer Satisfaction (ACSI)

The **Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q30, Q31 and Q32, in the questionnaire in Appendix A. The questions are answered on a 1 to 10 scale and are converted to a 0 to 100 scale for reporting purposes. The three questions measure: Overall satisfaction (Q30); Satisfaction compared to expectations (Q31); and Satisfaction compared to an 'ideal' organization (Q32).

The 2009 Customer Satisfaction Index (CSI) for the Department of Education grantees is 68. This represents a three-point gain from last year and a five-point gain from 2007. Of the three index questions, satisfaction with the Department's products and services was rated 73. How well the Department's products and services meet expectations was rated 66. Both of these index questions had three-point increases from last year. The third index question, comparison of the Department to the ideal, had a five-point gain from last year.

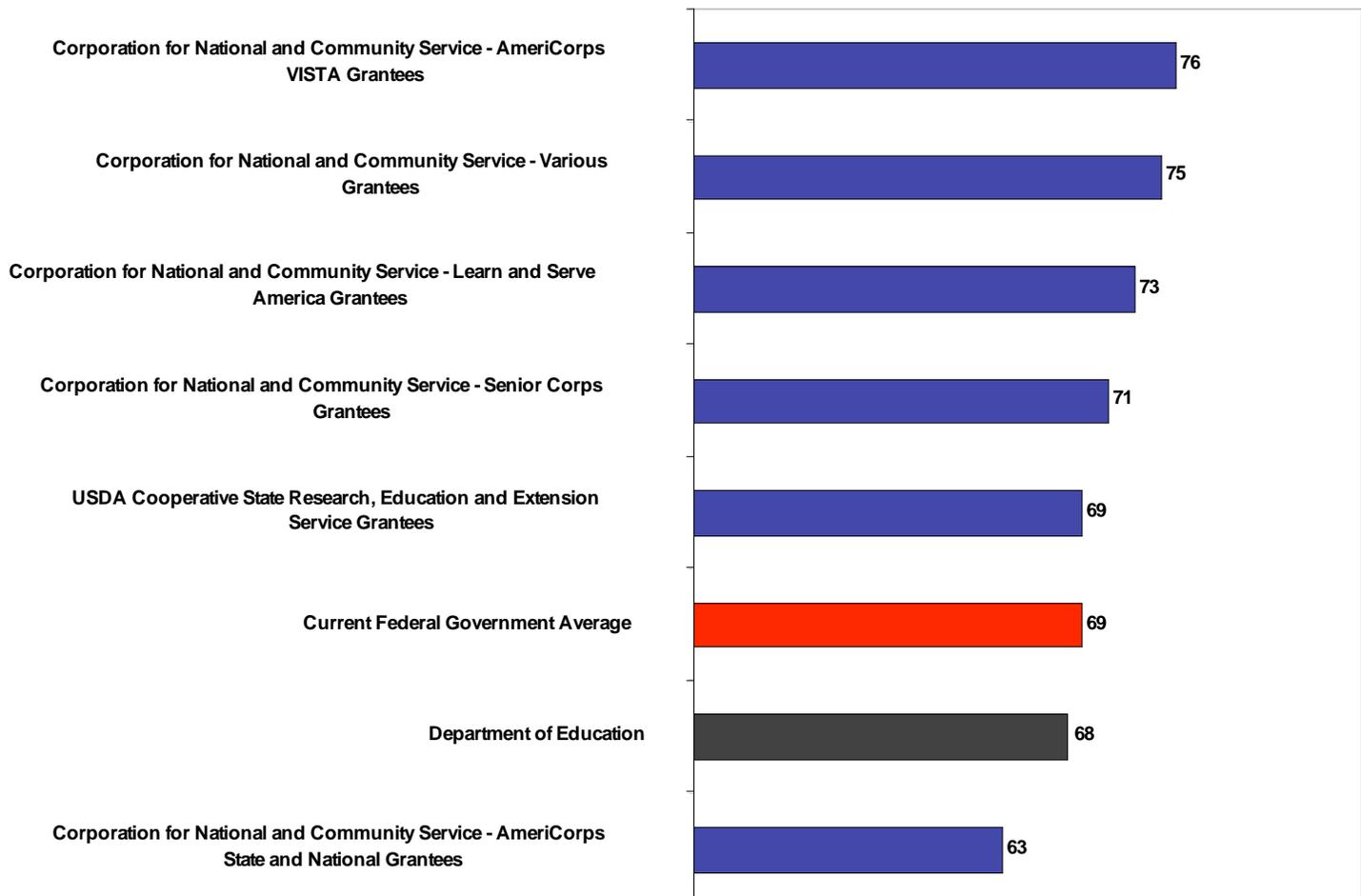
**Customer Satisfaction Index
2005 - 2009**





The chart below compares the satisfaction score of the U.S. Department of Education with satisfaction scores from other federal grant awarding agencies taken over the past three years and the most recent (December 2008) annual overall federal government average for benchmarking purposes. The Department of Education is now only one point below the current federal government average (69).

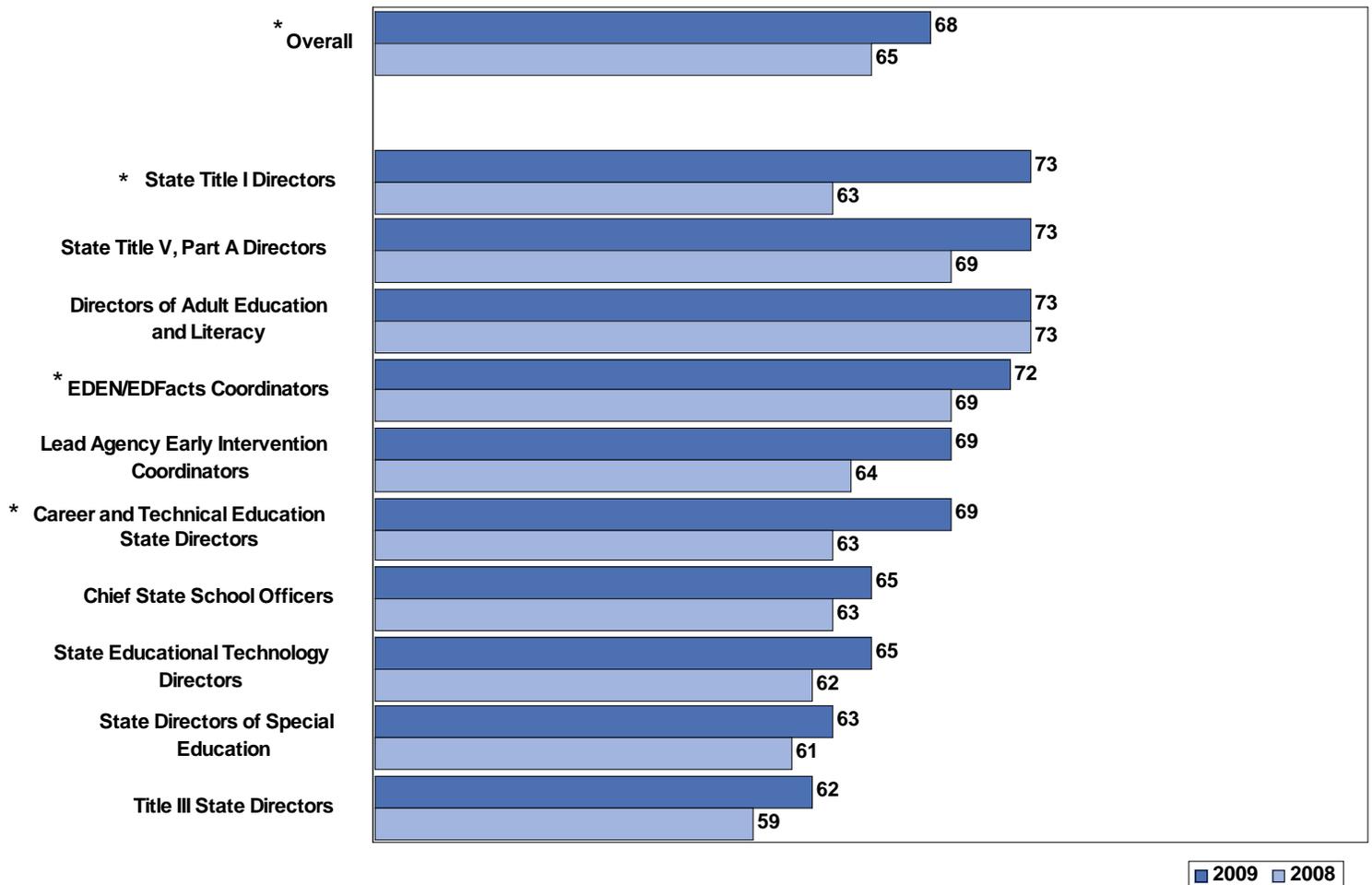
Satisfaction Benchmarks





With satisfaction increasing three points from last year, there were also some programs that had significant increases in satisfaction compared to their 2008 scores. The chart below reflects the grantees' 2009 Customer Satisfaction Index with the Department by program and compares 2009 scores with those from last year. State Title I Directors rated satisfaction with the Department at 73, a significant 10-point increase from last year. State Title V, Part A Directors and Directors of Adult Education and Literacy also rated their satisfaction with the Department at 73. Two other programs, EDEN/EDFacts Coordinators and Career and Technical Education State Directors also realized significant improvement in their satisfaction with the Department. None of the 10 groups had a decrease in satisfaction with the Department.

Customer Satisfaction Index Scores by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.

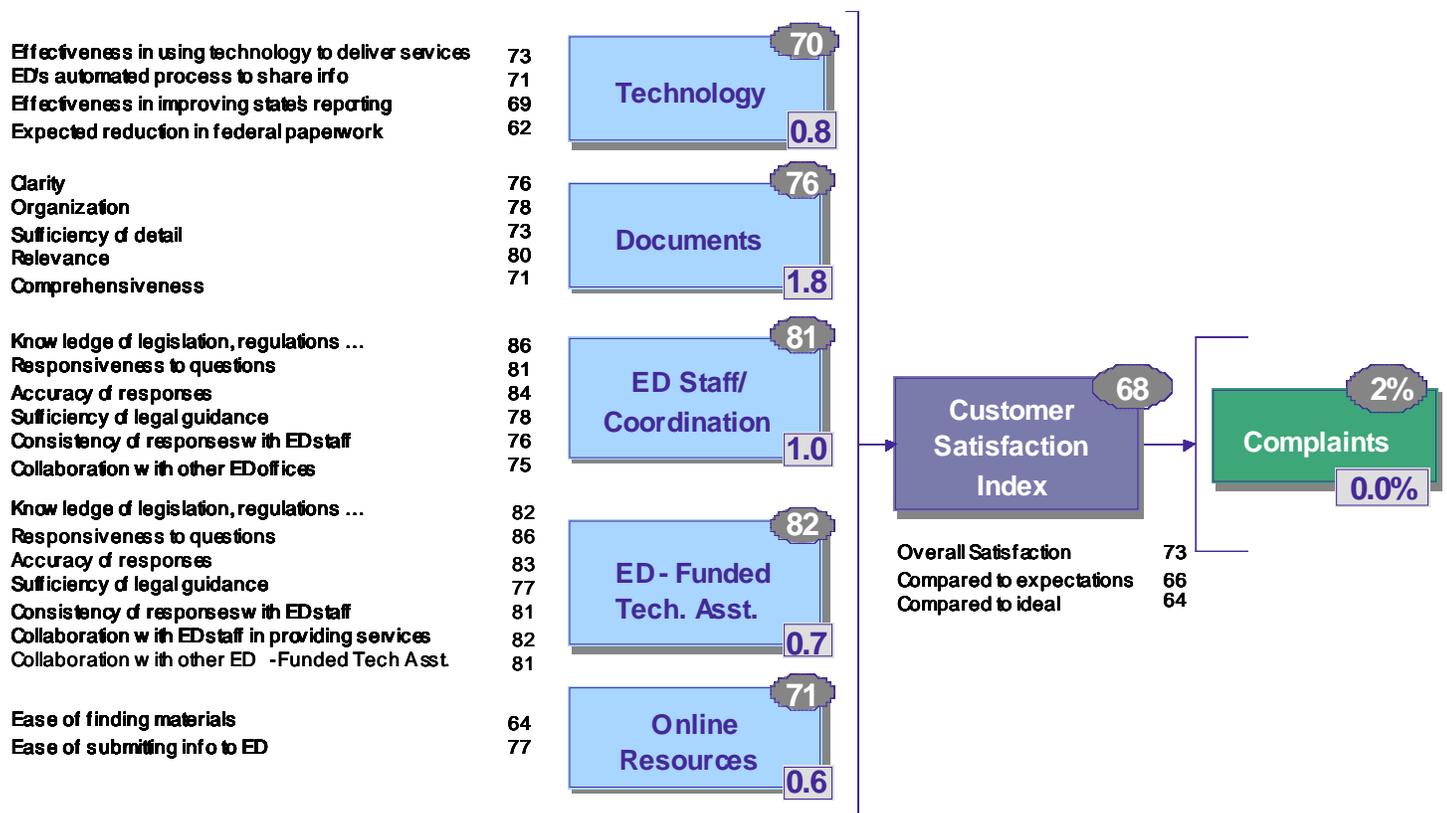


Customer Satisfaction Model

The government agency ACSI model is a variation of the model used to measure private sector companies. Both were developed at the National Quality Research Center of the University of Michigan Business School. Whereas the model for private sector, profit-making companies measures Customer Loyalty as the principal outcome of satisfaction (measured by questions on repurchase intention and price tolerance), each government agency defines the outcomes most important to it for the customer segment measured. Each agency also identifies the principal activities that interface with its customers. The model provides predictions of the impact of these activities on customer satisfaction.

The U.S. Department of Education Grantee Customer Satisfaction model – illustrated below, should be viewed as a cause-and-effect model that moves from left to right, with satisfaction (ACSI) in the middle. The rectangles are multi-variable components that are measured by survey questions. The numbers in the upper right corners of the rectangles represent performance or attribute scores on a 0 to 100 scale. The numbers in the lower right corners represent the strength of the effect of the component on the left on the one to which the arrow points on the right. These values represent "impacts." The larger the impact value, the more effect the component on the left has on the one on the right. The meanings of the numbers shown in the model are the topic of the rest of this chapter.

2009 U.S. Department of Education Grantee Satisfaction Model



N=326



Attribute scores are the mean (average) respondent scores to each individual question in the survey. Respondents are asked to rate each item on a 1 to 10 scale, with “1” being “poor” and “10” being “excellent.” For reporting purposes, CFI Group converts the mean responses to these items to a 0 to 100 scale. It is important to note that these scores are averages and not percentages. The score should be thought of as an index in which “0” represents “poor” and “100” represents “excellent.”

A component score is the weighted average of the individual attribute ratings given by each respondent to the questions presented in the survey. A score is a relative measure of performance for a component, as given for a particular set of respondents. In the model illustrated on the previous page Clarity, Organization, Sufficiency of detail, Relevance, and Comprehensiveness are combined to create the component score for “Documents.”

Impacts should be read as the effect on the subsequent component if the initial driver (component) were to be improved or decreased by five points. For example, if the score for “Documents” increased by 5 points (76 to 81), the Customer Satisfaction Index would increase by the amount of its impact, 1.8 points, (from 68 to 69.8). *Note: Scores shown are reported to nearest whole number.* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by 5 points, the related improvement in satisfaction will be the sum of the impacts. Only one outcome is shown in the model, Complaints. If the Customer Satisfaction Index were to increase by 5 points, “Complaints” would change by the amount of the impact of satisfaction on complaints. Usually, there is a negative relationship between satisfaction and complaint behavior; however, in the case of this model satisfaction has no impact on complaint behavior. This is likely due to the already low level of complaints (2 percent).



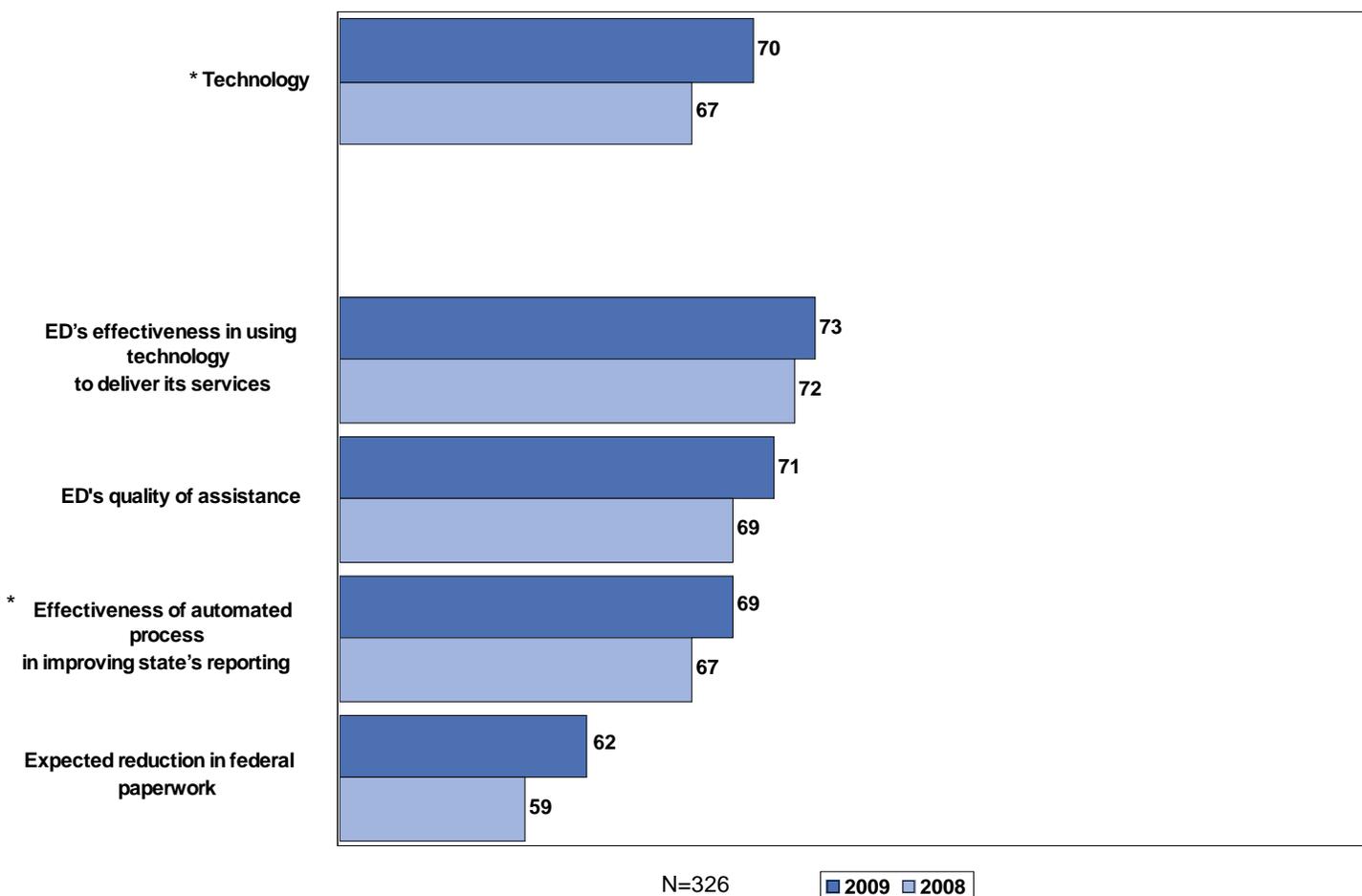
Drivers of Customer Satisfaction

Technology

Impact 0.8

Technology has a moderate impact on grantee satisfaction with an impact of 0.8. The area of technology is up a significant three points from last year and five points from 2007. The U.S. Department of Education's effectiveness in using technology to deliver its services remains the highest rated item in the area of technology with a rating of 73. Effectiveness of automated process in improving a state's reporting had a statistically significant gain over last year of two points. While expected reduction in federal paperwork remains the lowest rated item in Technology, respondents feel more positively about the potential reduction in paperwork than they had in years past. In 2007, this item only rated 56.

Technology Aggregate Scores



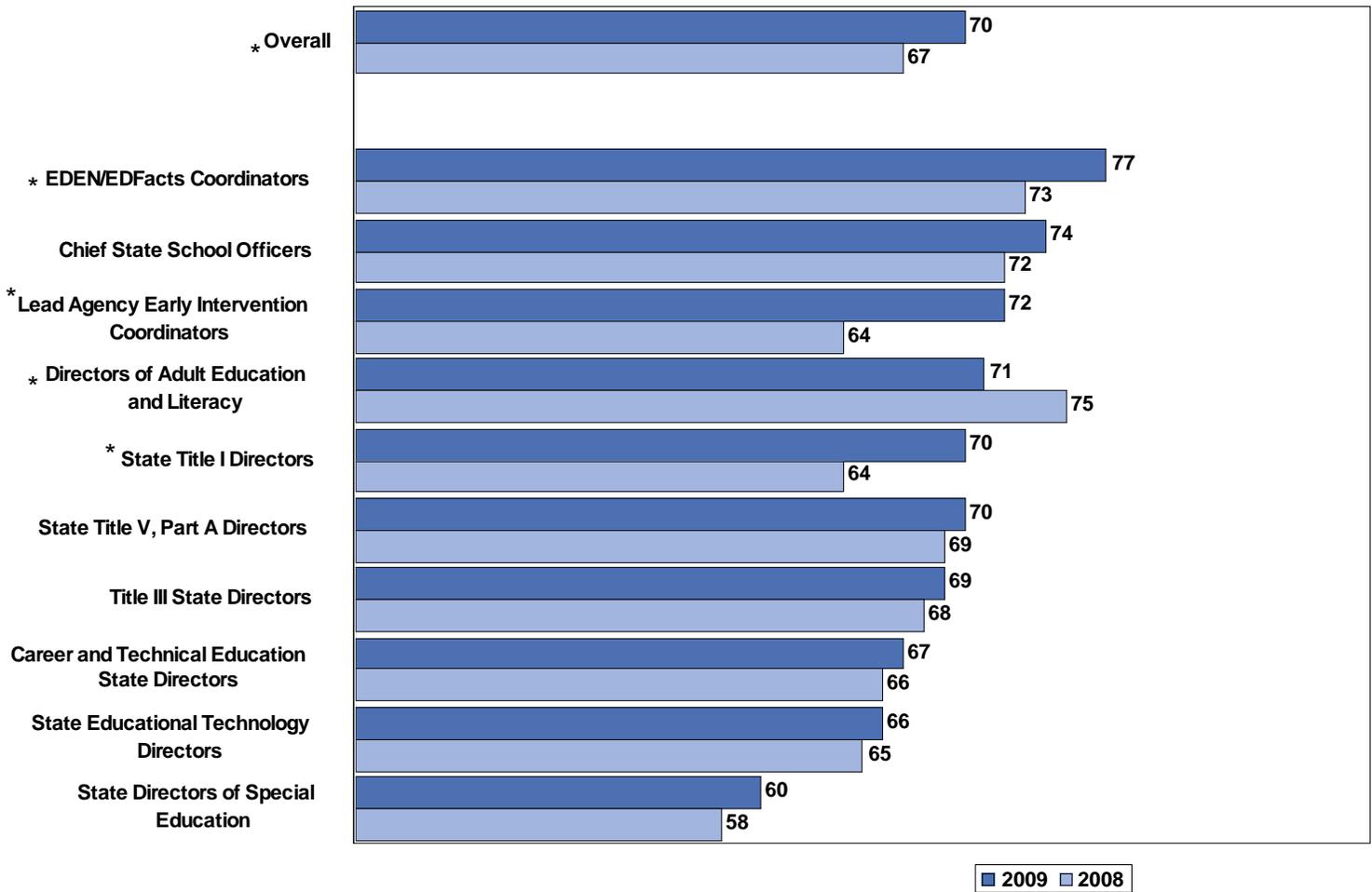
* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Respondents who rated “ED’s effectiveness in using technology to deliver services” low (below “6”) were asked how the U.S. Department of Education could better use technology to deliver its services. Continuing and increasing the usage of Webinars were frequent suggestions. Podcasting and posting to a listserv also received mentions. The use of technology to replace the need for travel to meetings was another theme. All verbatim responses can be found in Appendix D.

At an aggregate level, grantees’ rating of Technology increased a significant three points. Four programs or groups rated the Department’s use of Technology significantly higher in 2009. EDEN/EDFacts improved four points and rated the Department the highest for Technology at 77. Lead Agency Early Intervention Coordinators had a significant eight-point increase.

Technology Scores by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Scores for the area of Technology ranged somewhat across program groups. EDEN/EDFacts Coordinators rated Technology 17 points higher than did State Directors of Special Education. Considering each of the attributes that comprise Technology shows that there are particular questions where groups' ratings vary even more.

Across most programs grantees felt positively about the Department's effectiveness in using technology to delivery its services. Most grantees rated this item in the 70s or higher with only State Educational Technology Directors rating the item lower than 70 (67). Ratings were more varied concerning the effectiveness of the automated process in improving state's reporting. State Directors of Special Education rated this item 59, five groups rated effectiveness of automated process in the 60s and four groups rated it in the 70s. Likewise, programs held even more varied opinions about the expected reduction in paperwork. State Directors of Special Education rated this item 36. Lead Agency Early Intervention Coordinators rated expected reduction in paperwork 49. Conversely, EDEN/EDFacts did expect a reduction in paperwork rating this item 71.

Technology
Technology Attribute Scores by Program

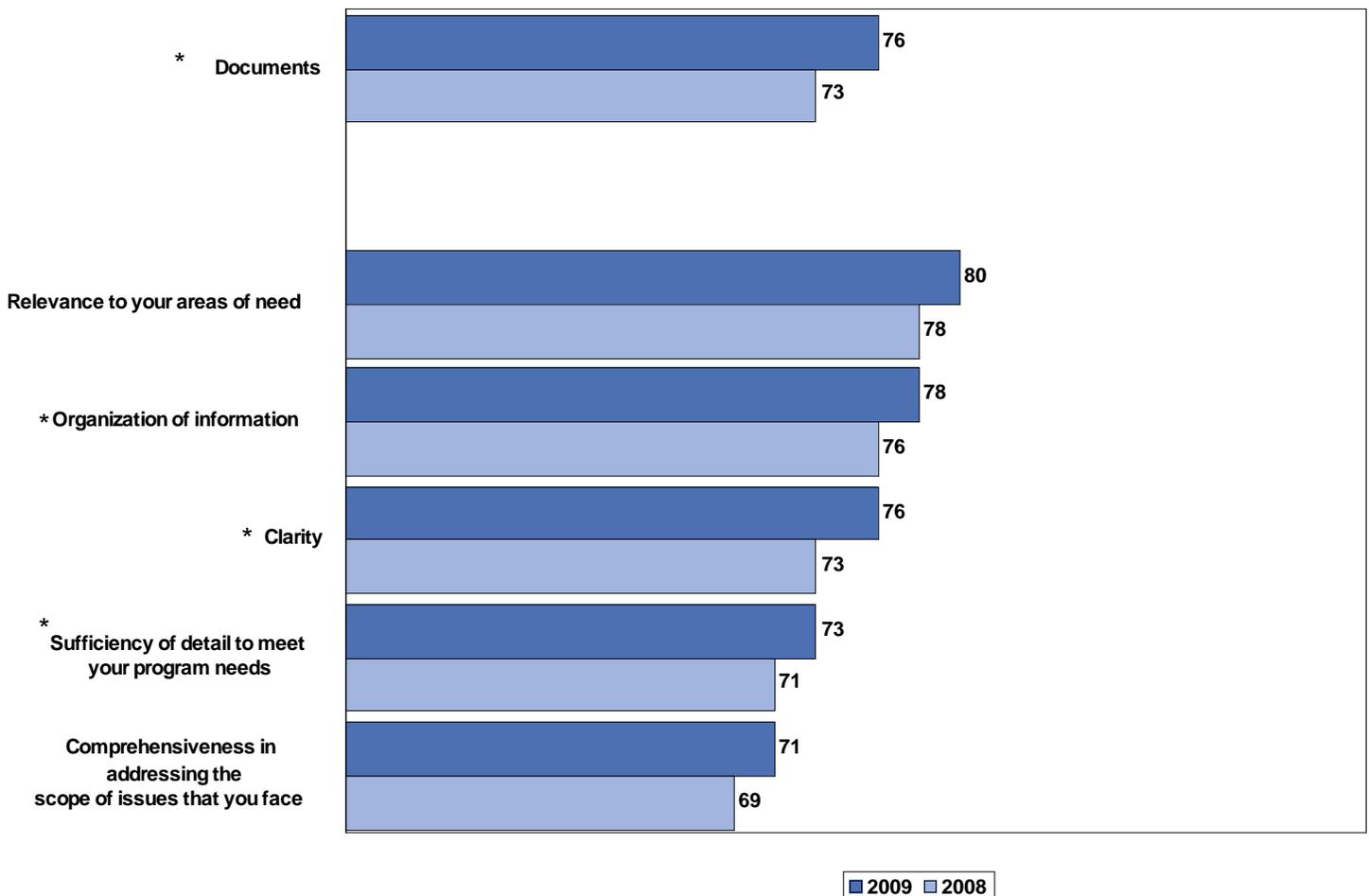
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/EDFacts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Technology	74	69	66	70	70	72	60	77	67	71
ED's effectiveness in using technology to deliver its services	75	72	67	73	76	79	73	80	71	73
ED's quality of assistance	74	68	68	71	71	72	64	78	68	73
Effectiveness of automated process in improving state's reporting	74	69	65	69	70	68	59	75	67	73
Expected reduction in federal paperwork	70	69	63	67	64	49	36	71	63	63
Sample Size	9	39	40	45	27	40	32	38	31	46



Documents
Impact 1.8

Documents continues to be a key satisfaction driver. With an impact of 1.8, it has the highest impact of all driver areas. Performance in the area of Documents saw a significant three-point increase from last year. Three of the items in this area had statistically significant increases over 2008 ratings but all of the items show at least a two-point improvement. Respondents are most positive about documents relevance to their areas of need with a rating of 80. The two-year trend for documents shows a seven-point improvement from 2007. This continued improvement in a key driver area has been instrumental to the overall increase in grantee satisfaction with the Department. Grantees feel more positively about the organization of information, the information’s clarity as well as it providing sufficient detail and comprehensive scope to meet their needs.

Documents
Aggregate Scores



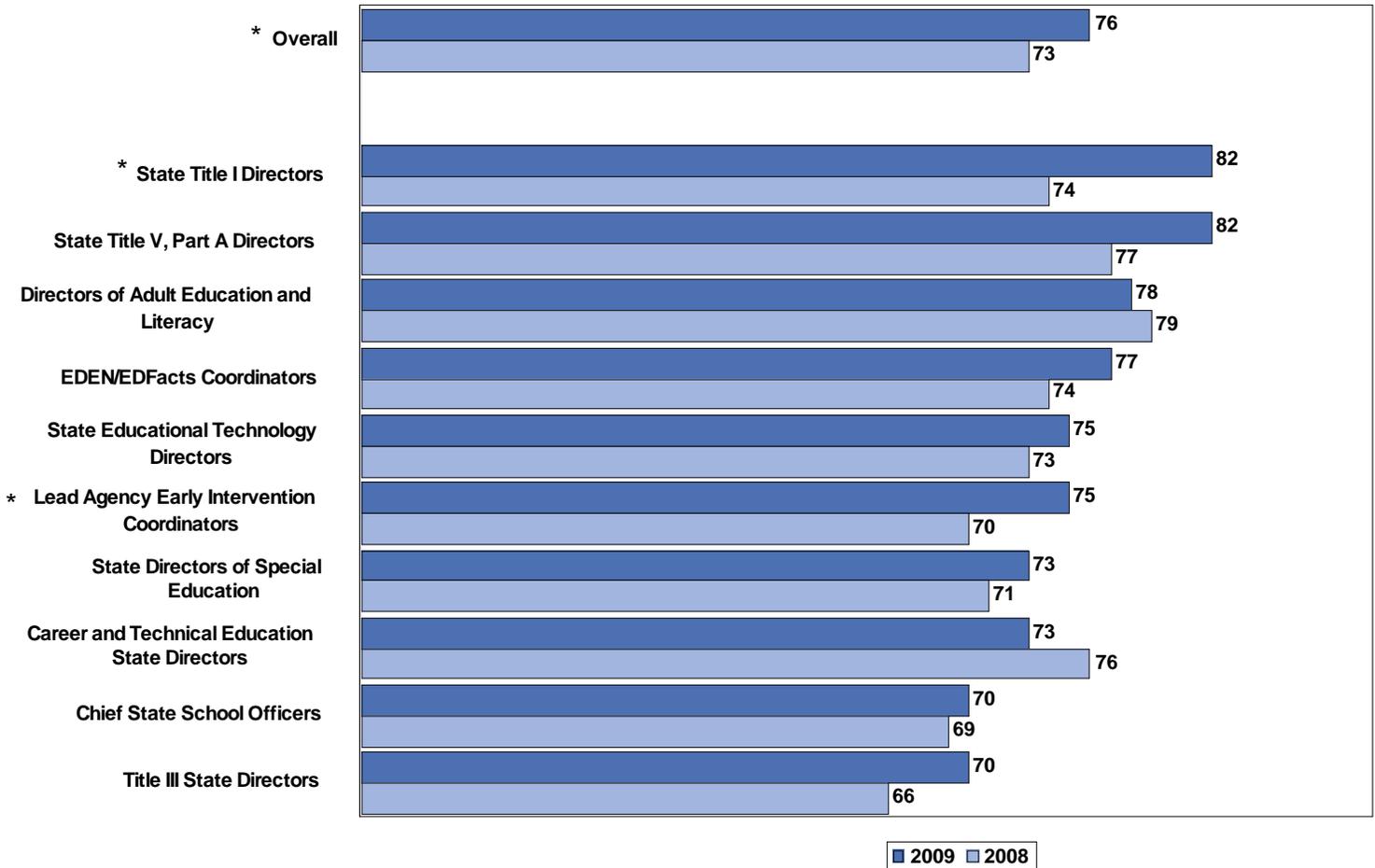
N=326

** Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



The Department received its highest rating in the area of Documents from State Title I Directors and State Title V, Part A Directors. Both scored Documents 82. For State Title I Directors this increase was a statistically significant eight points. Lead Agency Early Intervention Coordinators also rated Documents significantly higher with a five-point increase in their rating of Documents from last year. All programs and groups rated Documents at least in the 70s. Career and Technical Education State Directors did score Documents three points lower this year, but this does not represent a statistically significant difference.

**Documents
Scores by Program**



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Across most of the programs Documents continue to receive strong ratings for their relevance to the grantees' needs and for their organization of information. Scores for relevance to needs range from the high 70s to mid 80s and scores for organization of information range from the mid 70s to low 80s. Scores for comprehensiveness of information and sufficiency of detail were rated a bit lower, especially for the Title III State Directors and State Directors of Special Education. While only a small number of Chief State School Officers responded, those who did also gave the Department lower ratings in the areas of sufficiency of detail and comprehensiveness.

Documents
Documents Attributes Scores by Program

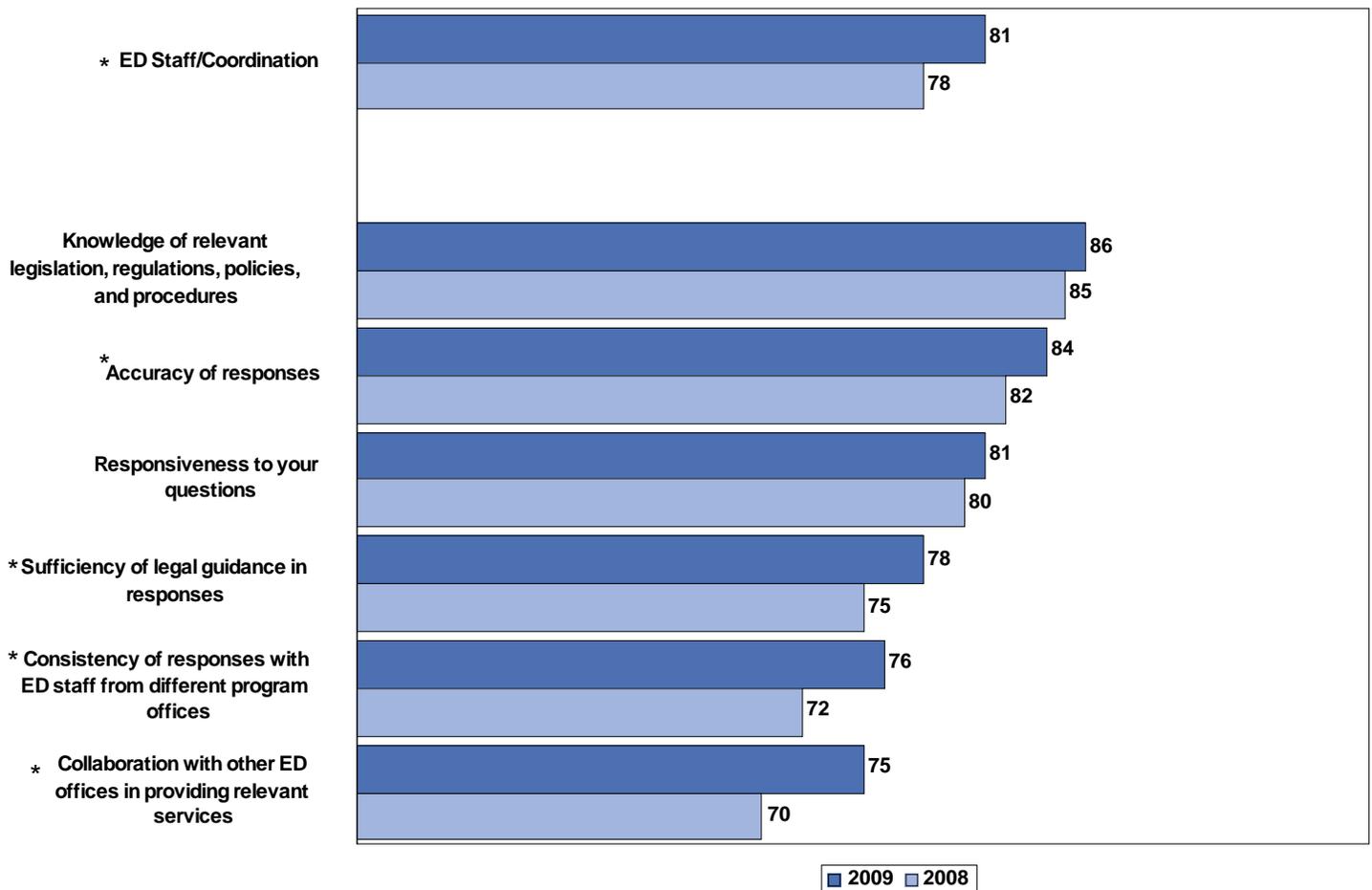
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	ED/IED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Documents	70	70	75	82	82	75	73	77	73	78
Clarity	70	69	77	83	81	74	73	76	74	78
Organization of information	75	75	77	84	82	79	76	80	75	80
Sufficiency of detail to meet your program needs	65	67	71	80	81	74	69	77	72	78
Relevance to your areas of need	78	77	78	84	84	79	80	82	77	79
Comprehensiveness in addressing the scope of issues that you face	60	63	72	79	79	71	64	71	68	75
Sample Size	9	39	40	45	27	40	32	38	31	46



ED Staff/Coordination
Impact 1.0

ED Staff/Coordination continues to be among the Department’s areas rated highest by grantees and has improved a significant three points since last year. Its impact on satisfaction is relatively strong at 1.0. Four items in the area of Staff/Coordination had statistically significant improvements over last year. Grantees continue to rate the Department highest in the area of knowledge of relevant legislation, regulations, policies, and procedures with a rating of 86. Accuracy of responses and responsiveness to requests received positive ratings of 84 and 81, respectively. Grantees are rating the Department significantly higher than last year for collaboration with other Department offices in providing relevant services with a five-point increase. This continues a positive trend for collaboration as this item had a nine-point improvement from 2007. Along with improved collaboration with other Department offices, consistency of responses with Department staff from different program offices had marked improvement since 2007; it was up eight points.

ED Staff/Coordination
Aggregate Scores



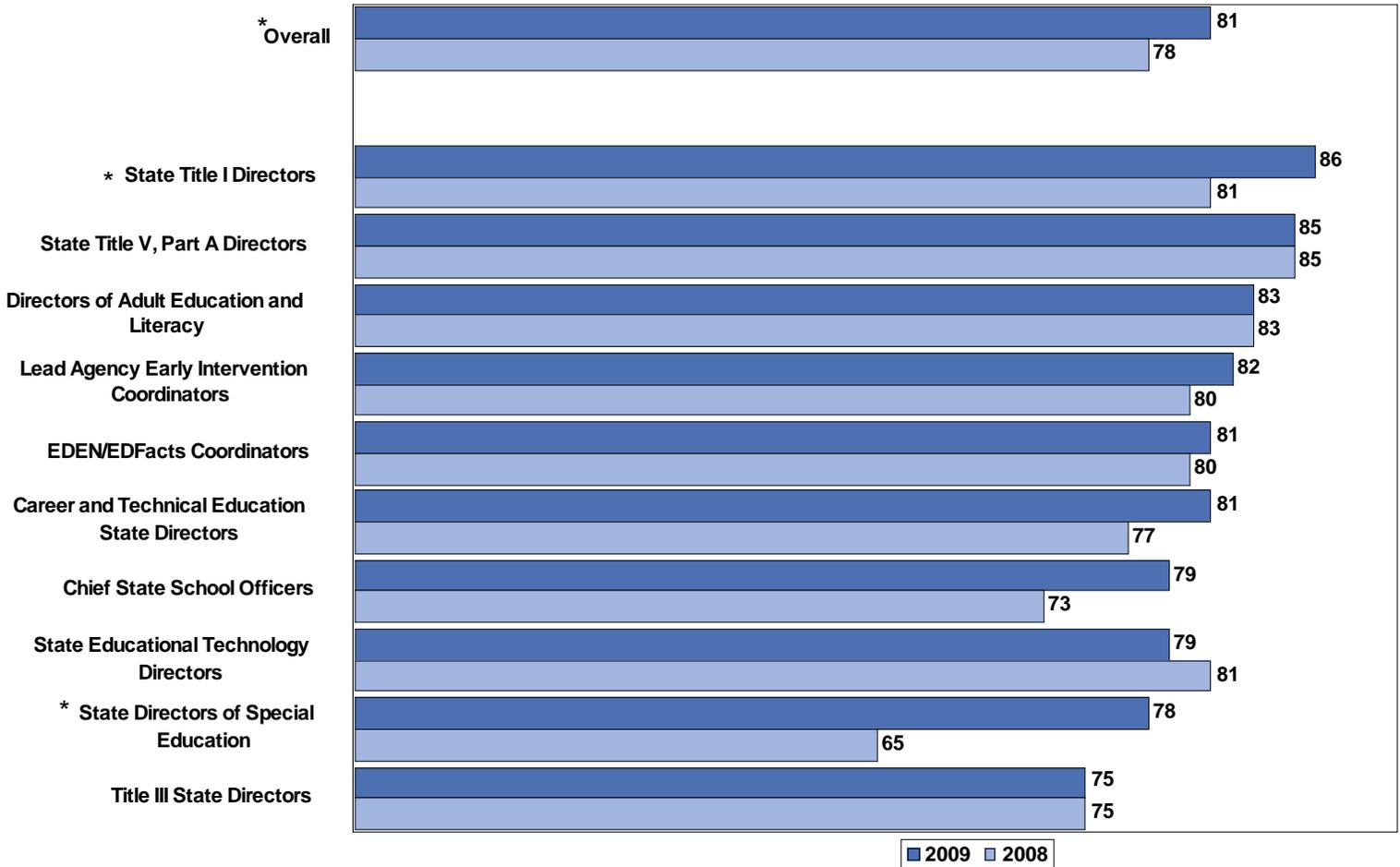
N=325

** Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



Overall, ED Staff/Coordination had a three-point improvement from last year. Two of the programs, State Title I Directors and State Directors of Special Education had significant improvements over last year. Six of the groups rated the Department in the 80s for ED Staff/Coordination. Even the lowest rating, from Title III State Directors was still a solid score of 75. Across all programs ED Staff/Coordination continues to be perceived as a strength of the Department. State Directors of Special Education gave the biggest improvement in their rating of ED Staff/Coordination with a 13-point jump from last year.

ED Staff/Coordination Scores by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Scores across all groups for ratings of ED Staff/Coordination are quite positive with scores primarily in the 70s and 80s. Grantees from all programs and groups continue to find the Department's staff to be knowledgeable, responsive to questions and providing accurate information. Responses are consistent with the Department's staff from different program offices and legal guidance is sufficient. Only in the area of collaboration with other Department offices in providing relevant services is there a score below 70. This is from the State Directors of Special Education who rate the Department 59 in this area.

ED Staff/Coordination
ED Staff/Coordination Attribute Scores by Program

	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
ED Staff/Coordination	79	75	79	86	85	82	78	81	81	83
Knowledge of relevant legislation, regulations, policies, and procedures	85	78	87	90	88	86	88	85	87	86
Responsiveness to your questions	78	80	74	84	83	82	78	84	82	86
Accuracy of responses	85	77	82	88	87	84	84	85	86	84
Sufficiency of legal guidance in responses	76	73	81	84	86	77	76	77	72	80
Consistency of responses with ED staff from different program offices	70	72	77	81	84	78	75	75	73	78
Collaboration with other ED offices in providing relevant services	72	72	75	81	78	79	59	77	72	81
Sample Size	9	39	40	45	27	40	32	38	31	46

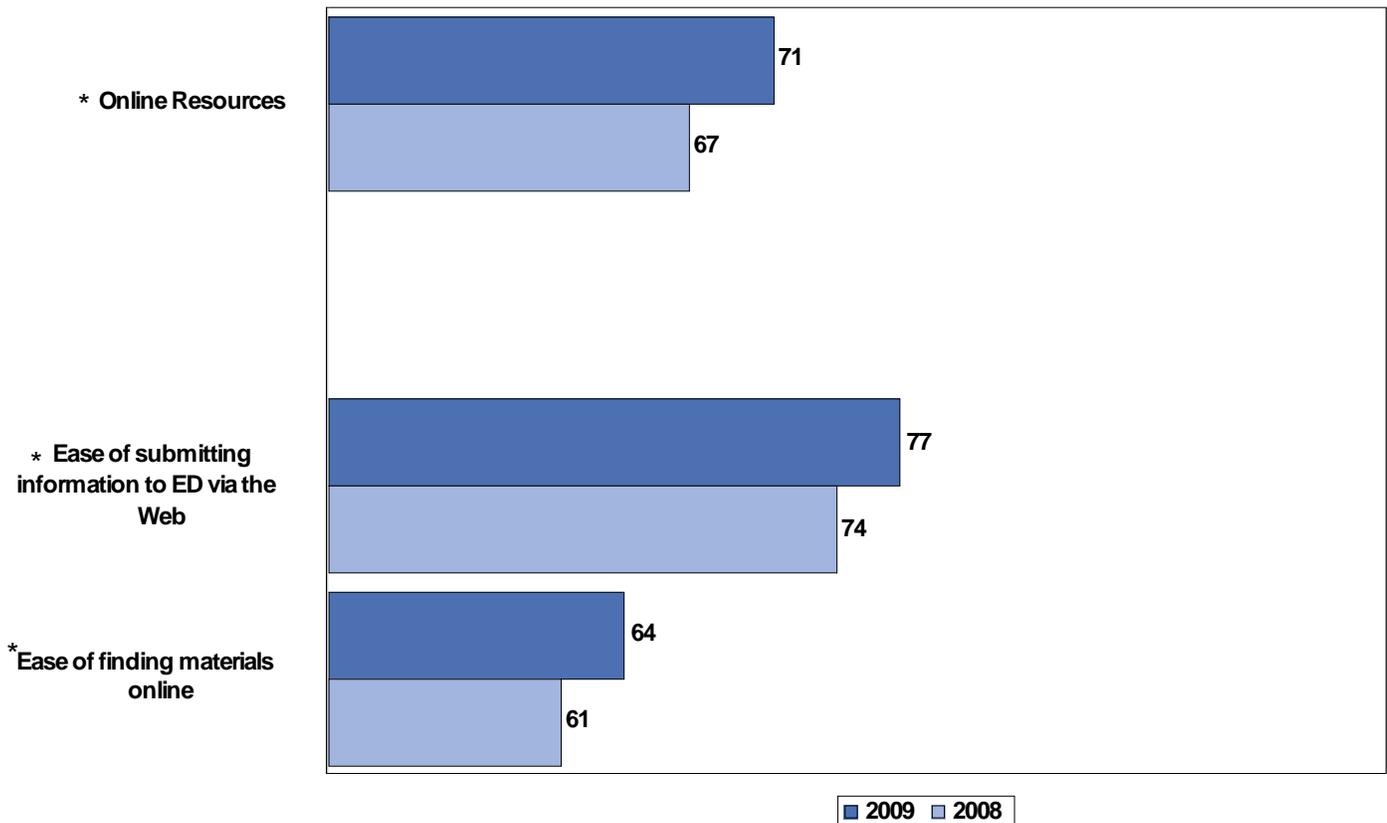


Online Resources

Impact 0.6

Online Resources had a significant four-point improvement in its score compared to last year and a seven-point improvement from 2007. Both ease of submitting information to the Department via the Web and ease of finding materials online had significant improvements over last year and continue the positive trend from 2007. Impact of Online Resources on satisfaction is moderate with an impact of 0.6.

Online Resources Aggregate Scores



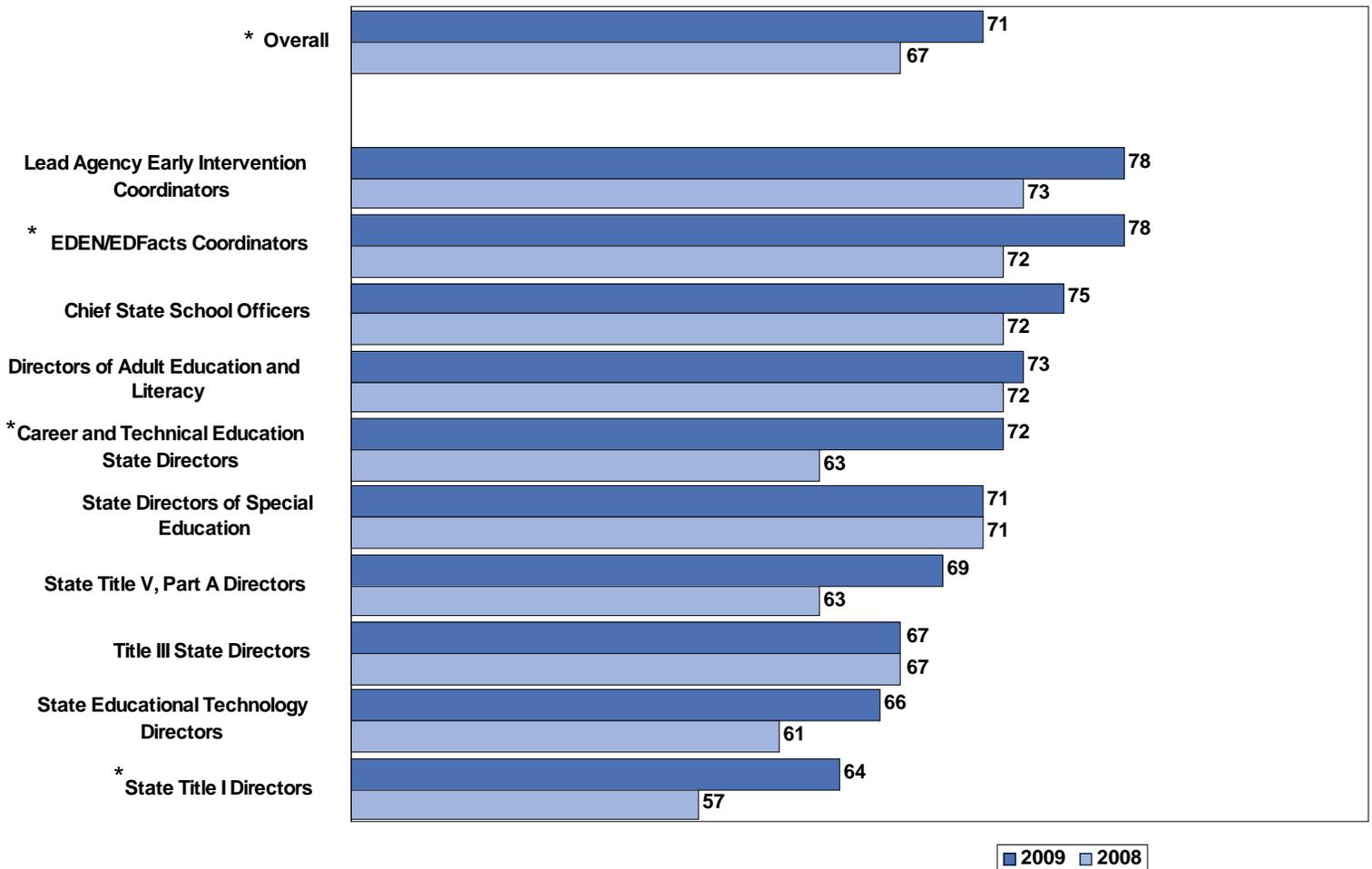
N=326

** Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



Three programs rated Online Resources from the Department significantly higher than they did last year, EDEN/EDFacts Coordinators, Career and Technical Education State Directors and State Title I Directors. Along with EDEN/EDFacts Coordinators, Lead Agency Early Intervention Coordinators rated Online Resources the highest with a score of 78. While State Title I Directors still rated the Department the lowest for Online Resources, their rating of the Department improved seven points from last year.

Online Resources Scores by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Across all programs ease of submitting information to the Department via the Web continues to be rated higher than ease of finding materials. Submitting materials is not problematic across nearly all programs as only one program, State Educational Technology Directors, rated ease of submitting information below 70. Ease of finding materials online was more problematic and especially so for State Title I Directors and Title III State Directors as both rated this question in the 50s. Six programs gave modest ratings to ease of finding materials online with scores in the 60s. Only EDEN/EDFacts and Chief State School Officers rated ease of finding materials in the 70s.

Online Resources
Online Resources Attribute Scores by Program

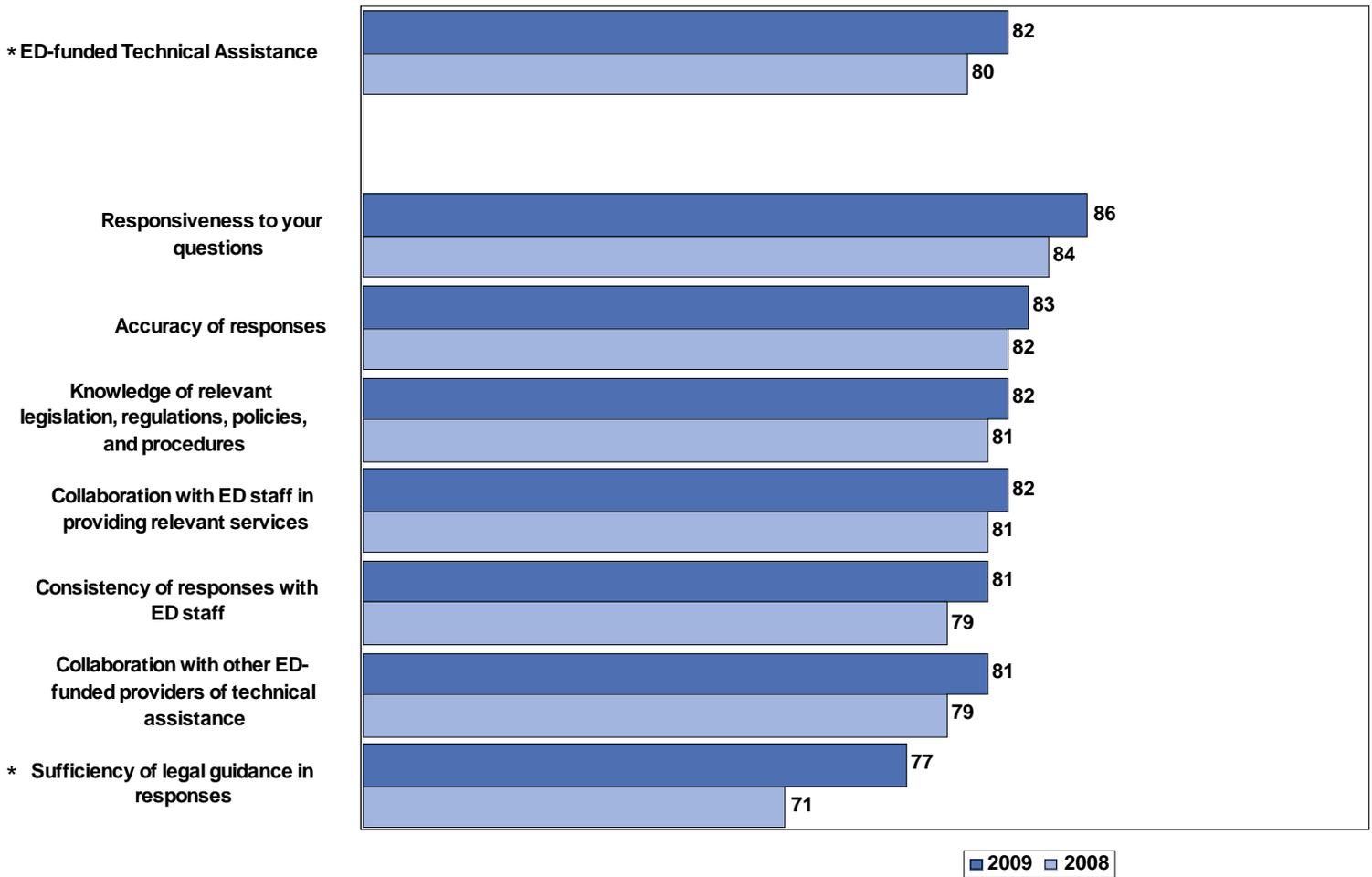
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/EDFacts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Online Resources	75	67	66	64	69	78	71	78	72	73
Ease of finding materials online	72	58	68	56	63	68	61	73	63	66
Ease of submitting information to ED via the Web	78	72	64	76	77	86	78	82	81	79
Sample Size	9	39	40	45	27	40	32	38	31	46



ED-funded Technical Assistance
Impact 0.7

ED-funded Technical Assistance remains the highest scoring area for the U.S. Department of Education in 2009 with a significant two-point improvement to 82. Its impact of 0.7 is relatively modest compared to the other satisfaction drivers. Scores for six of the seven items in the area of ED-funded Technical Assistance were rated in the 80s. Only sufficiency of legal guidance was not rated this high. However, sufficiency of legal guidance was the only question to have a significant improvement over last year – up six points to 77.

ED-funded Providers of Technical Assistance
Aggregate Scores



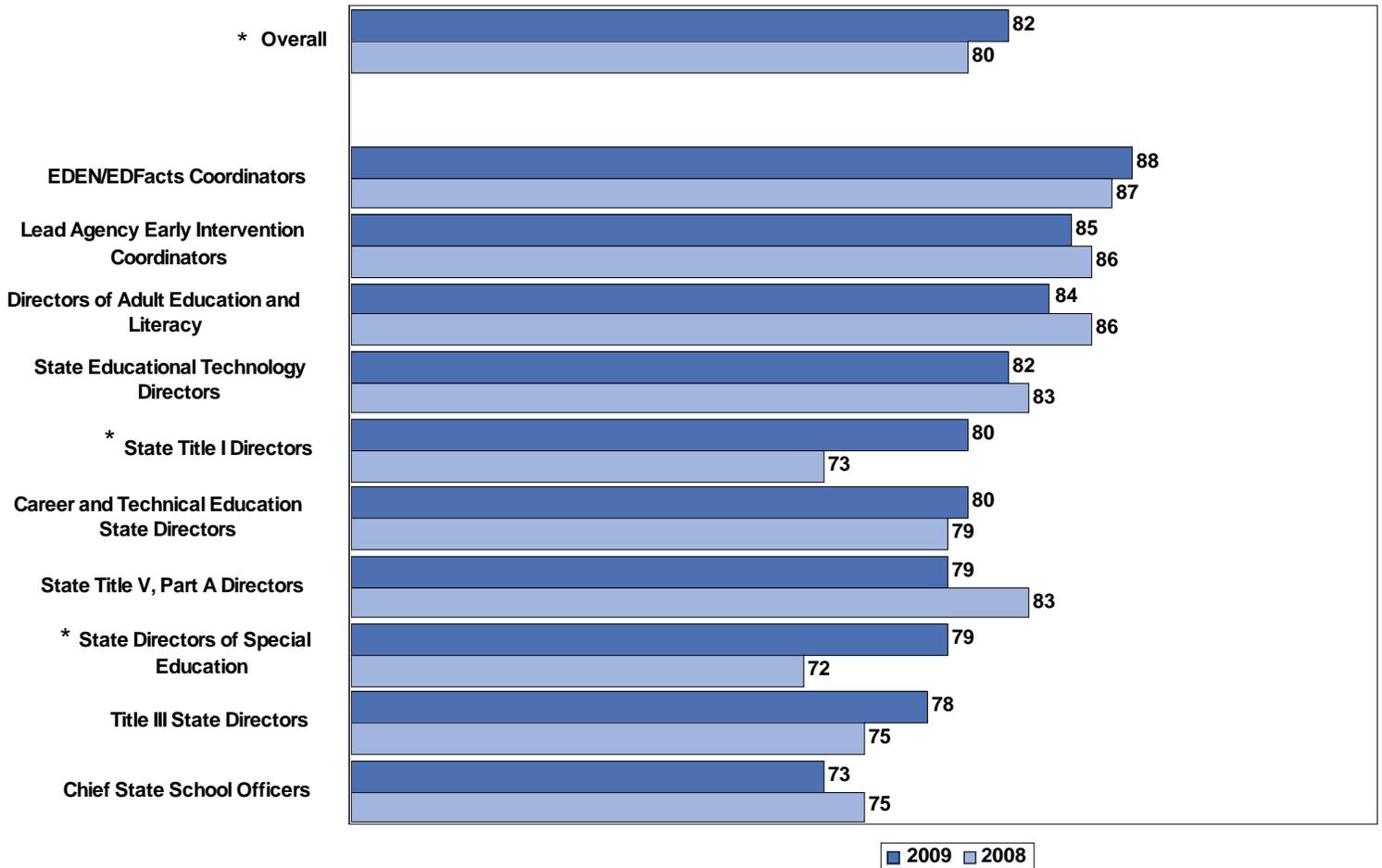
N=257

** Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



Two programs, State Title I Directors and State Directors of Special Education, rated ED-funded Providers of Technical Assistance significantly higher than they did last year. EDEN/ED Facts rated ED-funded Providers of Technical Assistance the highest again this year with a score of 88. However, nearly all groups gave strong ratings to this area. With the exception of Chief State School Officers, programs rated ED-funded Technical Assistance in the high 70s to high 80s.

ED-funded Providers of Technical Assistance Scores by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



ED-funded Providers of Technical Assistance is rated highly by grantees and the table below reporting scores by program for each of the questions in this area shows consistently high scores across all programs. For none of the programs or groups does it appear that there is an issue with any area in ED-funded Providers of Technical Assistance. While Chief State School Officers do have three scores in the 60s for this area, it should be noted that it is based on a very small sample size (n=9). Programs mostly rate questions about ED-funded Providers of Technical Assistance in the 80s or above.

ED-funded Providers of Technical Assistance
ED-funded Providers of Technical Assistance Attribute Scores by Program

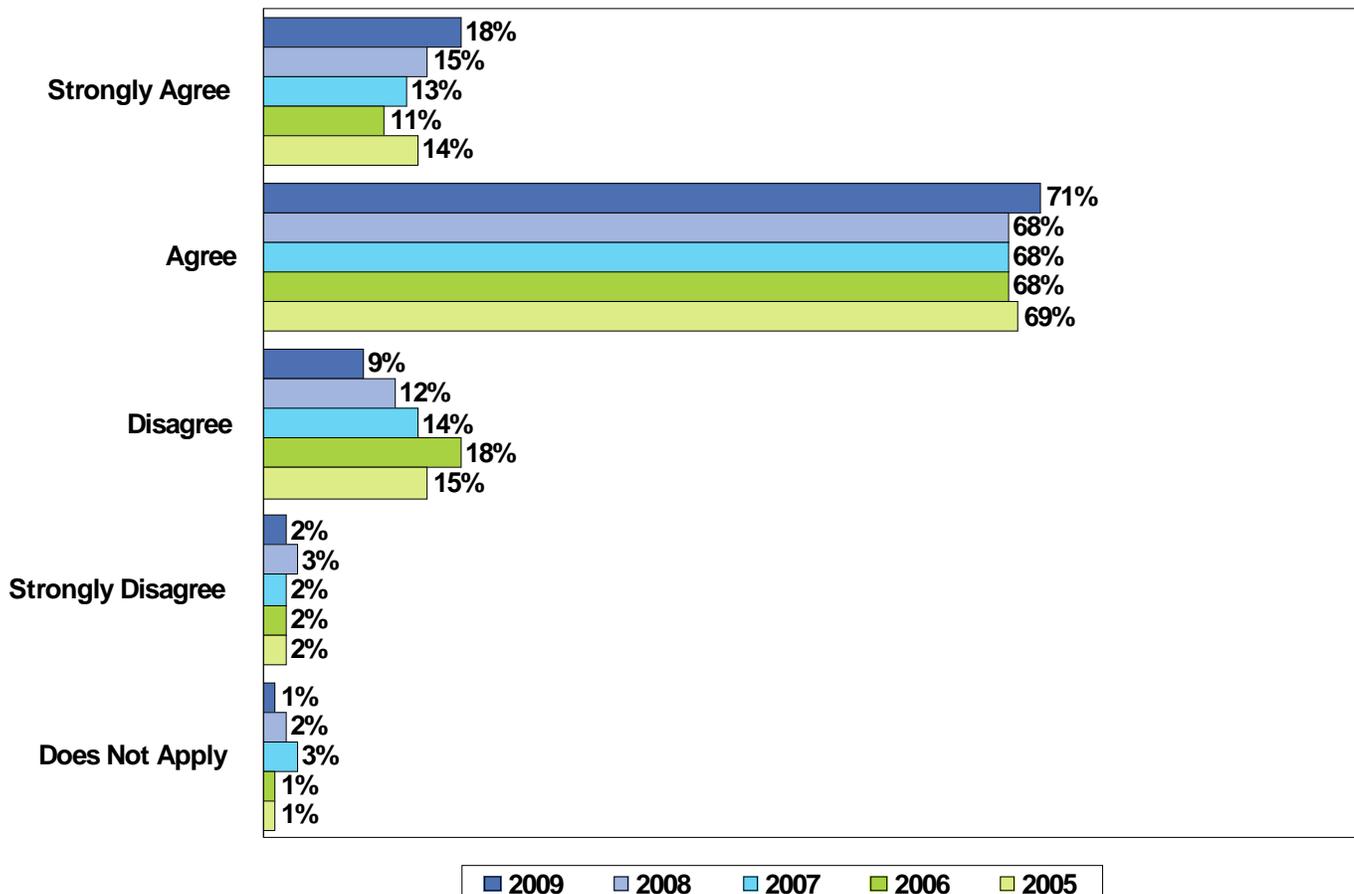
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
ED-funded Technical Assistance	73	78	82	80	79	85	79	88	80	84
Knowledge of relevant legislation, regulations, policies, and procedures	77	81	82	81	81	86	79	85	81	86
Responsiveness to your questions	81	84	85	82	82	89	84	91	86	87
Accuracy of responses	78	81	85	81	81	86	79	90	82	86
Sufficiency of legal guidance in responses	63	77	83	74	76	77	71	81	75	81
Consistency of responses with ED staff	67	77	83	80	79	85	77	87	81	82
Collaboration with ED staff in providing relevant services	77	77	81	81	80	89	82	88	80	84
Collaboration with other ED-funded providers of technical assistance	65	78	83	78	80	87	78	89	79	84
Sample Size	9	39	40	45	27	40	32	38	31	46



Satisfaction Benchmark

The satisfaction benchmark question “Overall, when I think of all of ED’s products and services, I am satisfied with their quality” was included in the 2009 survey. Respondents rated their satisfaction with all of the U.S. Department of Education’s products and services on a four-point scale. This year 89 percent responded ‘Agree’ or ‘Strongly Agree’. This is up a significant (at a 95 percent level of significance) six percentage points from last year’s 83 percent.

Overall, when I think of all of ED’s products and services, I am satisfied with their quality.

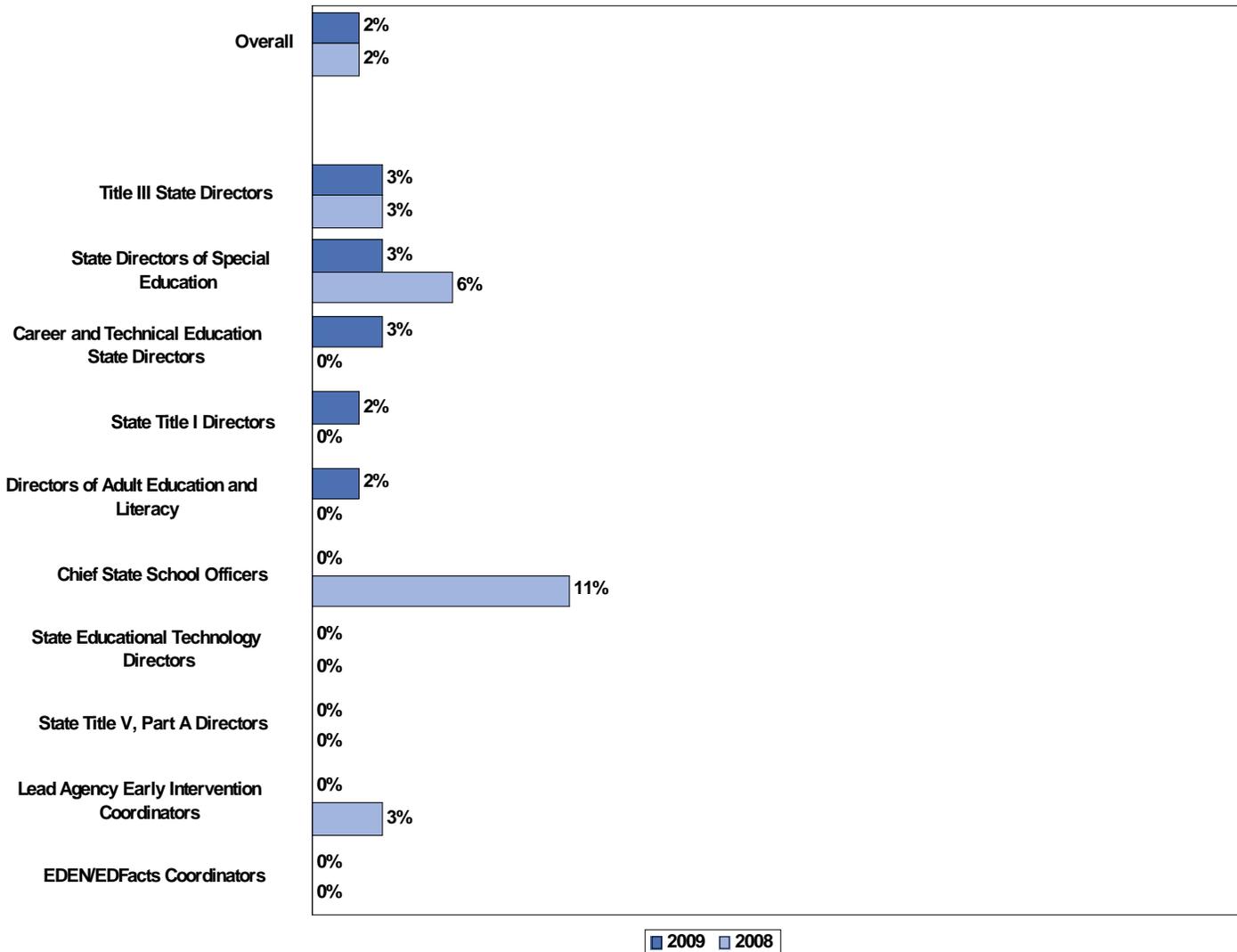




Complaints

Only 2 percent of all respondents reported that they had formally complained to the U.S. Department of Education within the past six months. This is the same percentage as last year. Only five programs had any respondents who had formally complained this year and no program had more than 3 percent complaining.

Complaints Percentage by Program



* Statistically significant difference from 2008 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.



Chapter III Summary

Grantee satisfaction with the Department continued to improve by building on the two-point gain in 2008 with a three-point gain in 2009. With this five-point increase over the past two years, grantee satisfaction with the Department is now 68 and just one point below the latest federal government average (69). In considering grantee satisfaction at the program level, six of the ten programs or groups that were surveyed had satisfaction at or above the federal government average. State Title I Directors, State Title V, Part A Directors and Directors of Adult Education and Literacy were the most satisfied with the Department as all had satisfaction indices of 73. There were no decreases in satisfaction observed for any of the programs and three programs had statistically significant increases in satisfaction. The three groups with significant increases included State Title I Directors, EDEN/EDFacts Coordinators and Career and Technical Education State Directors. Formal complaints to the Department remained relatively uncommon with only 2 percent of respondents complaining.

Again in 2009, all satisfaction driver areas saw significant increases from 2008. This is the second consecutive year where all satisfaction drivers had significant increases from grantees. ED Staff/Coordination and ED-funded Technical Assistance continue to be the highest rated areas. However, since 2007, both Online Resources and Documents have had the largest improvement in scores – up seven points.

Documents have the highest impact on grantee satisfaction. This should not be interpreted as Documents are the most important area to grantees, but rather given the current level of performance, improvements in Documents will yield the largest increase in customer satisfaction. The impact of Documents on satisfaction is 1.8. ED Staff/Coordination is the only other area with an impact as high as 1.0. *Impacts are the expected increase in the customer satisfaction index given a 5-point improvement in that area.* Grantees found Documents to be relevant to their areas of need with the information being well organized. Sufficiency of detail and comprehensiveness in addressing the scope of issues they face are areas that may be opportunities for improvement.

While both have improved significantly, Technology and Online Resources remain the lowest rated driver areas. With respect to the Department's Online Resources, submitting information to the Department was rated quite positively, but finding materials online continues to be a bit of an issue. This is particularly true for State Title I Directors and Title III State Directors. Grantees remain positive concerning the Department's use of technology to deliver its services and the quality of assistance they receive from the Department. Grantees' ratings continue to show a gradual but consistent improvement in the area of working with states to develop an automated process to share accountability information. The score for this item has increased in each of the four follow up measures from the baseline year and is currently eight points above the baseline score. While the expected reduction in paperwork had a significant improvement in 2009, it still remains the lowest rated item overall for the Department.

Both ED Staff/Coordination and ED-funded Technical Assistance are still perceived by grantees as the Department's greatest strengths. For each of the five annual measures conducted, these two areas were the highest scoring drivers of satisfaction. However, 2009 marked the first measure where both were rated in the 80s. ED Staff/Coordination and ED-funded Technical Assistance have both been rated highly for their knowledge of legislation, regulations, policies and procedures, the accuracy of their responses and responsiveness to questions. It appears in this year's results that areas which had been lower scoring have been an area of focus and improvement over the past year.

For ED-funded Technical Assistance, the one area that had been consistently rated low was sufficiency of legal guidance in responses. However, that item had a six-point improvement from last year. ED Staff/Coordination had consistently scored lower for collaboration with other Department offices in providing relevant services. That item has improved five points from last year and nine points from 2007.



Results by Program

- As has been the case in previous years, Chief State School Officers had a very low response rate so findings are based on a small sample (n=9). Satisfaction with the Department did not change significantly from last year for Chief State School Officers with a satisfaction score of 65. Chief State School Officers scored all satisfaction drivers in the 70s with no significant changes from last year. Encouraging broader participation in the survey from this group should be a focus next year.
- OELA Title III State Directors remain the least satisfied with the Department. However, their ratings of the Department continue to trend upward with satisfaction improving three points to 62. Scores for drivers of satisfaction did not see any statistically significant increases. However, Title III State Directors rated the Department four points higher in the key driver area of Documents (70). While the relationship between Title I and Title III still receives low marks with respect to encouraging collaboration between the groups, the rating did improve by 10 points (56) from last year. Helping familiarize grantees with the Biennial Report form improved seven points.
- OESE State Education Technology Directors rated satisfaction slightly higher in 2009 up three points from 2008. This was not quite statistically significant, nor were there any statistically significant changes in their ratings of driver areas. However, their ratings of the Department for ease of finding materials online did have a significant seven-point increase from last year. Some of the custom question had significant decreases in score. Among those items with scores decreasing were helping with implementation of Title II, Part D, the usefulness of guidance document provided by EETT program office, and effectiveness of relationship with EETT program office.
- After having their satisfaction with the Department fall in 2008, OESE State Title I Directors rated their satisfaction with the Department significantly higher in 2009. It was up a statistically significant 10 points. With this jump in satisfaction, State Title I Directors have gone from one of the least satisfied group to one of the most satisfied groups. State Title I Directors rated the Department significantly higher in every driver area. The key driver, Documents, was rated eight points higher by State Title I Directors. Online Resources and ED-funded technical assistance each improved seven points. Five of the custom questions for State Title I Directors also had significant improvements from last year. These include the areas of the training offered through the Enhancing Program Performance Contract, usefulness of technical assistance on Neglected and Delinquent, availability of information on monitoring for Title I and SASA's effectiveness in using technology to both provide information and enhance communication between the Department and the State.
- State Title V, Part A Directors gave the Department slightly, but not significantly higher satisfaction scores in 2009. There were no significant changes in their ratings of the driver areas. However, the State Title V, Part A Directors did feel much more positively about the expected reduction in federal paperwork this year – up 13 points. None of the custom questions had significant changes in score from last year. Usefulness of information presented at national meetings was the highest rated custom question (85).
- Lead Agency Early Intervention Coordinators rated their satisfaction with the Department five points higher this year (69). Their evaluation of driver areas had significant increases from last year in the areas of Technology and Documents. In the area of Technology, Lead Agency Early Intervention Coordinators rated the Department as providing higher quality of assistance this year and while they still feel negatively about the expected reduction in paperwork (49), this is a significant 10-point increase from last year. Lead Agency Early Intervention Coordinators rated Documents significantly higher this year for their sufficiency of detail and organization. There were no significant changes in the custom questions' scores from last year. Staff continues to be rated as responsive and supportive in the application and reporting process. OSEP's Technical Assistance and Dissemination Centers were rated highly for providing accurate and timely information.
- State Directors of Special Education rated their satisfaction with the Department, slightly but not significantly higher this year – up two points. Their satisfaction with the Department remains among the lowest of all groups. However, there were two driver areas that had significant gains in their ratings from



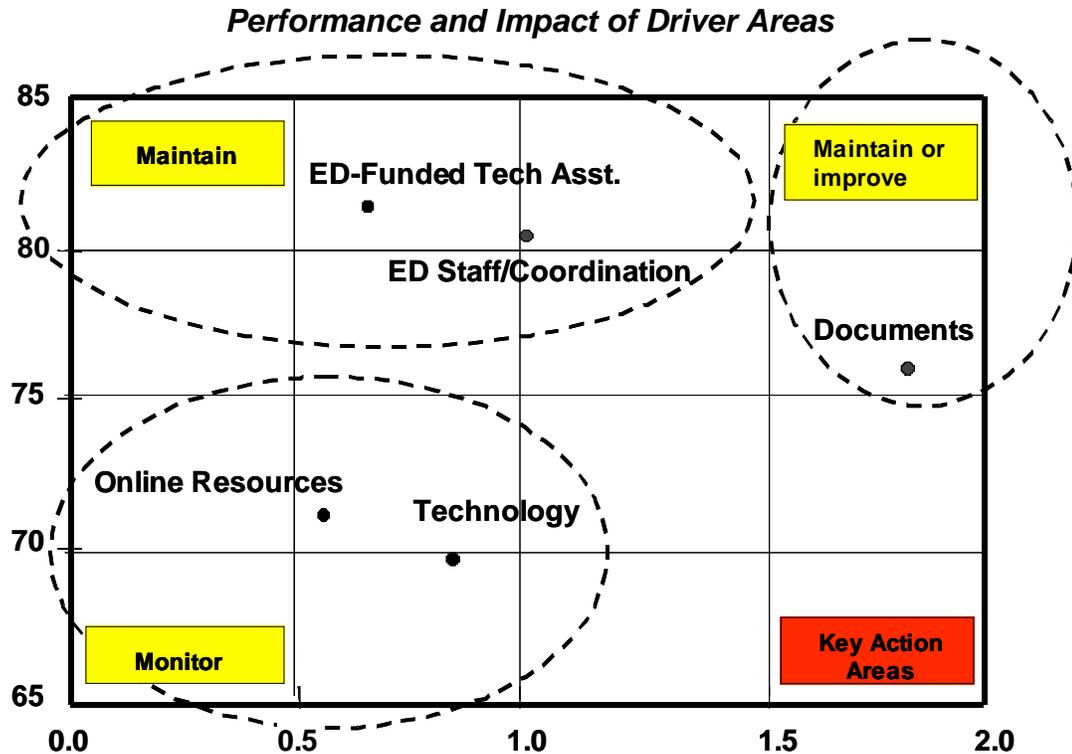
last year, ED Staff/Coordination and ED-funded Technical Assistance. State Directors of Special Education appear to be more positive about the personnel from the Department with whom they interact. In particular, State Directors of Special Education rated ED Staff/Coordination 13 points higher in 2009 than they did last year. There were no significant changes in scores for the custom questions asked to State Directors of Special Education. Technical Assistance and Dissemination Centers continue to receive solid ratings for the timeliness of disseminating information and responsiveness to answering questions and information requests.

- EDEN/ED*Facts* Coordinators' satisfaction with the Department had a significant increase for the second consecutive year – up three points. EDEN/ED*Facts* Coordinators continue to be among those groups most satisfied with the Department. Their increase in satisfaction was driven by significantly higher ratings of Technology and Online Resources. EDEN/ED*Facts* Coordinators rated the Department significantly higher for effectiveness in using technology to deliver its services and continues to give strong ratings to ease of finding materials online, an area that has been problematic for some groups. There was one custom question that was rated higher this year. EDEN/ED *Facts* Coordinators rated the data submission process significantly higher for helping them meet federal mandates for data collection and submission. EDEN/ED*Facts* Coordinators continue to give very high ratings to the Partner Support Center for the support they provide and the Department's EDEN/ED*Facts* team for their support being timely, useful, relevant, and accurate.
- OVAE Career and Technical Education State Directors satisfaction with the Department was up significantly in 2009 with a six-point increase. Online Resources had the largest and only significant increase in ratings and was up nine points from last year. Career and Technical Education State Directors found ease of submitting information and ease of finding materials online to be better than it was last year. Parallel to these increases, there were two custom questions with significant increases over last year. The state plan submission database was rated significantly higher for its user-friendliness and compatibility with state reporting systems.
- Directors of Adult Education and Literacy rating of satisfaction with the Department remains among the highest of the programs at 73. Scores in most driver areas remained high as Directors of Adult Education and Literacy rated ED Staff/Coordination and ED-funded Technical Assistance in the 80s and Documents at 78. One area that actually had a significant decrease from last year was Technology. In particular, Directors of Adult Education and Literacy rated the Department's quality of assistance lower as it relates to Technology. There were no significant changes in the custom questions as Directors of Adult Education continue to rate the National Reporting System as easy to use and the training to support the system as being useful. National meetings and conferences provided by OVAE continue to receive high marks for the relevance, timeliness and usefulness of the information provided.



Recommendations

In 2009 the Department again had gains in satisfaction. To continue the trend of improvement in satisfaction the Department should continue to focus on improving the higher-impact, lower-performing areas as first priorities. The grid below shows the performance and impact of each driver area.



Performance scores for each of the areas are represented on the vertical axis. These are on a scale of 0 to 100 with 100 being the best possible score. The impact each area has on satisfaction is shown on the horizontal axis with the impact representing the expected improvement in satisfaction given a five-point improvement in that area.

The area of Documents has the most impact on satisfaction. Overall, it is rated in the middle of the five driver scores. Continuing to build upon the improvements in this area, particularly in the sufficiency of detail and comprehensiveness of Documents will continue to drive grantee satisfaction higher. Technology and Online Resources are among the lower performing areas. However, both areas have moderate to low impacts on satisfaction. These would be secondary areas to address, as improvements will have some impact on satisfaction. Within the area of Online Resources, improving the ease of finding materials online would be the focus. While ease of finding materials online is not particularly highly rated across most programs, State Title I Director sand State Title V, Part A Directors continue to be among the groups rating ease of finding materials as most problematic. Grantees continue to rate the Department as doing better with Technology. Expected reduction in paperwork continues to receive more favorable ratings but it remains the lowest rated area and is likely an area for continued focus to improve grantee satisfaction.

The areas of ED Staff/Coordination and ED-funded Technical Assistance remain strengths with ratings in the 80s for both areas. Rather than targeting these areas for improvement, The Department should focus on maintaining the current level of performance and support they provide grantees. In particular, there have been great gains made in collaboration with other Department offices in providing relevant services. The Department should ensure it continues this collaborate effort to maintain the current ratings for ED Staff.



APPENDIX A : SURVEY QUESTIONNAIRE



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U.S. Department of Education Grantee Satisfaction Survey 2009

Introduction

The Department of Education (ED) is committed to serving and satisfying its customers. To this end, we have commissioned the CFI Group, an independent third-party research group, to conduct a survey that asks about your satisfaction with ED's products and services and about ways that we can improve our service to you.

The CFI Group and the Department of Education will treat all information in a secure fashion and will only provide aggregate results to Department personnel. All information you provide will be combined with information from other respondents for research and reporting purposes. Your individual responses will not be released. This brief survey will take about 15 minutes of your time.

If you have any questions about this survey, please contact Jeanne Nathanson, 202-401-0618. Jeanne.Nathanson@ed.gov.

This interview is authorized by the U.S. Office of Management and Budget Control No. 1800-0011.

Please note that ALL questions on this survey (unless noted otherwise) refer to your experiences over the PAST 12 MONTHS.

Please click on the "Next" button below to begin the survey.

Program Office

- Q1. Please indicate your current program office.
1. Chief State School Officers (ASK CSSO1.)
 2. OELA – Title III State Directors (SKIP TO STAFF1)
 3. OESE – State Educational Technology Directors (SKIP TO STAFF1)
 4. OESE – State Title I Directors (SKIP TO STAFF1)
 5. OESE – State Title V, Part A Directors (SKIP TO STAFF1)
 6. OSERS/OSEP – Lead Agency Early Intervention Coordinators (SKIP TO STAFF1)
 7. OSERS/OSEP – State Directors of Special Education (SKIP TO STAFF1)
 8. OPEPD – EDEN/EDFacts Coordinators (SKIP TO STAFF1)
 9. OVAE – Career and Technical Education State Directors (SKIP TO STAFF1)
 10. OVAE – Directors of Adult Education and Literacy (SKIP TO STAFF1)
 11. None of the above currently applies (SKIP TO END)

ED Staff/Coordination

(ASK Q2 Only if Q1= 1.Chief State School Officers)

- Q2. Do you have regular contact with a senior ED officer who can respond to your policy and programmatic questions?
1. Yes
 2. No



Please think about the interactions you have had with senior ED officers and/or other ED staff.

PLEASE NOTE: This does not include ED-funded technical assistance providers, such as regional labs, national associations, contractors, etc.

(ALL PROGRAMS OTHER THAN CHIEF STATE SCHOOL OFFICES START WITH Q3)

On a scale from 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the senior ED officers’ and/or other ED staff’s:

- Q3. Knowledge of relevant legislation, regulations, policies, and procedures
- Q4. Responsiveness to your questions
- Q5. Accuracy of responses
- Q6. Sufficiency of legal guidance in responses
- Q7. Consistency of responses with ED staff from different program offices
- Q8. Collaboration with other ED program offices in providing relevant services

(Ask Q9 only if Q8 is rated <6)

Q9. Please identify your state’s best example of collaboration across offices that you would offer as a model for ED.

ED-funded Technical Assistance

Q10. Do you have interaction with ED-funded providers of technical assistance (e.g., regional labs, national associations, contractors, etc.) separate from ED staff?

- 1. Yes
- 2. No (SKIP TO WEB 1.)
- 3. Don’t know (SKIP TO WEB 1.)

Please think about your interactions with ED-funded providers of technical assistance. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate their:

- Q11. Knowledge of relevant legislation, regulations, policies, and procedures
- Q12. Responsiveness to your questions
- Q13. Accuracy of responses
- Q14. Sufficiency of legal guidance in responses
- Q15. Consistency of responses with ED staff
- Q16. Collaboration with ED staff in providing relevant services
- Q17. Collaboration with other ED-funded providers of technical assistance in providing relevant services.

Online Resources

Please think about your experience using ED’s online resources. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

- Q18. Ease of finding materials online
- Q19. Ease of submitting information to ED via the Web (e.g., grant applications, annual reports, accountability data)



Technology

Q20. Now think about how ED uses technology (e.g., conference calls, video-conferencing, Web conferencing, listservs) to deliver its services to you. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate ED's effectiveness in using technology to deliver its services.

(Ask Q21 only if Q20 is rated <6)

Q21. Please describe how ED could better use technology to deliver its services.

Q22. Think about how ED is working with the states to develop an automated process to share accountability information. Please rate the quality of this assistance from ED. Use a 10-point scale where "1" is "Poor" and "10" is "Excellent."

Q23. How effective has this automated process been in improving your state's reporting? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."

Q24. How much of a reduction in federal paperwork do you expect over the next few years because of ED's initiative to promote the use of technology in reporting accountability data (e.g. EDEN/EDFacts)? Please use a 10-point scale where "1" is "Not very significant" and "10" is "Very significant."

Documents

Think about the documents (e.g., publications, guidance, memoranda) you receive from ED. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent, please rate the documents':

Q25. Clarity

Q26. Organization of information

Q27. Sufficiency of detail to meet your program needs

Q28. Relevance to your areas of need

Q29. Comprehensiveness in addressing the scope of issues that you face

ACSI Benchmark Questions

Now we are going to ask you to please consider ALL of ED's products and services and not only those we just asked about.

Q30. Using a 10-point scale on which "1" means "Very Dissatisfied" and "10" means "Very Satisfied," how satisfied are you with ED's products and services?

Q31. Now please rate the extent to which the products and services offered by ED have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."

Q32. Now forget for a moment about the products and services offered by ED, and imagine the ideal products and services. How well do you think ED compares with that ideal? Please use a 10-point scale on which "1" means "Not Very Close to the Ideal" and "10" means "Very Close to the Ideal."



Now please indicate the degree to which you agree or disagree with the following statement.

Q33. Overall, when I think of all of ED's products and services, I am satisfied with their quality.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Does Not Apply

Closing

Q34. In the past 6 months, have you issued a formal complaint to ED to express your dissatisfaction with the assistance you've received from an ED staff member?

1. Yes
2. No

Q35. Finally, please describe how ED can improve its service to you.

Thank you again for your time. To complete the survey and submit the results, please hit the "Finish" button below. Have a good day!



2009 – OELA – Title III State Directors Questions

Custom Questions – OELA – Title III State Directors

Think about the particular ways in which you have received technical assistance from the Office of English Language Acquisition (OELA).

Think about the one-on-one consultations you have had with program officers. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the one-on-one consultations in:

- Q1. Providing you an interpretation of Title III
- Q2. Helping you with your implementation of Title III in your state
- Q3. What can OELA do over the next year to meet your state's technical assistance and program improvement needs?

Think about your experiences seeking information at OELA's Clearinghouse Web site (www.ncela.gwu.edu). On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the Web site in:

- Q4. Providing you with the information you needed
- Q5. Helping you inform programs serving ELLs in your state
- Q6. Think about the working relationship between Title III and Title I.
On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate how effective the Department has been in encouraging collaboration between Title I and Title III.

(Ask only if question is scored <6)

- Q7. Please describe how the working relationship between Title III and Title I could be improved.

Think about the Title III Biennial Report that is being used to collect data this cycle and the role of the regional meetings. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the regional meetings for:

- Q8. Helping familiarize you with the Biennial Report form
- Q9. Allowing for your input and comments for refining the Biennial Report form



2009 – OESE – STATE EDUCATIONAL TECHNOLOGY DIRECTORS

Custom Questions – OESE – State Educational Technology Directors

Think about the particular ways in which you have received technical assistance from the Enhancing Education Through Technology Program (EETT).

First, consider the one-on-one consultations with EETT program officers. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the one-on-one consultations in:

- Q1. Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)
- Q2. Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

Think about the guidance document provided by the EETT program office.

- Q3. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate its usefulness.

Think about the Educational Technology State Directors' national meetings (i.e., national technology conferences, SETDA meetings) where the EETT program office made a presentation

- Q4. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the usefulness of the information presented at these meetings.

Think about the federal monitoring process as it relates to the Enhancing Education Through Technology program office. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the federal monitoring process in:

- Q5. Helping you with your compliance efforts
- Q6. Helping you to improve performance results

Think about your working relationship with the Enhancing Education Through Technology program office.

- Q7. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of this relationship.

(Ask only if question is scored <6)

- Q8. Please describe how your working relationship with EETT could be improved.
- Q9. What can EETT do over the next year to meet your state’s technical assistance and program improvement needs?



2009 – OESE – STATE TITLE I DIRECTORS

Custom Questions - OESE - State Title I Directors

Think about the technical assistance you have received from the Title I office, Student Achievement and School Accountability (SASA). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

- Q1. Usefulness of technical assistance on Standards and Assessments, Instructional Support and Fiduciary of Title I, Part A of NCLB
- Q2. Usefulness of technical assistance on Neglected and Delinquent
- Q4. Usefulness of technical assistance on Homeless Education

Think about the information on monitoring for Title I you have received. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

- Q5. Availability of information on monitoring for Title I
- Q6. Usefulness of information on monitoring for Title I
- Q7. Think about how SASA uses electronic communications approaches such as email, Web casts and WebEx to provide you information. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate SASA’s effectiveness in using technology to provide information.

(Ask only if question is scored <6)

- Q8. Please describe how SASA could better use technology to provide information.
- Q9. Again, thinking about SASA’s use of electronic communications approaches to provide information: on a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate SASA’s effectiveness in using technology to enhance communication between ED and the state.
- Q10. What can SASA do over the next year to meet your state’s technical assistance and program improvement needs?



2009 – OESE – STATE TITLE V, PART A DIRECTORS

Custom Questions – OESE – State Title V, Part A Directors (Innovative Programs)

Think about the particular ways in which you have received technical assistance from the Title V, Part A (Innovative Programs) office. First, consider the one-on-one consultations with Title V, Part A program officers.

On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the one-on-one consultations in:

- Q1. Providing you an interpretation of Title V, Part A
- Q2. Helping you with your implementation of Title V, Part A
- Q3. Think about the guidance document provided by the Title V, Part A program office. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate its usefulness.
- Q4. Think about Title V, Part A national meetings and conference calls (including the Steering Committee’s national meetings and the program office’s conference calls for orientation and follow-up to the Steering Committee’s national meetings) where the Title V, Part A program office made presentations. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the usefulness of the information presented by the program office.

Think about the federal monitoring process as it relates to the Title V, Part A program office. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the federal monitoring process in:

- Q5. Helping you with your compliance efforts
- Q6. Helping you to improve performance results
- Q7. Think about your working relationship with the Title V, Part A program office. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of this relationship.

(Ask only if question is scored <6)

- Q8. Please describe how your working relationship with the Title V, Part A program office could be improved.
- Q9. What can the Title V, Part A program office do over the next year to meet your state’s technical assistance and program improvement needs?



2009 – OSERS/OSEP – LEAD AGENCY EARLY INTERVENTION COORDINATORS

Custom Questions – OSERS/OSEP – Lead Agency Early Intervention Coordinators

Think about the technical support State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs provided. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

- Q1. Responsiveness to answering questions
- Q2. Supportiveness in helping you complete your state’s federally required performance plans/reports/applications
- Q3. Dissemination of accurate information
- Q4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the centers’:

- Q5. Responsiveness to answering questions
- Q6. Responsiveness to information requests
- Q7. Support to positively impact on your State’s SPP improvement targets.
- Q8. Think about the Communities of Practice from OSERS. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate its effectiveness in addressing systems improvement issues of the state.
- Q9. What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?



2009 – OSERS/OSEP – State Directors of Special Education

Custom Questions – OSERS/OSEP – State Directors of Special Education

Think about the technical support State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs provided. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

- Q1. Responsiveness to answering questions
- Q2. Supportiveness in helping you complete your state’s federally required performance plans/reports/applications
- Q3. Dissemination of accurate information
- Q4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the centers’:

- Q5. Responsiveness to answering questions
- Q6. Responsiveness to information requests
- Q7. Support to positively impact on your State’s SPP improvement targets
- Q8. Think about the Communities of Practice from OSEP. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate its effectiveness in addressing systems improvement issues of the state.
- Q9. What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?



2009 – OPEPD – EDEN/EDFACTS COORDINATORS

Custom Questions – EDEN/EDFacts Coordinators

Think about the support provided by the U.S. Department of Education EDEN/EDFacts team. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

- Q1. Timeliness of the support
- Q2. Usefulness of the support
- Q3. Accuracy of information
- Q4. Relevance of information

Think about the EDEN/EDFacts data submission process. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the data submission process in:

- Q5. Helping you to meet federal mandates for data collection and submission
- Q6. Helping you to streamline your federal data collection and submission processes
- Q7. Helping you to improve state data collection and submission processes
- Q8. How much of a reduction in federal paperwork do you expect over the next few years because of the EDEN data submission process? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”
- Q9. How much do you expect the data you provide to contribute to improving education performance measurement? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”
- Q10. Think about the training provided by the EDEN/EDFacts team on data submission. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the training’s usefulness.
- Q11. On a 10-point scale where “1” is “Poor” and “10” is “Excellent,” please rate the support provided by the Department’s Partner Support Center.
- Q12. What has been the most significant change to your state data collection and submission process as a result of the EDFacts work?
- Q13. How can the Department’s EDFacts team be most helpful to you in meeting federal mandates for data collection, submission, analysis, and reporting in the coming year?



2009- OVAE – CAREER AND TECHNICAL STATE DIRECTORS

Custom Questions – OVAE – Career and Technical State Directors

Think about the Consolidated Annual Report (CAR) as a way to report your state's performance data to OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the CAR's:

- Q1. User-friendliness
- Q2. Compatibility with state reporting systems

If you were monitored by OVAE within the last year, think about the federal monitoring process as it relates to your Perkins grant. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the federal monitoring process in:

- Q3. Identifying and correcting compliance issues in your state
- Q4. Helping you to improve program quality
- Q5. Think about the national leadership conferences and institutes offered by OVAE last year (i.e., Data Quality Institute in Savannah, GA, and Programs of Study Institutes in Chicago, IL, and Washington, DC). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the effectiveness of these sessions on helping you to improve the quality of your programs and accountability systems.
- Q6. Think about the monthly Up-to-Date with DATE e-mails that are sent to you from OVAE. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of these e-mails in keeping you informed about key issues pertaining to all aspects of your Perkins grant (i.e., CAR reporting, State Plan submissions).
- Q7. Think about the Peer Collaborative Resource Network (PCRN) as it concerns OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate PCRN's usefulness to your program.

If you used the state plan submission database last year, think about this process as a way of submitting your five-year state plan to OVAE. (If you did not use the state plan submission database please select "N/A.") On a 10 point scale, where "1" is Poor" and "10" is Excellent," please rate the database on its:

- Q8. User-friendliness
- Q9. Compatibility with state reporting systems
- Q10. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?



2009 OVAE – DIRECTORS OF ADULT ED AND LITERACY

Custom Questions – OVAE – Directors of Adult Ed and Literacy

Think about the National Reporting System as a way to report your state's performance data to OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the NRS's:

- Q1. Ease of reporting using the NRS Web-based system.
- Q2. Think about the training offered by OVAE through its contract to support the National Reporting System (NRS). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

If you have been monitored, think about the federal monitoring process as it relates to your AEFLA grant. On a 10-point scale, where "1" is, "Not Very Effective" and "10" is "Very effective," please rate the effectiveness of the federal monitoring process on the following:

- Q3. Being well-organized
- Q4. Providing pre-planning adequate guidance
- Q5. Setting expectations for the visit.
- Q6. Using state peer reviewers in the federal monitoring process.

Think about the national meetings and conference offered by OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent", please rate the information provided at these conference and institutes on the following:

- Q7. Being up-to-date
- Q8. Relevance of information
- Q9. Usefulness to your program

Think about the national activities offered by DAEL. On a 10-point scale, where "1" is, "Poor" and "10" is "Excellent," please rate the activities on the following:

- Q10. Usefulness of the products in helping your state meet AEFLA program priorities.
- Q11. How well the technical assistance provided through the national activities address your program priorities and needs? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."
- Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?



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APPENDIX B: NON-SCORED RESPONSES



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	2009		2008		2007		2006		2005	
	Percent	Frequency								
Please indicate your current program office										
Chief State School Officers	3%	9	6%	18	5%	19	8%	28	7%	22
OELA - Title III State Directors	12%	39	11%	34	12%	44	12%	43	12%	40
OESE - State Educational Technology Directors	12%	40	13%	41	11%	40	11%	39	14%	47
OESE - State Title I Directors	14%	45	11%	34	13%	48	13%	46	13%	42
OESE - State Title V, Part A Directors	8%	27	6%	20	6%	21	9%	33	--	--
OSERS/OSEP - Lead Agency Early Intervention Directors	12%	40	11%	36	8%	29	5%	18	8%	26
OSERS/OSEP - State Directors of Special Education	10%	32	11%	34	11%	38	10%	36	13%	44
OPEPD - EDEN/EDFacts Coordinators	12%	38	10%	33	8%	30	9%	33	9%	30
OVAE - Career and Technical Education State Directors	10%	31	9%	28	12%	41	10%	37	11%	38
OVAE - Directors of Adult Education and Literacy	14%	46	14%	44	13%	47	15%	56	13%	44
Have contact with a senior ED officer										
Yes	78%	7	89%	16	79%	15	89%	25	86%	19
No	22%	2	11%	2	21%	4	11%	3	14%	3
Have interaction with ED-funded providers of technical assistance separate from ED staff										
Yes	79%	258	80%	258	78%	280	76%	279	85%	282
No	18%	57	18%	59	20%	70	23%	84	14%	46
Don't Know	3%	11	2%	5	2%	7	2%	6	2%	5
Overall, when I think of all of ED's products and services, I am satisfied with their quality										
Strongly Agree	18%	57	15%	49	13%	47	11%	40	14%	47
Agree	71%	232	68%	220	68%	243	68%	252	69%	228
Disagree	9%	29	12%	39	14%	51	18%	66	15%	49
Strongly Disagree	2%	6	3%	8	2%	6	2%	6	2%	7
Does Not Apply	1%	2	2%	6	3%	10	1%	5	1%	2
Issued a formal complaint about assistance received from ED staff member										
Yes	2%	5	2%	6	3%	9	3%	12	3%	9
No	99%	321	98%	316	98%	348	97%	357	97%	324
	326		322		357		369		333	



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APPENDIX C: ATTRIBUTE TABLES



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Aggregate Scores
Results compared to 2008 scores

	2009 Scores	2008 Scores	* 2009 Impacts	Significant Difference
Customer Satisfaction Index	68	65	-	Y
How satisfied are you with ED's products and services	73	70		Y
How well ED's products and services meet expectations	66	63		Y
How well ED compares with ideal products and services	64	59		Y
ED Staff/Coordination	81	78	1.0	Y
Knowledge of relevant legislation, regulations, policies, and procedures	86	85		Y
Responsiveness to your questions	81	80		Y
Accuracy of responses	84	82		Y
Sufficiency of legal guidance in responses	78	75		Y
Consistency of responses with ED staff from different program offices	76	72		Y
Collaboration with other ED offices in providing relevant services	75	70		Y
ED-funded Technical Assistance	82	80	0.7	Y
Knowledge of relevant legislation, regulations, policies, and procedures	82	81		Y
Responsiveness to your questions	86	84		Y
Accuracy of responses	83	82		Y
Sufficiency of legal guidance in responses	77	71		Y
Consistency of responses with ED staff	81	79		Y
Collaboration with ED staff in providing relevant services	82	81		Y
Collaboration with other ED-funded providers of technical assistance	81	79		Y
Online Resources	71	67	0.6	Y
Ease of finding materials online	64	61		Y
Ease of submitting information to ED via the Web	77	74		Y
Technology	70	67	0.8	Y
ED's effectiveness in using technology to deliver its services	73	72		Y
ED's quality of assistance	71	69		Y
Effectiveness of automated process in improving state's reporting	69	67		Y
Expected reduction in federal paperwork	62	59		Y
Documents	76	73	1.8	Y
Clarity	76	73		Y
Organization of information	78	76		Y
Sufficiency of detail to meet your program needs	73	71		Y
Relevance to your areas of need	80	78		Y
Comprehensiveness in addressing the scope of issues that you face	71	69		Y
Complaint	2%	2%	0.0	Y
Issued a formal complaint about assistance received from ED staff member	2%	2%		Y
Sample Size	326	322		

* For an explanation of Impacts please refer to pages 8 and 9.



Aggregate Scores
Results from 2005 through 2009

	2009 Score	2008 Score	2007 Score	2006 Score	2005 Score
Customer Satisfaction Index	68	65	63	62	63
How satisfied are you with ED's products and services	73	70	68	67	69
How well ED's products and services meet expectations	66	63	61	60	61
How well ED compares with ideal products and services	64	59	58	57	57
ED Staff/Coordination	81	78	75	75	76
Knowledge of relevant legislation, regulations, policies, and procedures	86	85	81	81	83
Responsiveness to your questions	81	80	77	75	76
Accuracy of responses	84	82	79	79	81
Sufficiency of legal guidance in responses	78	75	73	72	75
Consistency of responses with ED staff from different program offices	76	72	68	70	70
Collaboration with other ED offices in providing relevant services	75	70	66	65	63
ED-funded Technical Assistance	82	80	77	75	78
Knowledge of relevant legislation, regulations, policies, and procedures	82	81	78	76	79
Responsiveness to your questions	86	84	81	81	82
Accuracy of responses	83	82	80	78	80
Sufficiency of legal guidance in responses	77	71	72	69	73
Consistency of responses with ED staff	81	79	75	74	78
Collaboration with ED staff in providing relevant services	82	81	78	75	80
Collaboration with other ED-funded providers of technical assistance	81	79	77	73	78
Online Resources	71	67	64	65	68
Ease of finding materials online	64	61	60	59	64
Ease of submitting information to ED via the Web	77	74	70	71	72
Technology	70	67	65	64	64
ED's effectiveness in using technology to deliver its services	73	72	71	71	69
ED's quality of assistance	71	69	66	66	66
Effectiveness of automated process in improving state's reporting	69	67	64	62	61
Expected reduction in federal paperwork	62	59	56	54	58
Documents	76	73	69	70	71
Clarity	76	73	69	70	71
Organization of information	78	76	72	72	73
Sufficiency of detail to meet your program needs	73	71	65	67	69
Relevance to your areas of need	80	78	73	73	75
Comprehensiveness in addressing the scope of issues that you face	71	69	63	65	67
Complaint	2%	2%	3%	3%	3%
Issued a formal complaint about assistance received from ED staff member	2%	2%	3%	3%	3%
Sample Size	326	322	357	369	333



Chief State School Officers
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	65	63	⌘
How satisfied are you with ED's products and services	72	69	⌘
How well ED's products and services meet expectations	61	60	⌘
How well ED compares with ideal products and services	59	57	⌘
ED Staff/Coordination	79	73	⌘
Knowledge of relevant legislation, regulations, policies, and procedures	85	85	⌘
Responsiveness to your questions	78	74	⌘
Accuracy of responses	85	80	⌘
Sufficiency of legal guidance in responses	76	69	⌘
Consistency of responses with ED staff from different program offices	70	66	⌘
Collaboration with other ED offices in providing relevant services	72	59	⌘
ED-funded Technical Assistance	73	75	⌘
Knowledge of relevant legislation, regulations, policies, and procedures	77	81	⌘
Responsiveness to your questions	81	80	⌘
Accuracy of responses	78	77	⌘
Sufficiency of legal guidance in responses	63	64	⌘
Consistency of responses with ED staff	67	72	⌘
Collaboration with ED staff in providing relevant services	77	75	⌘
Collaboration with other ED-funded providers of technical assistance	65	74	⌘
Online Resources	75	72	⌘
Ease of finding materials online	72	65	⌘
Ease of submitting information to ED via the Web	78	76	⌘
Technology	74	72	⌘
ED's effectiveness in using technology to deliver its services	75	71	⌘
ED's quality of assistance	74	73	⌘
Effectiveness of automated process in improving state's reporting	74	68	⌘
Expected reduction in federal paperwork	70	75	⌘
Documents	70	69	⌘
Clarity	70	66	⌘
Organization of information	75	72	⌘
Sufficiency of detail to meet your program needs	65	68	⌘
Relevance to your areas of need	78	71	⌘
Comprehensiveness in addressing the scope of issues that you face	60	67	⌘
Complaint	0%	11%	⌘
Issued a formal complaint about assistance received from ED staff member	0%	11%	⌘
Sample Size	9	18	



OELA – Title III State Directors
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	62	59	Y
How satisfied are you with ED's products and services	66	63	Y
How well ED's products and services meet expectations	61	59	Y
How well ED compares with ideal products and services	56	56	Y
ED Staff/Coordination	75	75	Y
Knowledge of relevant legislation, regulations, policies, and procedures	78	82	Y
Responsiveness to your questions	80	83	Y
Accuracy of responses	77	79	Y
Sufficiency of legal guidance in responses	73	71	Y
Consistency of responses with ED staff from different program offices	72	64	Y
Collaboration with other ED offices in providing relevant services	72	63	Y
ED-funded Technical Assistance	78	75	Y
Knowledge of relevant legislation, regulations, policies, and procedures	81	79	Y
Responsiveness to your questions	84	82	Y
Accuracy of responses	81	80	Y
Sufficiency of legal guidance in responses	77	69	Y
Consistency of responses with ED staff	77	73	Y
Collaboration with ED staff in providing relevant services	77	76	Y
Collaboration with other ED-funded providers of technical assistance	78	70	Y
Online Resources	67	67	Y
Ease of finding materials online	58	61	Y
Ease of submitting information to ED via the Web	72	71	Y
Technology	69	68	Y
ED's effectiveness in using technology to deliver its services	72	70	Y
ED's quality of assistance	68	69	Y
Effectiveness of automated process in improving state's reporting	69	69	Y
Expected reduction in federal paperwork	69	62	Y
Documents	70	66	Y
Clarity	69	65	Y
Organization of information	75	69	Y
Sufficiency of detail to meet your program needs	67	63	Y
Relevance to your areas of need	77	73	Y
Comprehensiveness in addressing the scope of issues that you face	63	58	Y
Complaint	3%	3%	Y
Issued a formal complaint about assistance received from ED staff member	3%	3%	Y
Sample Size	39	34	



OELA – Title III State Directors
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OELA – Title III State Directors	72	68	⌘
Number of Respondents	(n=38)	(n=33)	
Providing you an interpretation of Title III (Program Officers)	74	78	⌘
Helping you with your implementation of Title III in your state (Program Officers)	73	74	⌘
Providing you with the information you needed (Web site)	77	73	⌘
Helping you inform programs serving ELLs in your state	73	73	⌘
Effectiveness of relationship between Title III and Title I in encouraging collaboration between Title I and Title III	56	46	⌘
Helping familiarize you with the Biennial Report form	72	65	⌘
Allowing for your input and comments for refining the Biennial Report form	69	65	⌘
Sample Size	39	34	



OESE – State Educational Technology Directors
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	65	62	⚡
How satisfied are you with ED's products and services	70	68	⚡
How well ED's products and services meet expectations	62	60	⚡
How well ED compares with ideal products and services	58	57	⚡
ED Staff/Coordination	79	81	⚡
Knowledge of relevant legislation, regulations, policies, and procedures	87	82	⚡
Responsiveness to your questions	74	82	⚡
Accuracy of responses	82	84	⚡
Sufficiency of legal guidance in responses	81	82	⚡
Consistency of responses with ED staff from different program offices	77	80	⚡
Collaboration with other ED offices in providing relevant services	75	72	⚡
ED-funded Technical Assistance	82	83	⚡
Knowledge of relevant legislation, regulations, policies, and procedures	82	86	⚡
Responsiveness to your questions	85	87	⚡
Accuracy of responses	85	85	⚡
Sufficiency of legal guidance in responses	83	84	⚡
Consistency of responses with ED staff	83	87	⚡
Collaboration with ED staff in providing relevant services	81	81	⚡
Collaboration with other ED-funded providers of technical assistance	83	80	⚡
Online Resources	66	61	⚡
Ease of finding materials online	68	61	⚡
Ease of submitting information to ED via the Web	64	64	⚡
Technology	66	65	⚡
ED's effectiveness in using technology to deliver its services	67	67	⚡
ED's quality of assistance	68	70	⚡
Effectiveness of automated process in improving state's reporting	65	66	⚡
Expected reduction in federal paperwork	63	64	⚡
Documents	75	73	⚡
Clarity	77	72	⚡
Organization of information	77	74	⚡
Sufficiency of detail to meet your program needs	71	72	⚡
Relevance to your areas of need	78	78	⚡
Comprehensiveness in addressing the scope of issues that you face	72	70	⚡
Complaint	0%	0%	⚡
Issued a formal complaint about assistance received from ED staff member	0%	0%	⚡
Sample Size	40	41	



OESE – State Educational Technology Directors
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OESE – State Educational Technology Directors	72	79	⌘
Number of Respondents	(n=38)	(n=41)	
Providing you an interpretation of Title II, Part D	74	82	⌘
Helping you with your implementation of Title II, Part D	70	82	⌘
Usefulness of guidance document provided by the EETT program office	71	79	⌘
Usefulness of the information presented at SETDA meetings	75	70	⌘
Helping you with your compliance efforts	74	78	⌘
Helping you to improve performance results	69	73	⌘
Effectiveness of relationship with EETT program office	75	86	⌘
Sample Size	40	41	



OESE – State Title I Directors
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	73	63	Y
How satisfied are you with ED's products and services	77	68	Y
How well ED's products and services meet expectations	71	61	Y
How well ED compares with ideal products and services	70	59	Y
ED Staff/Coordination	86	81	Y
Knowledge of relevant legislation, regulations, policies, and procedures	90	90	Y
Responsiveness to your questions	84	79	Y
Accuracy of responses	88	90	Y
Sufficiency of legal guidance in responses	84	80	Y
Consistency of responses with ED staff from different program offices	81	74	Y
Collaboration with other ED offices in providing relevant services	81	67	Y
ED-funded Technical Assistance	80	73	Y
Knowledge of relevant legislation, regulations, policies, and procedures	81	74	Y
Responsiveness to your questions	82	76	Y
Accuracy of responses	81	76	Y
Sufficiency of legal guidance in responses	74	63	Y
Consistency of responses with ED staff	80	73	Y
Collaboration with ED staff in providing relevant services	81	72	Y
Collaboration with other ED-funded providers of technical assistance	78	73	Y
Online Resources	64	57	Y
Ease of finding materials online	56	47	Y
Ease of submitting information to ED via the Web	76	67	Y
Technology	70	64	Y
ED's effectiveness in using technology to deliver its services	73	67	Y
ED's quality of assistance	71	62	Y
Effectiveness of automated process in improving state's reporting	69	63	Y
Expected reduction in federal paperwork	67	57	Y
Documents	82	74	Y
Clarity	83	76	Y
Organization of information	84	75	Y
Sufficiency of detail to meet your program needs	80	71	Y
Relevance to your areas of need	84	79	Y
Comprehensiveness in addressing the scope of issues that you face	79	69	Y
Complaint	2%	0%	Y
Issued a formal complaint about assistance received from ED staff member	2%	0%	Y
Sample Size	45	34	



OESE – State Title I Directors
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OESE – State Title I Directors	86	78	⌘
Number of Respondents	(n=45)	(n=34)	
Usefulness of the training offered through the Enhancing Program Performance Contract	90	82	⌘
Usefulness of technical assistance on Neglected and Delinquent	85	74	⌘
Usefulness of technical assistance on Homeless Education	87	80	⌘
Availability of information on monitoring for Title I	87	80	⌘
Usefulness of information on monitoring for Title I	86	79	⌘
SASA's effectiveness in using technology to provide information	84	74	⌘
SASA's effectiveness in using technology to enhance communication between ED and the State	84	75	⌘
Sample Size	45	34	



OESE – State Title V, Part A Directors
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	73	69	Y
How satisfied are you with ED's products and services	76	74	Y
How well ED's products and services meet expectations	72	64	Y
How well ED compares with ideal products and services	72	66	Y
ED Staff/Coordination	85	85	Y
Knowledge of relevant legislation, regulations, policies, and procedures	88	87	Y
Responsiveness to your questions	83	84	Y
Accuracy of responses	87	89	Y
Sufficiency of legal guidance in responses	86	88	Y
Consistency of responses with ED staff from different program offices	84	82	Y
Collaboration with other ED offices in providing relevant services	78	81	Y
ED-funded Technical Assistance	79	83	Y
Knowledge of relevant legislation, regulations, policies, and procedures	81	80	Y
Responsiveness to your questions	82	87	Y
Accuracy of responses	81	83	Y
Sufficiency of legal guidance in responses	76	89	Y
Consistency of responses with ED staff	79	89	Y
Collaboration with ED staff in providing relevant services	80	78	Y
Collaboration with other ED-funded providers of technical assistance	80	80	Y
Online Resources	69	63	Y
Ease of finding materials online	63	57	Y
Ease of submitting information to ED via the Web	77	79	Y
Technology	70	69	Y
ED's effectiveness in using technology to deliver its services	76	75	Y
ED's quality of assistance	71	75	Y
Effectiveness of automated process in improving state's reporting	70	74	Y
Expected reduction in federal paperwork	64	51	Y
Documents	82	77	Y
Clarity	81	77	Y
Organization of information	82	79	Y
Sufficiency of detail to meet your program needs	81	73	Y
Relevance to your areas of need	84	80	Y
Comprehensiveness in addressing the scope of issues that you face	79	77	Y
Complaint	0%	0%	Y
Issued a formal complaint about assistance received from ED staff member	0%	0%	Y
Sample Size	27	20	



OESE – State Title V, Part A Directors
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OESE - State Title V, Part A Directors	76	82	Y
Number of Respondents	(n=26)	(n=20)	
Providing you an interpretation of Title V, Part A	78	85	Y
Helping you with your implementation of Title V, Part A	76	80	Y
Usefulness of the guidance document	77	83	Y
Usefulness of the information presented at national meetings	85	85	Y
Helping you with your compliance efforts	73	69	Y
Helping you to improve performance results	72	64	Y
Effectiveness of relationship with Title V, Part A program office	79	84	Y
Sample Size	27	20	



OSERS/OSEP– Lead Agency Early Intervention Coordinators

Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	69	64	Y
How satisfied are you with ED's products and services	76	70	Y
How well ED's products and services meet expectations	67	64	Y
How well ED compares with ideal products and services	64	57	Y
ED Staff/Coordination	82	80	Y
Knowledge of relevant legislation, regulations, policies, and procedures	86	85	Y
Responsiveness to your questions	82	82	Y
Accuracy of responses	84	81	Y
Sufficiency of legal guidance in responses	77	74	Y
Consistency of responses with ED staff from different program offices	78	78	Y
Collaboration with other ED offices in providing relevant services	79	79	Y
ED-funded Technical Assistance	85	86	Y
Knowledge of relevant legislation, regulations, policies, and procedures	86	87	Y
Responsiveness to your questions	89	92	Y
Accuracy of responses	86	89	Y
Sufficiency of legal guidance in responses	77	69	Y
Consistency of responses with ED staff	85	85	Y
Collaboration with ED staff in providing relevant services	89	87	Y
Collaboration with other ED-funded providers of technical assistance	87	89	Y
Online Resources	78	73	Y
Ease of finding materials online	68	63	Y
Ease of submitting information to ED via the Web	86	83	Y
Technology	72	64	Y
ED's effectiveness in using technology to deliver its services	79	77	Y
ED's quality of assistance	72	63	Y
Effectiveness of automated process in improving state's reporting	68	63	Y
Expected reduction in federal paperwork	49	39	Y
Documents	75	70	Y
Clarity	74	70	Y
Organization of information	79	72	Y
Sufficiency of detail to meet your program needs	74	67	Y
Relevance to your areas of need	79	78	Y
Comprehensiveness in addressing the scope of issues that you face	71	65	Y
Complaint	0%	3%	Y
Issued a formal complaint about assistance received from ED staff member	0%	3%	Y
Sample Size	40	36	



OSERS/OSEP– Lead Agency Early Intervention Coordinators
Results for custom questions compared to 2008 scores

	2008 Scores	2009 Scores	Significant Difference
OSERS/OSEP - Lead Agency Early Intervention Coordinators	83	85	⌘
Number of Respondents	(n=36)	(n=40)	
Staff responsiveness to answering questions	85	89	⌘
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	85	90	⌘
Dissemination of accurate information	83	87	⌘
Dissemination of information in a timely manner	78	85	⌘
Centers' responsiveness to answering questions	89	87	⌘
Centers' responsiveness to information requests	87	87	⌘
Impact on State's SPP improvement targets	84	81	⌘
Effectiveness in addressing systems improvement issues of the state	61	63	⌘
Sample Size	36	40	



OSERS/OSEP– State Directors of Special Education
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	63	61	Y
How satisfied are you with ED's products and services	72	67	Y
How well ED's products and services meet expectations	57	59	Y
How well ED compares with ideal products and services	58	54	Y
ED Staff/Coordination	78	65	Y
Knowledge of relevant legislation, regulations, policies, and procedures	88	80	Y
Responsiveness to your questions	78	64	Y
Accuracy of responses	84	70	Y
Sufficiency of legal guidance in responses	76	58	Y
Consistency of responses with ED staff from different program offices	75	62	Y
Collaboration with other ED offices in providing relevant services	59	51	Y
ED-funded Technical Assistance	79	72	Y
Knowledge of relevant legislation, regulations, policies, and procedures	79	76	Y
Responsiveness to your questions	84	79	Y
Accuracy of responses	79	74	Y
Sufficiency of legal guidance in responses	71	63	Y
Consistency of responses with ED staff	77	71	Y
Collaboration with ED staff in providing relevant services	82	73	Y
Collaboration with other ED-funded providers of technical assistance	78	67	Y
Online Resources	71	71	Y
Ease of finding materials online	61	65	Y
Ease of submitting information to ED via the Web	78	77	Y
Technology	60	58	Y
ED's effectiveness in using technology to deliver its services	73	66	Y
ED's quality of assistance	64	57	Y
Effectiveness of automated process in improving state's reporting	59	57	Y
Expected reduction in federal paperwork	36	52	Y
Documents	73	71	Y
Clarity	73	70	Y
Organization of information	76	76	Y
Sufficiency of detail to meet your program needs	69	67	Y
Relevance to your areas of need	80	80	Y
Comprehensiveness in addressing the scope of issues that you face	64	64	Y
Complaint	3%	6%	Y
Issued a formal complaint about assistance received from ED staff member	3%	6%	Y
Sample Size	32	34	



OSERS/OSEP– State Directors of Special Education

Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OSERS/OSEP - State Directors of Special Education	76	75	∅
Number of Respondents	(n=31)	(n=34)	
Staff responsiveness to answering questions	81	75	∅
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	82	77	∅
Dissemination of accurate information	80	75	∅
Dissemination of information in a timely manner	72	70	∅
Centers' responsiveness to answering questions	77	81	∅
Centers' responsiveness to information requests	75	81	∅
Impact on State's SPP improvement targets	69	72	∅
Effectiveness in addressing systems improvement issues of the state	63	63	∅
Sample Size	32	34	



OPEPD – EDEN/EDFacts Coordinators
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	72	69	Y
How satisfied are you with ED's products and services	76	75	Y
How well ED's products and services meet expectations	71	68	Y
How well ED compares with ideal products and services	69	62	Y
ED Staff/Coordination	81	80	Y
Knowledge of relevant legislation, regulations, policies, and procedures	85	84	Y
Responsiveness to your questions	84	85	Y
Accuracy of responses	85	84	Y
Sufficiency of legal guidance in responses	77	80	Y
Consistency of responses with ED staff from different program offices	75	69	Y
Collaboration with other ED offices in providing relevant services	77	73	Y
ED-funded Technical Assistance	88	87	Y
Knowledge of relevant legislation, regulations, policies, and procedures	85	83	Y
Responsiveness to your questions	91	92	Y
Accuracy of responses	90	89	Y
Sufficiency of legal guidance in responses	81	81	Y
Consistency of responses with ED staff	87	87	Y
Collaboration with ED staff in providing relevant services	88	90	Y
Collaboration with other ED-funded providers of technical assistance	89	87	Y
Online Resources	78	72	Y
Ease of finding materials online	73	71	Y
Ease of submitting information to ED via the Web	82	74	Y
Technology	77	73	Y
ED's effectiveness in using technology to deliver its services	80	75	Y
ED's quality of assistance	78	79	Y
Effectiveness of automated process in improving state's reporting	75	72	Y
Expected reduction in federal paperwork	71	67	Y
Documents	77	74	Y
Clarity	76	72	Y
Organization of information	80	76	Y
Sufficiency of detail to meet your program needs	77	72	Y
Relevance to your areas of need	82	80	Y
Comprehensiveness in addressing the scope of issues that you face	71	72	Y
Complaint	0%	0%	Y
Issued a formal complaint about assistance received from ED staff member	0%	0%	Y
Sample Size	38	33	



OPEPD – EDEN/EDFacts Coordinators
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OPEPD - EDEN/ED Facts Coordinators	85	84	⌘
Number of Respondents	(n=38)	(n=33)	
Timeliness of the support	89	90	⌘
Usefulness of the support	89	90	⌘
Accuracy of information	89	88	⌘
Relevance of the support	88	90	⌘
Federal mandates for data collection and submission	84	75	⌘
Streamline Federal data collection and submission processes	80	71	⌘
Improve State data collection and submission processes	76	73	⌘
Expected reduction in federal paperwork because of the EDEN data submission process	68	67	⌘
Expected improvement in education performance measurement	73	71	⌘
Training provided by the EDEN/ED Facts team	85	83	⌘
Department's Partner Support Center	93	94	⌘
Sample Size	38	33	



OVAE – Career and Technical Education State Directors
Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	69	63	Y
How satisfied are you with ED's products and services	74	68	Y
How well ED's products and services meet expectations	67	63	Y
How well ED compares with ideal products and services	66	56	Y
ED Staff/Coordination	81	77	Y
Knowledge of relevant legislation, regulations, policies, and procedures	87	85	Y
Responsiveness to your questions	82	77	Y
Accuracy of responses	86	79	Y
Sufficiency of legal guidance in responses	72	72	Y
Consistency of responses with ED staff from different program offices	73	74	Y
Collaboration with other ED offices in providing relevant services	72	71	Y
ED-funded Technical Assistance	80	79	Y
Knowledge of relevant legislation, regulations, policies, and procedures	81	80	Y
Responsiveness to your questions	86	81	Y
Accuracy of responses	82	80	Y
Sufficiency of legal guidance in responses	75	66	Y
Consistency of responses with ED staff	81	75	Y
Collaboration with ED staff in providing relevant services	80	83	Y
Collaboration with other ED-funded providers of technical assistance	79	79	Y
Online Resources	72	63	Y
Ease of finding materials online	63	54	Y
Ease of submitting information to ED via the Web	81	70	Y
Technology	67	66	Y
ED's effectiveness in using technology to deliver its services	71	74	Y
ED's quality of assistance	68	66	Y
Effectiveness of automated process in improving state's reporting	67	60	Y
Expected reduction in federal paperwork	63	56	Y
Documents	73	76	Y
Clarity	74	75	Y
Organization of information	75	79	Y
Sufficiency of detail to meet your program needs	72	75	Y
Relevance to your areas of need	77	81	Y
Comprehensiveness in addressing the scope of issues that you face	68	69	Y
Complaint	3%	0%	Y
Issued a formal complaint about assistance received from ED staff member	3%	0%	Y
Sample Size	31	41	



OVAE – Career and Technical Education State Directors
Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OVAE – Career and Technical Education State Directors	75	71	⌘
Number of Respondents	(n=31)	(n=28)	
User-friendliness	79	75	⌘
Compatibility with state reporting systems	65	62	⌘
Identifying and correcting compliance issues in your state	75	80	⌘
Helping you to improve program quality	72	84	⌘
Effectiveness of help improving quality of programs and accountability systems	76	73	⌘
Effectiveness in keeping you informed about key issues	78	72	⌘
PCRN's usefulness to your program	72	71	⌘
User-friendliness	79	69	⌘
Compatibility with state reporting systems	74	63	⌘
Sample Size	31	28	



OVAE – Directors of Adult Education and Literacy

Results for core questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
Customer Satisfaction Index	73	73	⚡
How satisfied are you with ED's products and services	76	76	⚡
How well ED's products and services meet expectations	70	71	⚡
How well ED compares with ideal products and services	70	69	⚡
ED Staff/Coordination	83	83	⚡
Knowledge of relevant legislation, regulations, policies, and procedures	86	87	⚡
Responsiveness to your questions	86	86	⚡
Accuracy of responses	84	84	⚡
Sufficiency of legal guidance in responses	80	79	⚡
Consistency of responses with ED staff from different program offices	78	76	⚡
Collaboration with other ED offices in providing relevant services	81	81	⚡
ED-funded Technical Assistance	84	86	⚡
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	⚡
Responsiveness to your questions	87	87	⚡
Accuracy of responses	86	88	⚡
Sufficiency of legal guidance in responses	81	81	⚡
Consistency of responses with ED staff	82	85	⚡
Collaboration with ED staff in providing relevant services	84	90	⚡
Collaboration with other ED-funded providers of technical assistance	84	86	⚡
Online Resources	73	72	⚡
Ease of finding materials online	66	63	⚡
Ease of submitting information to ED via the Web	79	81	⚡
Technology	71	75	⚡
ED's effectiveness in using technology to deliver its services	73	76	⚡
ED's quality of assistance	73	79	⚡
Effectiveness of automated process in improving state's reporting	73	75	⚡
Expected reduction in federal paperwork	63	67	⚡
Documents	78	79	⚡
Clarity	78	81	⚡
Organization of information	80	82	⚡
Sufficiency of detail to meet your program needs	78	79	⚡
Relevance to your areas of need	79	80	⚡
Comprehensiveness in addressing the scope of issues that you face	75	76	⚡
Complaint	2%	0%	⚡
Issued a formal complaint about assistance received from ED staff member	2%	0%	⚡
Sample Size	46	44	



OVAE – Directors of Adult Education and Literacy

Results for custom questions compared to 2008 scores

	2009 Scores	2008 Scores	Significant Difference
OVAE – Directors of Adult Education and Literacy	80	84	⚡
Number of Respondents	(n=46)	(n=44)	
Ease of reporting using the NRS web-based system	80	83	⚡
Usefulness of the training offered by OVAE through its contract to support NRS	83	87	⚡
Being well-organized	79	78	⚡
Providing pre-planning adequate guidance	79	80	⚡
Setting expectations for the visit	80	77	⚡
Using state peer reviewers in the federal monitoring process	80	80	⚡
Relevance of information	84	87	⚡
Being up to date	85	88	⚡
Usefulness to your program	82	86	⚡
Usefulness of products helping your state meet AEFLA program priorities	74	80	⚡
Technical assistance provided addresses your program priorities and needs	76	75	⚡
Sample Size	46	44	



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APPENDIX D: VERBATIM RESPONSES BY PROGRAM



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The comments reported in this section appear in the original verbatim wording and format as provided by the respondent.

Chief State School Officers

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

*Integrated review systems for ESEA, IDEA and Perkins.
Office of Federal and State Accountability*

Q21. Please describe how ED could better use technology to deliver its services.

[NONE]

Q35. Finally, please describe how ED can improve its service to you.

I think there has to be much more conversation at the federal level so that all areas can be on the same page. I think that there is a lot of lip service, and it leaves the states caught in the middle.

Providing for flexibility in accountability is very important. I am impressed watching the new ED provide leadership and vision. I will be pleased to see matching guidance and options, as the department is able to prepare them. So far, ED has been wonderfully responsive.

There has been a huge change in the responsiveness of ED since the arrival of Sec. Duncan. My answers are based upon the past 12 months (which was the direction at the beginning of the survey) but it should be noted that over the past few months, communication and interaction with ED has been significantly improved and I feel like ED is now a real partner with our state agency.

Timeliness of responses would be very helpful. Often when a letter is written, it is months before any reply may even be considered. If the Dept could at least inform the sender of a possible timeframe and where it is in the system would at least be a start. The comprehensiveness of the information would also be helpful. The Q&A documents are helpful, but do not cover all of the concerns. They are usually a reinterpretation of the guidance that has already been put out.

We need more guidance on new initiatives or programs. Or we need someone to tell us that the guidance isn't available and they will get back in touch with us. No response is frustrating.

Would be beneficial to receive the program guidance documents on a more timely basis. Specifically all the ARRA Stimulus guidance.



OELA - TITLE III State Directors

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

In our division that administers most of the NCLB programs, state directors of the programs meet briefly on a daily basis to discuss shared concerns and issues. Coordination, collaboration, and co-presenting occur on a regular basis and directors are required to give other directors heads up on major policy decisions or activities. Works best when communication is on-going and is a dialogue.

LEAs are required to develop a two-year Plan of Services for ELLs, which follows the guidance provided by the OCR. Section V: Staffing and Professional Development is coordinated with T II-A. Also, Section VII: Equal Access to other Programs is coordinated and supported by the Civil Rights Specialist. Additionally, Special Education Specialists, ELD/Bilingual/T III Program Specialist and the English Language Proficiency Assessment (ELPA) Specialist recently developed a Power Point and conducted regional V-Tel sessions addressing issues around dual identified students SpEd/ELL.

We meet every two weeks with all NCLB programs. In addition, the Department has monthly meetings to review, learn about, and discuss programs, policies, and other issues relevant to programs and services we provide.

Q21. Please describe how ED could better use technology to deliver its services.

Not sure. Sorry I can't be more helpful here.

Permit display of all comments from participants and respond to all questions from participants in Webinars. Some questions have simply not been addressed.

Practice before hand. A test run would be extremely helpful. And then care what the answer is instead of oh well. Time to work out the bugs.

Simplify and always provide a spell checker.

Webinars are only one way of using technology but it appears to be the method most used. Podcasts generally don't use much bandwidth and can be sent to LEAs via e-mail.

Webinars have begun recently and this should continue on a regular basis.

Q3 (OELA). What can OELA do over the next year to meet your state's technical assistance and program improvement needs?

Answer emails and phone calls in a timely manner. Reach out to states and make your Website more user friendly.

Clarify how Title III and Title I interface now; provide leadership with expertise in education of ELLs and immigrant students; sponsor an annual SEA Title III directors meeting to improve communication and build capacity in states; continue with partnerships to provide high quality Webinars and other online resources for technical assistance so states can share with schools and districts.

Clarify 'supplement not supplant'.

Clarify use of contractors such as ed Counts and NCELA and expectation of state's relationship with these entities. Also, meet with us, talk to us...

Clearer guidance, especially where SPED and ESL intersect.

Continue to be responsive and sensitive to the challenging and changing circumstances in the states.

Continue to make every effort to keep requests for reports to a minimum and ensure that monitoring process is streamlined and user friendly.

Convene regular meetings of Title III directors.



Coordinate with other programs, the decision to move accountability staff into SASA was a good one. They also need to be more consistent with the information they produce.

Fully staff OELA program office; increase collaboration within ED, in terms of program office, monitoring, and legal departments; Respond in writing to questions; Provide new Title I/III monitoring tool; provide clarity on the data requested for some EDEN Ed facts files, especially certified ELL teacher data; provide greater clarity in guidance; more comprehensively address issues facing consortia and AMAOs

Guidance concerning special education English language learners, concrete implementation guidance/information concerning supplement versus supplant, suggestions for how English language learners fit into ARRA, Annual Measurable Achievement Objectives

I hope that the partnership with Title I will prove beneficial. Guidance and letters that have been issued in the past are sometimes 'recalled' and we don't hear about it except through hearsay from other SEAs.

I would like to see the Title III program staff moved back to the OELA office.

Information about Bil Sp.Ed students, testing, exiting, etc.

Listen carefully to the issues raised by Title III directors from diverse state backgrounds and make sure that federal policies address these differences in a way that is sensible and leads to improved technical assistance and professional development at all levels (federal, state, and local). The Department needs to revisit some of the FINAL INTERPRETATIONS to make sure they are truly research-based.

Make public to all states guidance given to one state. Have guidance broadcast to listserv

Move to use growth model for AMAO calculations, particularly as related to AYP for LEP students.

N/A. We have in house folks and we work with them.

OELA has always provided specific, detail, well grounded information in a very effective manner. However, there is much confusion now due to the blending of the T I/III. The low marks on this survey are not a reflection of OELA directly but it is a reflection of the 'blending' of the Offices with not much clarity about how the ED will continue to support efforts toward serving English Learners specifically.

Organize a regional or national gathering of TIII directors to discuss areas that need more clarity: e.g. serving and testing LEP students who may have disability, other.

Provide information on a more timely manner; help us understand the OCR requirements and the supplanting issues with Title III.

Provide monthly email updates to any Title III Educational changes; update on expectations the Title III offices will carry out and state review criteria. Also, a monthly survey asking what issues have arisen within the state and how the federal govt. can assist. Provide an available FAQ document, which shows questions, received from other states and clarifications regarding those issues.

Provide Webinars and face-to face meetings with other states implementing aspects of Title III in exemplary ways

Speak plain, not in legal terms. Its difficult to relay information to LEAs using terms that more appropriate in a legal setting. Sometimes yes or no is the answer.

There is a huge need for written non-regulatory guidance from OELA on the bi9 issues in Title III. Under Title I, the new Interpretations were excellent - clear and consistent with statute. But the draft interpretations that were sent out prior to being moved under Title I were not consistent with statute and addressed issues that had been outstanding since the inception of NCLB. It is difficult to tell LEAs that there is very little guidance available for Title III, unlike other NCLB programs like Title I and Migrant, which have great guidance for states. Also, the program has not provided guidance on implementation or consistent guidance. Under Title I, I have seen an improvement in this area.



Q7 (OELA). Please describe how the working relationship between Title III and Title I could be improved.

Define the relationship, regular communication; convince all parties that Title I and Title III need to work together and why exactly this is beneficial following up with some tangible evidence.

I believe that the move of the Title III State Program staff to the Title I Office is highly detrimental to the success of Title III. It has in no way encouraged collaboration, but rather created a perception that Title III is simply a sub program of Title I.

If it is evident at the ED level, it has not become apparent at the SEA level. There is little collaboration at the SEA level.

If the people at ED modeled collaboration themselves, it would make a world of difference. My experience has been that the Title III office and Title I office have little to no communication.

Improvement plans for districts in improvement for both Title I and Title III could be better coordinated.

Perhaps once we have Supreet on board and the feeling that we also have our own leadership we will feel more like equals. For now, we feel like the younger stepsister with very few privileges.

The recent melding of the two offices has caused considerable change in our office with the Title I staff believing that they have responsibility for the program but not having the need to understand or support the efforts that are required by USED.

Title III is a K-12 program. T I, specifically T IA, supports mostly efforts in reading in elementary buildings. That leaves ELLs in upper elementary, middle and senior high schools without support from T IA. There doesn't seem to be any clear expectation that T IA should include services for ELLs based on the priority needs of the students.

With all the new funds why hasn't Title I come up with ways in which Title I and III can collaborate to address the needs of ELLs.

Zollie is the only one who seems to be reaching to make this collaboration work. We were not invited to the Title I conference and then our Title III meeting for spring was canceled. This is not collaboration. ELLs are failing at an alarming rate and most of them qualify for Title I service. There should be strength to this collaboration.

Q35. Finally, please describe how ED can improve its service to you.

1. Restructure the Website to make it more user friendly 2. Disseminate relevant guidance, memoranda, etc. in a more uniform fashion, and make it available in one location for ELL/Title III. 3. Fully staff the program offices and increase collaboration with Legal and Monitoring

Act as model at the federal level for effective communication between Title I and Title III SEAs. There is an imbalance perceived that impacts the effectiveness of SEA Title III program implementation. ED needs to eliminate the silo effect at the federal level so states understand that it is important. In many states, these two programs operate separately and not equally. ED can continue to have joint meetings and joint Web conferences to help, for example, but there is still a lot of work to do.

Better guidance, especially in the area of AMAOs, Supplanting and Supplementing. Simple explanations not filled with legal terms. If Title I and Title III are collaborating and coming under one roof at the ED level, why is that not happening at the SEA level?

Communicate. Clarify.

Continue to re-examine the Title III program and ensure that guidance gets out, that technical assistance is provided, and that the program is administered as a formula program. In the past, it was operated like a discretionary program, adding requirements that were not in statute. I am very pleased with the changes in the short time since Title I has begun overseeing the program.



Date the documents. Have them out well in advance. And continue to work on the Website. For instance, I cannot view my current year data that I had submitted. I cannot look at the documents I submitted on December 31st of 2008.

Given the demands on all educational professionals, I think you are doing a good job. The combination of Title I and Title III and whether or not this works remains to be seen. Not being under the direct umbrella of OELA sort of took away our identity. And we want to be sure that we and our students are seen as a priority in spite of the merger.

I have 2 comments: 1. We thought the CSPR took the place of a Biennial report. Is that being reinstated? 2. I think that Title I Part C-Migrant program should be part of these surveys, part of the overall monitoring etc and not a separate program for everything.

I think there should be much more rolling out of there. We need a chat room. We need FAQs on every subject related to ESL. Sometimes, I feel that the ambiguity is deafening.

I'm very satisfied with the quality of their services.

Improve research into the instruction of LEP students, not just on their accommodations for testing.

More back-and-forth conversations regarding policy issues US ED has brought in excellent consultants on various topics, but sometimes it has not always been clear whether their recommendations are being given enough credence.

Much of the past year has focused on what prohibitions there are on the use of Title III funds. I think some information on how districts/states that are using funds in appropriate and exemplary ways would be useful.

My biggest frustration with ED is in the area of communication. It takes a long time to get a phone call back or an email response. The only program I have found to be excellent in providing informative and efficient meetings, timely in returning phone call and emails, and establishing quality professional relationships with our state is the Title I-C Migrant Education Program. I have been very disappointed with OELA and Title III.

Publish guidance that is uniform to all states

Quite frankly, I'm not sure--especially in terms of products. I seldom hear from ED. Maybe that would be a good place to start.

Services can be improved by: 1. Appointing a Deputy Secretary for Title III. 2. Developing a cohesive coordinated Title III OELA office. 3. Working together with states and LEAs to improve services for English Language Learners.

Sometimes ED is able to answer/clarify questions/issues; other times, they do not respond quickly and the answers are not clear for the guidance needed. Many meetings that have taken place seem to go over the same information from the previous year and not really set a venue to ask specific questions necessary for the state to use with LEAs. It is also important that ED take a stance on issues and provide samples of things they believe are critical to the states and what ED is expecting the states to utilize for compliance. Issues should be clear (all issues that states face) with reasonable and viable recommendations.

Specific, outlined instructions what you want and how you want it and when you want it.



OESE – State Educational Technology Directors

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

Collaboration with Title I - Improving the Academic Achievement of the Disadvantaged officials and Title IIA - Teacher and Principal Training and Recruiting officials to better coordinate services to LEAs. Collaboration with the Office of Management and Budget to ensure proper GPRA measures are determined.

State Learning Management system provides online resources for all offices to provide online professional development, online course work for students, online transcript services to school districts, online technology assessment, online ePortfolios', and real-time training tutorials on all technology applications.

The NJ INCLUDE grant is a collaboration of Title IID and IDEA offices and funds to use technology to increase student achievement in math classrooms for all students.

Q21. Please describe how ED could better use technology to deliver its services.

Have regular Webinars with State Directors. Use Skype in place of the telephone monitoring.

I believe live broadcasting over streaming IP would be best.

Leverage streaming media to capture, broadcast and archive meetings. Provide video conferencing (Adobe or LiveMeeting or WebEx, etc.) to provide remote meeting participation opportunities. Create email listservs to establish regular communication and updates to the state coordinators.

Meetings scheduled on a regular basis would be helpful

Podcast and/or record informational sessions

Provide monthly illuminate or adobe connect Webinars

Provide option to attend national get-togethers (like the May 5-7 meeting) via videoconference.

Provide Web delivery of presentations to cluster groups or conference gatherings of SEA officers when that presentation or conference sessions that last 1/2 day or less. Please provide simplified guidance documents, with easy online access links, for tools and plans to be completed by LEAs to receive federal funds.

The US DOE should create a listserv and send information directly to states electronically.

The use of an IP-based videoconferencing system (such as Elluminate)

Video conferencing. We use an IP based system and ED uses ISDN. Either ED needs to offer both types of transmission or provide a bridge service.

Q8 (EdTech). Please describe how your working relationship with EETT could be improved.

I appreciate the ginormous job DOE must tackle. Currently, my state does not have a program officer and we have not had one for about a year. I often have questions that I direct to EETT leadership and they rarely get answered. I know this is b/c they're over extended, but I don't know where to go to get answers. A virtual orientation for new state directors would be a good way to get the info out to newbies. Regular conference calls or Webinars with II-D updates would also be helpful. Even a monthly newsletter would help keep us up to date. I know that things are happening in the world of II-D, but I rarely get the word from the horse's mouth -- just SETDA. It would be nice to be kept in the loop directly by DOE. Again, I appreciate their hard work and I know it's not easy. These are not criticisms, just friendly suggestions.



Monthly Newsletters on updates or revisions in programmatic areas.

Ongoing communications. Perhaps a personal note saying I am your program officer and this is what I can do for you. Send out what they can do for us and visa versa. Just be more visible.

Perhaps a Web FAQ where questions on EETT from states could be addressed. More direct interaction with DOE via technology without filtering through 3rd parties like SETDA

The EETT staff has not been allowed to be very open with us over the last years. Thus, I do not feel like we have received the best service. When they hold a meeting at a national conference that many of us are not attending or cannot attend, they are ineffective at communicating their message. These meetings have been the primary mode of information dissemination for several years now. I believe the staff to be knowledgeable, friendly and willing to assist, however the USDOE administration appears to have stifled their voice in the past.

Q9 (EdTech). What can EETT do over the next year to meet your state's technical assistance and program improvement needs?

1) Meet face-to-face with all state staff at a meeting designed for that purpose, not one that is attached to a conference where many are not or cannot be in attendance. (I'm really looking forward to the May 2009 meeting). 2) Give us PLENTY of preparation time for those meetings if they want us to showcase state efforts or complete reports just prior to the meeting. 3) Work with the guidance content to reign in this and future laws. We cannot show effectiveness on 8th Grade literacy if the possible expenditures include the kitchen sink. We have to be able to direct the use of funds to achieve the goals of the program. With a long list of options for funding with EETT funds, we are not able to show cause and effect. 4) Guidance is needed on the 8th Grade literacy assessment. We have 50 states with 50 definitions and 50 assessment tools all reporting data that is supposed to show our efficiency at achieving the program goal. The data from such an undertaking is worthless. We need guidelines, definitions, timelines (when to asses, etc.). 5) Personnel skilled in technology - EDEN no71 - with so little EETT funding for small population states, no definitions (again as in item #4), we can not assess the entire faculties of all of our schools and districts. The correlation of that skill level to the accomplishments as a result of the EETT program funding is extremely low. It would be nice to know the skill level however we have no guidelines, little funding and could not correlate it with the EETT funds. Also, this two-line text box is not good---use the technology and give us the page. If you don't want us to free response then please don't ask.

Clear articulation of the program expectations on accountability measures and data collection requirement at the beginning of the program funding cycle. Assistance to State Ed. Tech. directors in soliciting support and resources from respective state education agencies. Provide clear guideline on the scope and purpose of the administrative portion of the funds allocated to SEAs and hold SEAs accountable for providing sufficient resources and man power to effectively implement the federally funded education technology programs.

Clearer expectations on reporting for data collection measures. Guidelines on what has worked and what has not.

COMMUNICATE directly with state directors via telecommunications.

Consider a national assessment/rubric/survey for students and educators (teachers, librarians, and administrators) to provide consistent accountability measures for EETT across all states.

Continue providing Technical Assistance to States regarding reporting requirements. Fund us again.

Continue to work on EDFacts for appropriate collections and appropriate response options (like a range of completion)

Continue to work with SETDA to expand consistent reporting and sharing new ideas among the states.

Don't do 'gloss over' meetings with us. We already have the written guidance. We need program officers to wrestle with the hard questions with us, not avoid answering the hard questions. It always seems as if they have a gag order not to talk specifics.



EETT can sponsor sharing sessions to show how other states are using the EETT funds.

Efforts to help states collaborate on common areas would be helpful and cost effective. Any ways to alter use of funds to allow states to 'keep' more of the funds for statewide efforts (rather than funds directly to districts) would be helpful.

Establish regular calls and/or communication channels/newsbriefs, etc. to enhance communication

Have the correct information when we need it. Initiate communication. Provide feedback.

Help us clearly define definitions of 'fully integrating technology' and 'technology literacy' so they are consistent across states.

It would be extremely valuable if EETT would implement an evaluation program of EETT across states.

Make sure CCSSO and state governors are EXTREMELY aware of rules and regulations for EETT expenditures and allocations.

More detail on use of stimulus funds from other areas to support educational technology.

Perhaps provide more guidance regarding how to ensure educators are skilled in technology since this is a reporting requirement. It would be helpful to see other states models.

Provide better clarification...if it is available!

Provide clear and timely direction on ARRA. Guidance documents will be critical.

Provide clear guidance as to the goals and requirements of ARRA as well as provide improvement of the Title IID EDEN data elements

Provide earlier notice of schedule meetings to allow request for travel.

Provide monthly call in sessions

Provide more detailed information during technical assistance meetings. The information should be provided in a timely manner. ARRA information was not provided in a very timely manner considering the July 2009 availability of funds. Other federal program offices provided technical assistance much earlier than information provided by EETT.

Provide responses to emails or consider Webinars.

Provide states with specific language of what is to be included in Technology Plans. Provide examples of approvable tech plan language. Provide training for SEAs on the approval of Tech Plans to meet EETT expectations.

Respond faster to questions. My contact responds fast but has to get answers from people above who are not as responsive. Over a month for a single question to be answered from supervisors

State directors need to be involved in projects so to assist the goals of the US DOE with meeting the NCLB goals of technology.

Tie data requirements to federal legislation (or federal funding). We have difficulty collecting data that has no consequences for non-reporting.

Use technology for more Webinars. Perhaps cover states by regions to better address regional needs.

Q35. Finally, please describe how ED can improve its service to you.

1) Meet face-to-face with all state staff at a meeting designed for that purpose, not one that is attached to a conference where many are not or cannot be in attendance. (I'm really looking forward to the May 2009 meeting). 2) Give us PLENTY of preparation time for those meetings if they want us to showcase state efforts or complete reports just prior to the meeting. 3) Work with the guidance content to reign in this and future laws. We cannot show effectiveness on 8th Grade literacy if the possible expenditures include the kitchen sink. We have to be able to direct the use of funds to achieve the goals of the program. With a long list of options for funding with EETT funds, we are not able to show cause and



effect. 4) Guidance is needed on the 8th Grade literacy assessment. We have 50 states with 50 definitions and 50 assessment tools all reporting data that is supposed to show our efficiency at achieving the program goal. The data from such an undertaking is worthless. We need guidelines, definitions, timelines (when to assess, etc.). 5) Personnel skilled in technology - EDEN no71 - with so little EETT funding for small population states, no definitions (again as in item #4), we can not assess the entire faculties of all of our schools and districts. The correlation of that skill level to the accomplishments as a result of the EETT program funding is extremely low. It would be nice to know the skill level however we have no guidelines, little funding and could not correlate it with the EETT funds.

Already stated

Be as accessible as possible and provide specific answers wherever possible.

Communicate directly--not through other groups or through consultants.

Communicate!

Continue to be available when needed.

Doing a pretty good job. Them working with Setda has helped tremendously. It has created a close team for all of us in the states. Keep it up.

ED should add more staff to answer states' questions so that states do not need to leave messages for responses, although we always get responses promptly.

Faster response to questions from upper levels. Our contacts respond quickly but to get the final answers they have to go above to another level, which is not as responsive.

I think that ED, in the past several years, was unable to be more responsive to us because of the political atmosphere, but now, there is a new energy that encourages us and provides more visionary leadership - what we need! I am optimistic about the guidance we will receive in the coming months and years.

It's not easy to navigate the ED Website or to find the information I'm looking for -- and the information that is found is often sparse and/or old. It might be helpful to disseminate an annual (or twice yearly) newsletter or other communication to keep us informed (such as program updates, how the monitoring visits are going -- the things that seem to present the most challenges for states and suggestions for improvement, as well as the things that states are doing well and examples of successful practices. and the like).

Listen to us on how we can make real changes in the classroom.

More timely guidance and clarity on ARRA and Title IID requirements

Provide accurate information in a timely manner. Define data so it is consistent across states.

Provide direct technical assistance regarding reporting and implementation issues.

Provide more detailed and timely information during technical assistance meetings.

Provide more focus on actual program implementation and less on compliance.

Return inquiries more timely.

The delay in releasing regular year Title IID funding amounts by state has been inconvenient.

Use more technology

We very seldom use ED services and, aside from grant information on their Website and specific EETT information, do not know what is available. Perhaps more outreach is needed to let us know what is available and how to access it.



OESE – State Title I Directors

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

All NCLB program managers/directors meet three times per week to discuss issues and ensure processes are aligned between program areas.

Q21. Please describe how ED could better use technology to deliver its services.

Discuss Power Point- don't just read the slides. Do not host a dial-in call using a cell phone, as it is too hard to hear. Use more live Webcasts.

Make sure that connections are secured before the calls are started and that everyone can hear ED staff.

Provide more timely information and more technical assistance on a national level (i.e. quarterly conference calls, Webinars, etc).

Q8 (Title I). Please describe how SASA could better use technology to provide information.

More conference calls or Webinars.

Q10 (Title I). What can SASA do over the next year to meet your state's technical assistance and program improvement needs?

Continue frequent communication and promotion of collaboration between ED and SEA.

Continue the practice of appointing a single person to be the primary contact. This saves time at the SEA.

Continue to be timely in your responses to our questions.

Continue to provide latest information and include us in the conversations. Help us with all the ARRA reporting and additional work.

Continue to support coordination among programs such as Title III and II-D.

Create an advisory council of Title I Directors that could provide ongoing advice and guidance to SASA on needs of the LEAs. Create a staff position in SASA in which a state director would be placed on loan from their agency for a period of up to two years to serve as a bridge between states and LEAs. Create a series of on-line modules on the major components of Title I; i.e. comparability, serving schools in rank order, schoolwide program requirements, targeted assistance requirements, etc. that could serve as models for states to train themselves and then create turn around training for states and LEAs.

Given the tight timelines, I think they have done a very good job. They are very knowledgeable and very gracious regardless of the question. Always willing to help.

If it were possible - facilitate the release of guidance in a more timely manner.

It is our understanding that states are assigned to various ED staff, perhaps if from time to time a phone call or email to check on us for potential problems or to share observations/guidance to enhance our efforts in providing relative guidance to local school districts to assist them in implementing effective Title I programs.

It's not SASA. Sometimes the technology/connections don't work well. Also, they might consider sending participants instructions on how best to interact with the technology being used. For example, during one of the Webinar's we spent an appreciable amount of time telling participants to mute their phones while listening.

Keep communicating with Title I Directors frequently.

More TA

More timely responses would be appreciated.



Nothing

Produce volumes of guidance for ARRA and how ARRA funds will work with regular title programs.

Respond to questions faster.

The director communicates regularly with the state Title I coordinators using electric communication. We strongly recommend this practice be continued because it provides the state with real-time information.

They are doing a good job, especially when they are so busy. It is nice to be able to call and email them for assistance.

Update the Title I Targeted Assistance guidance. Continue to balance program requirements with meaningful but streamlined applications and reporting.

US ED responds to our questions very quickly and is very helpful with our questions.

Use more Webinars and then have them available after for SEA personnel who can't participate in the Webinar. Also CVC use would be advantageous in light of travel restrictions.

Q35. Finally, please describe how ED can improve its service to you.

Better communication and consistency between branches. Title II A and Reading First have not always been on the same page with Title I. It has been helpful to have Title III with SASA.

By sharing information with SEAs that will assist them in providing technical assistance to its school districts. Be more consistent in its approach to monitoring, whereby it would not depend on who is conducting the monitoring as to whether or not program findings are identified.

Collaboration among offices to avoid duplicate effort and conflicting responses.

Continue collaboration with Title I and Title III offices and work for consistency in program requirements and ED staff responses on the two programs.

Continue frequent communication and promotion of collaboration between ED and SEA. Developing and distributing guidance on a tighter timeline would be welcomed.

Continue to support the regional comprehensive centers to provide assistance to SEAs; the opportunity to collaborate with other states is quite valuable

Give as much notice as possible for meetings. Thanks for your support and services.

Guidance needs to be more timely on current issues, such as ARRA.

I am very pleased with the service provided by the Title I staff.

I think the bottom line, would be more communication. Just within the last month, most of my staff gathered to participate in a Teleconference regarding the Stimulus funding only to find out it was canceled. We never notified that it was canceled. Thank you.

I'm very satisfied with the quality of their services.

Just need guidance out faster than it has been on ARRA.

More prompt requests for information and assistance. Increased use of technology, including electronic signatures. New staff needs to foster better working relationships with the SEA staff. Use of Webinars, CVC, etc. to deliver training in light of restricted travel. Provide more lead time to changes in reports, etc. Limit change of process and reports between reauthorizations of federal education laws.

My state contact is wonderful and extremely helpful and responsive. However, overall guidance on implementation issues associated with Title I programs would be very helpful.

Organization chart clarity -- perhaps a directory of staff on the Website for each state's contact

Respond to questions faster.



Response time to questions is very slow. I would at least expect an acknowledgement of receipt of question, even if an answer is not readily available.

They are working at it. Could do better at providing more timely guidance documents as opposed to 'non-regulatory' guidance documents.



OESE – State Title V, Part A Directors

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

[NONE]

Q21. Please describe how ED could better use technology to deliver its services.

Video conferencing - update technology

Q8 (Title V). Please describe how your working relationship with the Title V, Part A program office could be improved.

There is no Title V any more.

Title V is ending and thus the communication has been limited.

Q9 (Title V). What can the Title V, Part A program office do over the next year to meet your state's technical assistance and program improvement needs?

As there will likely be no Title V funding, this is likely not to be applicable.

Bring back Title V, Part A state funds! :) Thanks for all you have done over the years!

I do not anticipate work with the Title V office in the next year.

In the past, it has been difficult to get answers to questions at the federal level. I don't know if this is still true, because of the status of Title V.

It has been a pleasure to work with the Title V program office over the years.

It would not be applicable because the program is not funded for next year. So we will not be dealing with that office.

Not much given the funding.

Program has been cut from funding.

Prompt and accurate response to inquiries is important to the work I do.

Provide updates on any new developments or the closure of Title V or a similar/different program.

Since it is no longer funded, there is no need to do anything.

Stay in business

Q35. Finally, please describe how ED can improve its service to you.

Disseminate information in a more timely manner.

Faster response to questions from upper levels. Our contacts respond quickly but to get the final answers they have to go above to another level, which is not as responsive.

I think the bottom line, would be more communication. Just within the last month, most of my staff gathered to participate in a Teleconference regarding the Stimulus funding only to find out it was canceled. We were never notified that it was canceled. Thank you.

I'm very satisfied with the quality of their services.



Just always keep in mind the turn around times that the states needs. That they answer as quickly as possible. We need answers as quickly as possible. That is it.

Prompt and accurate response.

Provide policy updates via the list serv.

Response time to questions is very slow. I would at least expect an acknowledgement of receipt of question, even if an answer is not readily available.



OSERS/OSEP – Lead Agency Early Intervention Coordinators

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

Agreements within Medicaid to cover natural environments and transdisciplinary services in early intervention, and the IFSP is the document of medical necessity

Research to Practice works with Monitoring and State Improvement Planning to address problems in state implementation that MSIP identifies and RTP provides through the Technical Assistance Centers they fund.

Q21. Please describe how ED could better use technology to deliver its services.

It would be nice if there would be a way to record some of the conference call if the date and time does not work for an individual, so they can then hear the conference call and hear others questions and the responses.

More Webinars or Web-based conferencing to accommodate states experiencing significant travel restrictions.

The Website is hard to navigate.

Q9 (OSERS). What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Continued accessibility with OSEP state contact. Continue with monthly TA calls relative to APR development/issues.

Design a one-stop Website for OSEP, conferences sponsored by OSEP funded TA Centers and RRCs materials that is easier to navigate and find documents. I had to call my RRC twice to find documents I was unable to locate.

For Part C NECTAC is better at supporting our states needs than the RRCs. I recommend more funding for NECTAC for Part C TA and less to the RRCs

Have funded centers develop online curriculum modules on the key elements of Part C. It is not necessary that all states develop their own - would be much more cost-effective to have one template that states can modify to address their own unique program. Too many duplicative efforts and not using the most recent research/experts in the field.

I don't know for certain if this is an OSEP responsibility, but having regulations for Part C would help a great deal.

IDEA Part C Regulations!

NECTAC is helpful. Regional centers are not. OSEP can discontinue funding regional centers.

Not OSEP's problem, state administrators and staff barely have time for this and yet it is a good idea -

Organize T/A efforts not by simple geography, but rather according to the critical factors of: 1) size of the program, 2) the designated lead agency in the state, and 3) eligibility criteria.

Participate as a team with the state when seeking assistance from the TA centers for specific help to improve specific activities related to indicators.

Provide information about procedural safeguards requirements.

Publish Part C Regulations

Regional meetings among states let states set the agenda on needs



Release of the Transition Q & A

Show by actions, not words, that Part C is any kind of priority within OSEP. Almost 5 years after IDEA 2004 - no regs. ARRA information didn't come out until 2 weeks after Part B. We don't feel like there's much support at OSEP for Part C

Stop adding additional reporting requirements, which require data systems to be modified. An example is the new race/ethnicity data, which must be reported in a different way.

Thorough information about ARRA

We appreciate the continued responsiveness of MSIP staff in responding to individual state needs.

With so many efforts occurring under ARRA on quality, the technical assistance offered to states around quality needs to be shared in an easier and more comprehensive way that only documents and conference calls. There needs to be a great emphasis on the technical aspects, not just the theory. We need to pay attention to quality of practices and how to evaluate quality of service models in early intervention.

Q35. Finally, please describe how ED can improve its service to you.

1. Shift focus to child outcomes, not process compliance. 2. Be more realistic about the time needed to implement new program requirements, especially for larger states. 3. Significantly improve the expertise of its T/A contractors.

Again, if ED can influence the release of Part C Regulations, that would definitely help in the daily implementation of early intervention services for infants and toddlers.

Continue to allow state contacts the flexibility to provide on site technical assistance, not just on site monitoring

Continue to consider the needs of states' Part C systems in developing training materials, etc. Most formal training and guidance documents on the OSERS/OSEP Website are focused on Part B needs. This is probably not an MSIP issue - and maybe not even an OSEP issue - but it is frustrating when Part C regulations, guidance, etc continue to be so late in coming.

Continue to expand use of technology in disseminating information and collecting state documents

Get the Part C regs process going or at least let us know what we can expect. And, if Part C isn't much of a priority at OSEP, then don't hold us to the same accountability standards as Part B.

I feel like Part C is not supported in ED at the same level as Part B. We still do not have Part C regulations 4 years 4 months after the statute was past. That is unacceptable! Part B regulation was published several years ago. Also, when the ARRA funds were released the Part guidance came out and a call was held. There was no Part C call even scheduled for weeks after that. Even if the Part C call had to be held second - OSEP should have scheduled the call to let Part C directors get it on their calendar. Eventually Part C directors were given 3 days notice of the call!

IDEA Part C Regulations!

Internal consistency so that all states are given the same information, particularly in areas that impact the APR and state determinations.

More frequent contact from OSEP consultant to the state.

See comment section above.

Some policy memos are difficult to interpret. More clear, user friendly language. Maintain reporting requirement for an entire performance plan period--no changes until the next performance plan period--very difficult to change during the process.



Technical Assistance through projects in product development that can be modified and implemented at the state and local level (procedural safeguards, evaluation/assessment, appropriate IFSP service intensity/frequency, on-line training modules).

There needs to be improvement in the inconsistency across teams in the messages regarding the level of details in order to satisfy requirements. Also, there has been a recent push in OSEP to be very compliance directed, and putting less emphasis on state level stakeholder input and allowing time for improvement activities and strategies to be implemented and successful. Everything needs to be corrected and numbers improved within less than a year, even though there are large systemic issues that need time, much state 'nurturing' and support.

** Use technology to share needed information * Post data on searchable Website so we can 'play' with it for our state analyses *Improve centralization of documents.*

We appreciate the promptness from our new state contact – [name deleted] - and have found her to be very helpful, knowledgeable and supportive of our state efforts. Monthly conference calls are also very helpful and informative throughout the APR/SPP process.



OSERS/OSEP – State Directors of Special Education

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

All of the directors in the agency meet together on a regular basis to try to avoid duplicating work. It would be nice if all the agencies knew what the other is doing.

Joint presentations re: ARRA IDEA and Title I

Moving toward proficiency based graduation requirements in our state required cross office collaboration - Secondary Redesign, Title III, IDEA, Career and Tech, Assessment, Instruction - a true attempt to develop regulations and policy through universal design and collaboration.

Use of Title 1 and IDEA funds for RTI -- collaboration needs to be developed.

With Title I to implement RTI

WY is working toward a very systematic approach to providing technical assistance to our LEAs. This is being done across ALL ED (IDEA, NCLB).

Q21. Please describe how ED could better use technology to deliver its services.

As SEA staff we are always required to travel. With the current state of the economy, maybe we need to look at a different format than two-day conferences. Seems that the tools we have at our disposal (technology) need to be tapped.

It would be great if people could submit questions ahead of time, rather than having the Q/A portion being live, so many questions are state specific and repetitive and do not benefit the entire audience. OSEP staff does a great job of fielding these questions live, but it could be a better use of everyone's time if the questions were somewhat screened.

Less reading of PowerPoints, more answering of questions on conference calls.

Technology is hard. At times it is impersonal. However, it is difficult to have face to face over everything. The monthly technical assistance calls from [name deleted], however, are very good.

Q9 (OSEP). What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Back off

Be more understanding of the issues that states must deal with on a regular basis.

Better coordination between TA &D centers. OSEP has already taken steps to do this with creation of coordinating center.

Continue frequent communication and promotion of collaboration between ED and SEA.

Continue to use the RRC system, as is... that is the TA & D that our state accesses the most.

Get a better handle on what states are required to do by understanding better what goes on in classrooms around the country. Sometimes it appears that ED staff are out of touch with the teaching of children.

I would be helpful that after the teleconferences; a written guidance document of the teleconference would be helpful.

Increase resources regarding Disproportionality.

Maintain consistent State Contact.



Measure the efficiency of having 'open mike' nationally -- the open ended 'call ins' don't meet the needs of participants.

OSEP staffs are always available and generally proactive. People seem dedicated to their work in providing good service to my state (me and my staff). We are pleased with the level of effort that OSEP staff bring to the table.

Prompt replies for assistance via email or phone. More timely directions on SPP/APR. Limit changes in process and information between IDEA reauthorizations. Guidance issued more timely.

Provide timely, detailed guidance of reporting expectations.

Questions should be answered in a more timely and consistent manner.

Stop changing data elements without at least two year's notice. Reduce data burden by eliminating non-mandated data elements and aligning all elements with NCLB so that one-time reporting can occur.

We are glad with the assistance received.

Work out the data sharing problems between OSEP and Ed Facts. If the directions vary and only some of the data is collected, then they need to solve these problems, not ask the states to provide needless data notes.

Work with States to truly understand the incredible burden imposed by changing the indicators in the SPP.

Q35. Finally, please describe how ED can improve its service to you.

Back off.

Become more understanding of the issues that states deal with on a regular basis. Place realistic expectations on states.

Better coordination of data between EDFacts and Westat. Eliminate duplicate data submissions. Recognize data burden when indicators in the SPP change.

Bring stakeholders in to discuss policies and practices prior to implementation. Listening to stakeholders about implementation issues before moving forward.

Continue frequent communication and promotion of collaboration between ED and SEA. Developing and distributing guidance on a tighter timeline would be welcomed.

Develop products and services in a timely manner

Improve its responsiveness. We receive better response from the RRC Network and TA Centers

Maintain consistent State Contact for state; assure consistency among the State Contacts

Make materials easily accessible and user-friendly.

More prompt requests for information and assistance. Increased use of technology, including electronic signatures. New staffs need to foster better working relationships with the SEA staff. Use of Webinars, CVC, etc. to deliver training in light of restricted travel. Provide more lead-time to changes in reports, etc. Limit change of process and reports between reauthorizations of federal education laws.

Quit changing requirements and expectations for data collection and reporting every few months. This does not allow for year-to-year comparisons of data and is very costly.

Revamp RRCs

Stop changing data elements without at least two year's notice. Significantly reduce complexity of the SPP and APR, which drains State resources without significantly impacting performance. Align NCLB and IDEA data elements.



Stop changing our state contact. Just when we get to know one well enough to work together, there is a change. Keeping the same one for 3 years or more would be great.

They seem to be doing the best they can -- timeliness of information, however, would be helpful. Federally the timelines do not meet state and local timelines and that is very frustrating to those needing to address real and critical issues.

We know that most of the states you serve are fluent in English. But our native language is Spanish. It would be very helpful if ED have more resources that can speak Spanish to explain everything in detail. Sometimes we struggle a little with the language.



OPEPD - EDEN/EDFacts Coordinators

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

It would help to have consistent terminology among the different compliance subject areas that overlap, and it would certainly help to have graphic organizational structure showing how data submissions affect the different reporting.

N/A

Q21. Please describe how ED could better use technology to deliver its services.

Have handouts ready and available to print off before the Web ex. Post the questions and answers to questions after the Web ex. The Web ex are a good idea, but if your not totally familiar with the content, there is very little one can do to research in advance since content is not available until the actual Web ex is being presented.

The USED Website is extremely confusing and it is very hard to find the information that you are looking for. I cannot navigate the site at all, I usually end up doing Google searches and eventually the link to the USED Webpage show up and I get to it that way. I believe that especially now, ED should utilize more Webinars and online meetings because of the economy, instead of face-to face meetings. Many states have cut off travel, even if ED pays for it.

Q12 (EDEN/EDFacts). What has been the most significant change to your state data collection and submission process as a result of the EDFacts work?

Beginning of focus from Senior Staff on importance of EDEN

Better understanding of the data definitions and therefore more valid data submissions.

Collaboration among the program offices and the data collection area.

Collection – none. Submission - 10 percent easier

Cross team collaboration. Data Governance & Data Steward programs implemented. Master data management.

Data Quality and more interaction of data between the program areas

Data quality is improving.

Despite the confusion, communication has improved in leaps.

EDFacts is bringing about an understanding of relevance of a consolidated data warehouse instead of individual data silos.

Focus on congruency.... EDFacts vs. CSPR for example

Greater number of files are being submitted and Department knows about timelines to meet mandatory submission dates.

Has helped us move more towards a data warehouse

I would say that we are, it is bringing us together as a team more. The project managers are working more with the people who submissions of the data to the Feds. We are getting more in-sync and being more consistent of what to ask for.

Identification of data requirements from a department perspective, not just at the program level. This is facilitating better communication between the various offices. The difficult part is trying to meet the various needs of all offices on one database. Sometimes there can be conflicting requirements.

Increase in electronic collection



Increased communication between all program offices.

Increased coordination among program areas at the SEA level in order to comply with federal reporting and encouragement at the SEA level to reduce duplicate collection and reporting of data. It has also informed the changes needed to current collections (especially our individual student data collection) in order to comply with federal reporting requirements. In some cases the way we collected data to meet CSPR reporting will no longer suffice for EDEN reporting because we need it at a more granular level.

Increased productivity.

It adds another layer of complexity to existing reporting systems.

It has highlighted the importance of ensuring that all of the state's published data is consistent across all venues.

It is helping senior management understand the importance of data and the need for offices to work together to support EDFacts.

It's great to have the data all coming into one area in the state and being reported out into one federal system. At least, that's what is supposed to happen.

More consistency in reporting between the program offices.

No change has taken place yet. Awareness of data needed and not yet collected is in the forefront of LEA data submitters' agendas

Realizing what is actually being submitted.

Reducing information required to be collected by the Consolidated State Performance Report.

State program managers for federal data collections are much more aware and responsible in the timeliness and quality of data. Program managers are starting to use data to determine effectiveness of their programs.

The EDEN coordinator now is the submitter of program offices data. This makes the EDEN coordinator very busy. The task is even harder when the program offices are not aware of what EDEN is.

The Quality, have improved

Work to improve data quality, data warehouse collection, and timeliness of our reporting.

Q13 (EDEN/EDFacts). How can the Department's EDFacts team be most helpful to you in meeting federal mandates for data collection, submission analysis, and reporting in the coming year?

As stated earlier, a graphic organizational structure would help as we try to communicate the need for data to the offices from which we are expected to collect data.

Better feedback on data submissions (summary reports that are similar to reports prior to EDFacts)

Closing out one reporting year and starting a new reporting year is an extremely busy time (fall and winter months). Try to avoid lots of peripheral activities such as data quality reports during this peak activity period.

Continue efforts to get the word out through program area contacts to the program folks at the SEA level about the role and significance of EDFacts reporting -- reinforcing the message that I, as an EDFacts coordinator bring. There is a tendency within program areas to think of EDEN reporting as the EDFacts Coordinator's data not the program area's data because they haven't seen how it helps or affects their work.

Continue to be proactive with file specifications, etc...

Continue to invite the State program directors to the EDEN/EDFacts meeting and invite the EDEN/EDFacts coordinators to the program office conferences etc.



Continued interaction between ED, PSC, and various federal program offices to make file specs congruent with parallel reports, e.g. OSEP/DANS vs. related EDFacts files.

Continued support.

Continuing to improve on the current collection through EDFacts.

Do away quickly with the dual reporting, such as, DANS, CSPR, CAR, etc.

Encourage Program Offices at federal level to talk to State Program Offices and Chiefs regarding the expectation that they will report via EDFacts.

Ensuring ED program offices does not circumvent the EDFacts system in place by going directly to the corresponding state program office for data that is or should be available through EDFacts.

Express the important of training to local ED leaders

Funding...it is imperative to fund a position in each state for a coordinator.

Get us the specifications earlier

Have the program offices be consistent in their messages and advice to the states.

I think they are doing what they need to be doing. The training is good. They respond to changes in changes that we point out rapidly. They are already doing these things. I like the new place where we can supply them with manna-data and they can better define what we are supplying them with. An example of it is how we are going to submit the race data and how it was going to be sent to them. I like that they are using it so they know what we are giving them.

If a state is already submitting data on time - do not require papers or plans with the data coordination grants. In our state the money is used to fund the EDFacts coordinator's position so we can't really use the money for any improvements that would cost money.

Instruct the program offices of what EDEN is and why they must offer the data to the EDEN Coordinators instead of the EDEN coordinators begging them for data. This point should be made at every national conference. WebEx does not work.

It would be helpful if, well in advance, communications were sent on a quarterly basis highlighting the files due. Also, it would be extremely helpful if USED offices worked together to ensure requirements are the same. For example, the difference between the cohort graduation rate graduate('regular diploma' earned in four years) vs. IDEA graduate(Student with IDP who completes program can be considered a graduate).

Keep doing what they have been doing. I have received excellent help in all areas.

Keep what they are doing.

More contact with programs. Stress the importance of EDFacts participation.

More involvement with the program offices. Title III and Homeless really need to come up to speed.

Most of the staff at EDEN support are very helpful and patient and do take the time to explain something to you if you don't understand exactly what they are asking for. However, there is 1 person there that I feel is not as patient and is not very helpful. Not every person in every state has the same amount of knowledge, and this person at times had made me feel like I have no right to be calling and asking a question because it is something that I should already know.

Provide more lead-time. Make requirements know earlier.

Release file specifications earlier. Encourage and support even more communication between program offices and EDEN/EDFacts coordinators.

There are times when the various file specs ask for the same information. It would work better if the states submitted the information only once and then the ED Facts team utilizes the data the way they need too. In other words, some file specs contain some of the same categories as others. It would work much better if these could be condensed into fewer submissions.



Q35. Finally, please describe how ED can improve its service to you.

Again, a graphic organizational structure of data submission would be helpful to explain to our offices.

As stated above, improved communication between federal program offices and the ED Facts team could result in greater consistency between existing reporting systems and the ED Facts system.

ED is not very accepting of proposals that are different than what is desired. Either inform states how it will be or accept what the states propose as solutions.

Ensure consistency in all Eden documentations and file specs. Ensure consistency in response from Eden and program offices.

I receive quality service and guidance from USED. I feel like we are strong partners and would hope that the partnership continues to be open to change when needed.

I seldom get an in-depth response to questions. Usually just a quick Yes, No or a simple response. Many times my questions deal with protocol or discrepancies in what the program office at the state level hears from their program office at the federal level. Those questions to Partner Support are seldom addressed even when I submit them a couple of times to try to probe further. But I do appreciate their help and wouldn't want this service to go away.

I think the bottom line, would be more communication. Just within the last month, most of my staff gathered to participate in a Teleconference regarding the Stimulus funding only to find out it was canceled. We never notified that it was canceled. Thank you.

Minimize year-to-year changes

More clearly defined data requested on required reports.

More reports.

More timeliness on the materials. ED is consistently late on getting requirements to us but they don't extend the deadline for when things have to be submitted back to them.

More training, and more letters to state Chief expressing the important of these training.

More Web-based training relating to ED Facts subject areas

Please just remember that you are working with many people from many states and some of them are newer or might not be a technically savvy as you are. Help them to understand without making them feel like they are bothering you as well as not making them feel like they are stupid and that they shouldn't have called because they are asking about something they should already know about.

Provide additional reports from the ED Facts system that will answer questions on CSPR, IDEA, etc. where the reports are available not only during CSPR time, etc., but available as soon as a report that answers a CSPR question has been submitted.

Providing funding for the ED Facts coordinator on an ongoing basis.

Respond to questions in a more timely manner. Get things out when they say they are going to instead of being late.

The only thing that would make it easier to be change files back so they are not requiring you to submit data when data is not there. We have Alaskan Native and Hispanics in our schools and that is it. They ask about all the other races. That would be submitting zero data. It would be easier for us to not do that when submitting our data.

The single request I have is for all ED offices to work together to ensure requirements and data definitions match.

When I think of product and service, I think of the ED Facts reports. This is underutilized, and there have been reports promised that have yet to appear. If we could get reports similar to what the program areas have submitted in the past, I think they would see more benefit.



OVAE – Career and Technical Education State Directors

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

Collaboration related to secondary education transformation crosses multiple offices.

Q21. Please describe how ED could better use technology to deliver its services.

Better reception although the May call was very clear. Website viewing did not happen. A lot of waiting...like no one practiced before they presented.

Have meaningful Webinars -- quality phone and Internet connections.

My main complaint is with the Website. It's difficult to navigate and find the information I'm looking for. I'd also like more Webinars or Web based meetings where we could have a chance to ask questions of Ed Staff and our peers. I'm a new Director and find legal ambiguity everywhere in Perkins program.

Provide training on Perkins IV requirements and implementation.

Q11 (OVAE). What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?

Be available for individual questions as needed

Can't think of anything.

Consultant level assistance with technical skills assessments. Someone that can help us develop a sound five-year plan around this area.

Continue the dialog with states as we address common issues, e.g. technical assessments, postsecondary special population reporting.

Continue the services they have been providing, the good response time to questions, and work towards making on-line submissions better (We struggle with this at the state level for local school divisions, so we know it takes time.) I have appreciated all the support and help I have received from OVAE.

Facilitate meetings with the new administration so that state representatives are able to demonstrate the importance of continued and increased support for career and technical education.

Firm leadership to move to the next level of implementation, challenge states to address Perkins intentions regarding assessment development and accountability for all states.

More focus on state needs on conference calls. Get input from states before setting the agenda.

Overall, OVAE is doing a terrific job in meeting our needs with staff who are consummate professionals. NSWG calls need to be more concise and directed by those in charge. There are individuals who tend to dominate conversation and provide input and opinions that are sometimes extraneous, time consuming, irrelevant and/or previously answered. When we dial in we can give our name/state to the conference call facilitator who can then keep track of states participating rather than taking a lengthy and time-consuming roll call. Keep meeting to 1-hour period.

Please continue to provide the responsiveness to our questions as well as the willingness to collaborate on solutions to obstacles.

--Postsecondary Technical Skills Attainment Measure Clarification --Less emphasis on 'Clusters' and we need much, much more emphasis on model and operational Programs of Study for benchmarking. -- Operational models of articulated programs from second.

Proceed with establishment of a national database and repository on industry-based, nationally validated technical skill assessments; create a 'turn-key' national system for automated exchange of employment placement (UI, FEDES, military) and postsecondary enrollment (NSC) data.



Provide guidance on Perkins IV in general. Provide specific guidance and technical assistance on end-of-pathway assessment requirements.

That OVAE continues with technical assistance workshops at the national level in which staff from all states can participate.

There are times when it is very difficult to get in touch with OVAE staff. They could be more responsive in returning phone calls, e-mails, etc.

Q35. Finally, please describe how ED can improve its service to you.

Continue to collaborate with states and associations of state agencies to identify issues of importance and common concern, and focus federal resources toward their resolution.

Continue to work with emerging technologies that allow us to collaborate more effectively and efficiently.

Establish multiple ways to find out what the states need from OVAE

I've sent emails to ED to ask for clarification on issues and not received a response. This is disappointing as the questions were important to our program implementation. When we do receive communications from Ed, they are often ambiguous. There seems to be a reluctance to answer questions frankly, but we will be held responsible later in audits so we should be able to clarify ahead of time that decisions we are considering are legal. ED also seems to like to outsource decision making to collaborative groups such as the next steps workgroup but then does not back up any of the conclusions they reach. It's very frustrating.

Make things easier to find on the ED Web page.

More availability

My staff has had prompt and professional guidance from all staff that we interact with on a regular basis. Well done

No comments.

Nothing needs improvement at this time.

OVAE is less responsive and provides less support than other sections of ED. They could improve services to states significantly and should strive to replicate the level of services provided by OSERS staff.

Service can be improved if there is a way to ensure that those responsible for getting reports, etc. done in a timely manner could also be included in the original distribution of requests (emails or other contacts).

Staff staying up to date with expectations and deadlines for states.

Viewed objectively, while I may not agree with every direction and intention of the legislation/guidance, the ED staff have been able to respond very well at a time of administration changes, budget challenges, stressful economic times, etc. Well done.



OVAE – Directors of Adult Education and Literacy

Q9. Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

Department of Education's efforts with Dept. of Labor regarding comprehensive state planning.

Q21. Please describe how ED could better use technology to deliver its services.

ED could use technology to replace some face-to-face training and meetings.

No comments.

Technology must be easier to access, with a fit between purpose and media. Simply translating overly bureaucratic and confusing information and processes onto a more high tech platform is not helpful

Use more frequently.

Webcasting, clinics, sharing of states' practices, performances, accountability policies, etc. so states could share and learn from each other. DAEL 'hordes' information it gathers.

Q12 (DAEL). What can DAEL do over the next year to meet your state's technical assistance and program improvement needs?

Continue to focus on areas of accountability and program improvement.

Consistency of answers from one staff person to the next; or from one phone call to the next would be nice. Also stronger guidance rather than the sometime what appear, as vague answers would be nice. Reading between the lines is difficult when we are compared with other states' performance and yet the interpretation of the 'guidance/rules' is interpreted differently makes it difficult for us to meet the expectations of OVAE.

Continue to hold regional NRS meetings to assist states with reporting requirements. The trainings have been excellent in the past along with the quality of materials. AIR and Larry C. have done a great job along with [name deleted] of USDOE.

Continue to provide guidance, interpretation, and training in NRS and AEFLA. Continue to provide support to new or newer state directors. Continue to be supportive and provide guidance for monitoring visits, completing state plans, annual reports, NRS data, etc. Provide strategies to states to stretch their budgets 'to do more with less' as we serve more individuals with fewer funds.

Continue to provide support, assistance and resource information

Continue what they've been doing.

Continue with the conferences and regional 'Shop Talk' conference calls.

Create as many opportunities as possible for states to participate.

DAEL is helping us develop a new performance based funding formula and providing leadership training. Our regional contact, [name deleted] is always available and helpful. I can't imagine at the moment how they could be more helpful.

Develop and adopt a National Assessment Policy.

Leave us alone...seriously, we're buried in state fiscal issues on top of all the WIA accountability requirements.

Make sure that state directors are sent notebooks and handouts if they are unable to attend national meetings due to restrictions on travel. Or offer more Webinars to present information on topics brought up on the Shop Talks or that might be covered at face-to-face meetings.

Nothing. Overall, I am very pleased with the quality of information and interaction with the OVAE office.



Offer training on assessment and program review, teacher training activities, program administration and management.

Prepare us for new statute.

Prepare us for reauthorization.

Prioritize the elements reflected in the vision of the new administration

Provide individualized (state specific) technical assistance and training designed around improvement needs.

Provide trainings via Web-based format due to travel restrictions.

Q35. Finally, please describe how ED can improve its service to you.

Collaborate more with other agencies to demonstrate a top down approach to mutually beneficial partnerships.

Consistency with guidance between staffers and states.

Continue support.

Continue to do what you are doing!!!! The DAEL Team, especially the Area Coordinators (Monitoring and Administration) are very helpful, supportive, understanding, and encouraging. [Name deleted], the Division's Director displays great leadership and foresight. [Name deleted] and all of her tremendous staff make a great team, which exemplifies true support to the states to carry out its many tasks to achieve common goals. Thank you for listening to us, assisting and providing guidance. Our state is happy to be apart of this team at DAEL! Thank you! Thank you! Thank you!

Continue to have ED staff available to provide technical assistance when needed

Continue to provide existing services, which are excellent, and to find ways to assist state personnel with travel restrictions because of tight resources. Continue to look for ways to use technology to bring states together.

Dept. of Ed. services are effective and useful.

Eliminate the arrogance and condescending attitude toward state staff.

Have frequent communication with the State.

Improving the use of technology, especially through an easier to use Website and for meetings at a distance, would improve service.

It would be helpful to hear whether the reports we turn in are acceptable even when approval is not required from the federal level. When a state turns in a required report we are often the one who has to ask whether or not it was approved, or at least acceptable or we hear nothing in return.

It's very difficult to manage state-driven and AEFLA-driven forces when they are often competing...it would be helpful to have technical assistance and training that takes into account state-driven forces and then helps to manage AEFLA requirements within the climate of the individual state - more could be done with regional reps to help make this happen...

More opportunities to interact with other Directors. Better communication about pending budget/allocation changes

No improvements

OVAE should do a much better of job of anticipating future changes in funding allocations and communicating in advance with the Appropriations Committees in Congress on the need for a hold harmless clause in the next funding cycle.

Perform on-site monitoring visit at least every two years or so.



Provide a variety of online training opportunities, e.g. distance learning modules, Webinars, study groups, etc.

Provide information that pertains to program funding in a more timely manner.

Reflect a customer service approach to support change strategies in states as they revision adult basic education to meet the needs of the emerging demographics and economy.

Serve as a clearinghouse for replicable program delivery models and best practices. Provide links to policy briefs on researched based practices.

Sharing state level best practices and effective policies and practices

This survey is too generic. The survey should be broken down into the various department/offices within the department. How do you answer the question to 'all Eds products or services' when you may be dealing with only one department...way too broad...

Webinars semiannually or quarterly on topics. We used to have some and then they disappeared. Let's bring them back. This is a lean time and travel is so restricted.



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APPENDIX E: Explanation of Significant Difference Scores



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The charts depicted throughout this report compare 2009 to 2008 scores and note significant differences. The following provides some background on how CFI calculates and reports significant differences.

Whether a significant difference exists between two scores (mean scores reported on a 0 to 100 scale) depends on the sample size, the standard deviation and the level of significance selected. CFI employed a 90 percent level of confidence to check for significant difference on all questions. This is the standard level used in most of our studies. However, standard deviation and sample size vary from question to question. Therefore, some questions may show a small difference in scores as being significant, while others show a much larger difference not being significantly different.

In CFI's studies standard deviation, which is a measure of how dispersed scores are around the mean, typically ranges from 15 to 30 points for any given question as reported on a 0 to 100 scale. A higher standard deviation results in a larger confidence interval around a score, so a larger difference in scores would be required to be significant. To further illustrate how the dispersion of scores affects significance testing between two sets of scores, two scenarios are provided. *Assume 350 responses were collected in both year one and year two and a 90 percent level of confidence is used. In the first instance, the standard deviation is 15 points in both years, so scores were fairly uniform without much dispersion around the mean. In this case, a difference in scores between years one and two of less than 2 points would be significant. However, if the standard deviation were 30 points instead of 15 in both years, so scores were not as uniform and much more dispersed around the mean, nearly a four-point (3.7) difference in scores between years one and two would be necessary to be significant.*

With respect to sample size, larger sample sizes result in smaller confidence intervals. Thus, larger sample sizes require smaller differences in score to be significant.