



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

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## **Grantee Satisfaction Survey**

Final Report  
August 2008



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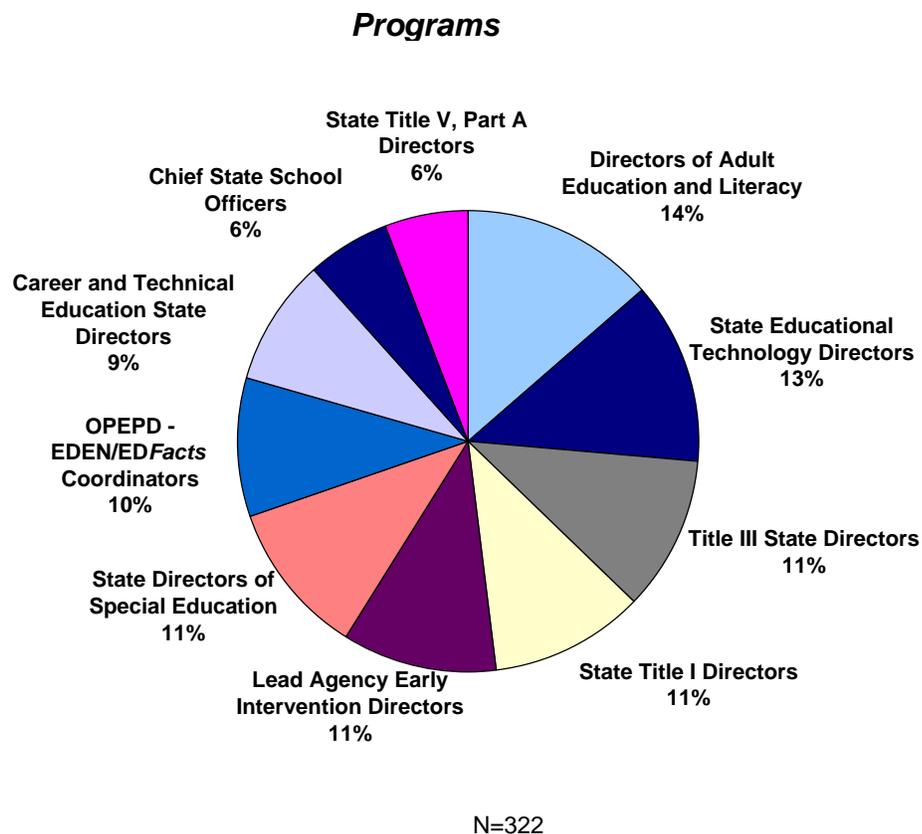
## Chapter I Introduction & Methodology

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 2008 U.S. Department of Education Grantee Satisfaction Survey. All 10 groups had also participated in the 2006 and 2007 studies. The chart below indicates the composition of survey respondents by program groups as a percentage of all respondents.





### C. Customer Sample and Data Collection

The same programs that participated in 2006 and 2007 were included in the 2008 Grantee Survey. Each program provided a list of Directors from their program. Chief State School Officers were also included. ED provided a total of 570 e-mail contacts. Data were collected from April 15, 2008 through June 26, 2008. Data collection was conducted primarily by 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 respondents were given the option to complete the survey via phone. A total of 362 responded to the invitation for a 63.5% response rate. Thirty-five 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, 322 respondents provided valid responses. These are responses where at least two-thirds of the questions were answered.

Response rates for each participating program for 2007 and 2008 are provided below. For most of the programs response rates dipped slightly from last year. However, as was the case last year all but two programs had response rates above 50%.

#### *Response Rate by Program*

	2007		2008	
	Number of Responses	Response Rate	Number of Responses	Response Rate
State Title I Directors	48	89%	34	64%
Title III State Directors	45	87%	34	65%
State Educational Technology Directors	41	76%	41	57%
Directors of Adult Education and Literacy	48	84%	44	77%
Career and Technical Education State Directors	42	78%	28	52%
State Title V, Part A Directors	23	43%	20	36%
EDEN/EDFacts Coordinators	32	62%	33	58%
State Directors of Special Education	38	58%	34	59%
Chief State School Officers	19	34%	18	33%
Lead Agency Early Intervention Directors	29	50%	36	64%

### D. 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. Some programs chose to add or modify their custom questions in 2008. Changes to the questionnaire are noted and can be found with the questionnaire 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.



## Chapter II Survey Results

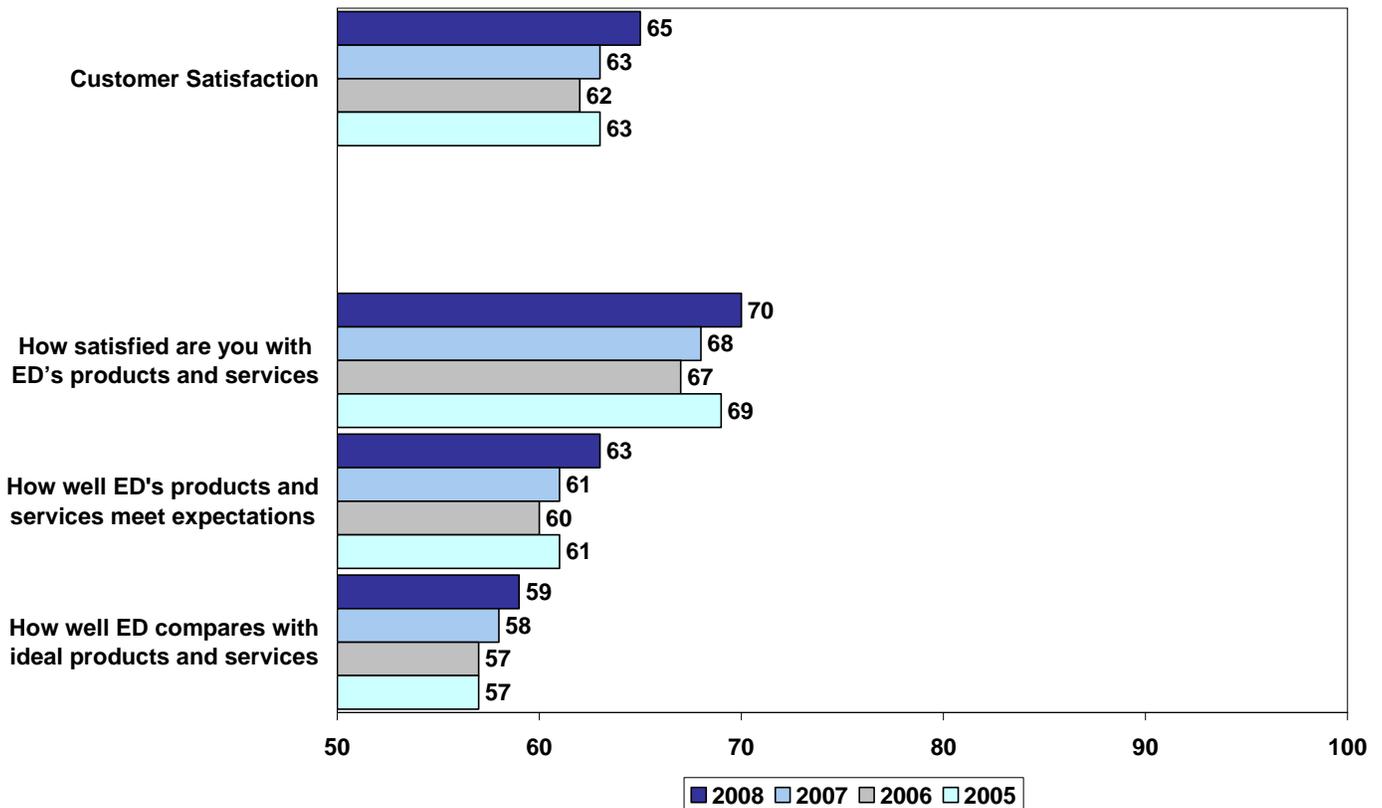
### A. Customer Satisfaction (ACSI)

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 2008 Customer Satisfaction Index (CSI) for the Department of Education grantees is 65.**

Satisfaction with ED is up two points from last year to reach its highest level since the measure with ED began in 2005. When considering the three questions separately, overall satisfaction with ED's products and services reached a score of 70. ED meeting expectations scored 63 and compared to the ideal was rated 59.

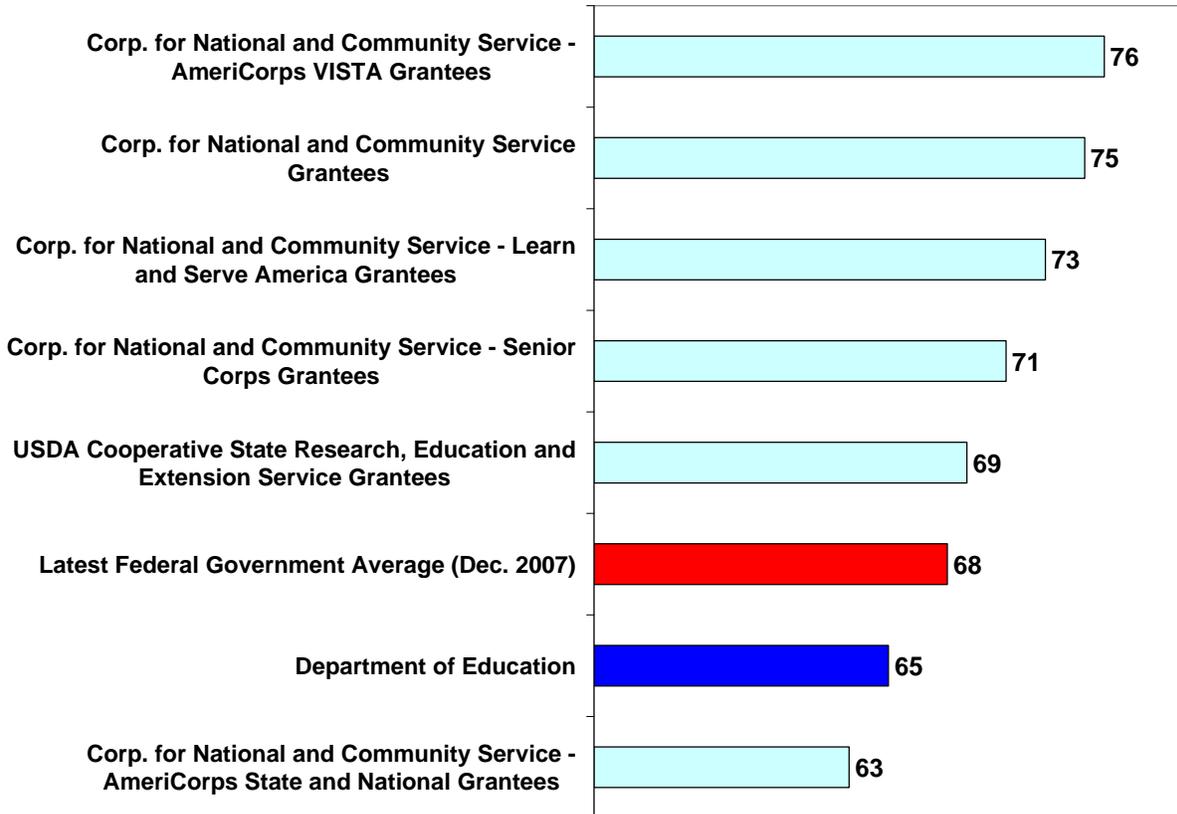
**Customer Satisfaction Index  
2005 - 2008**





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 2007) annual overall federal government average for benchmarking purposes. The U.S. Department of Education's score is on the lower end of federal grantee satisfaction scores. ED is now only three points below the current federal government average.

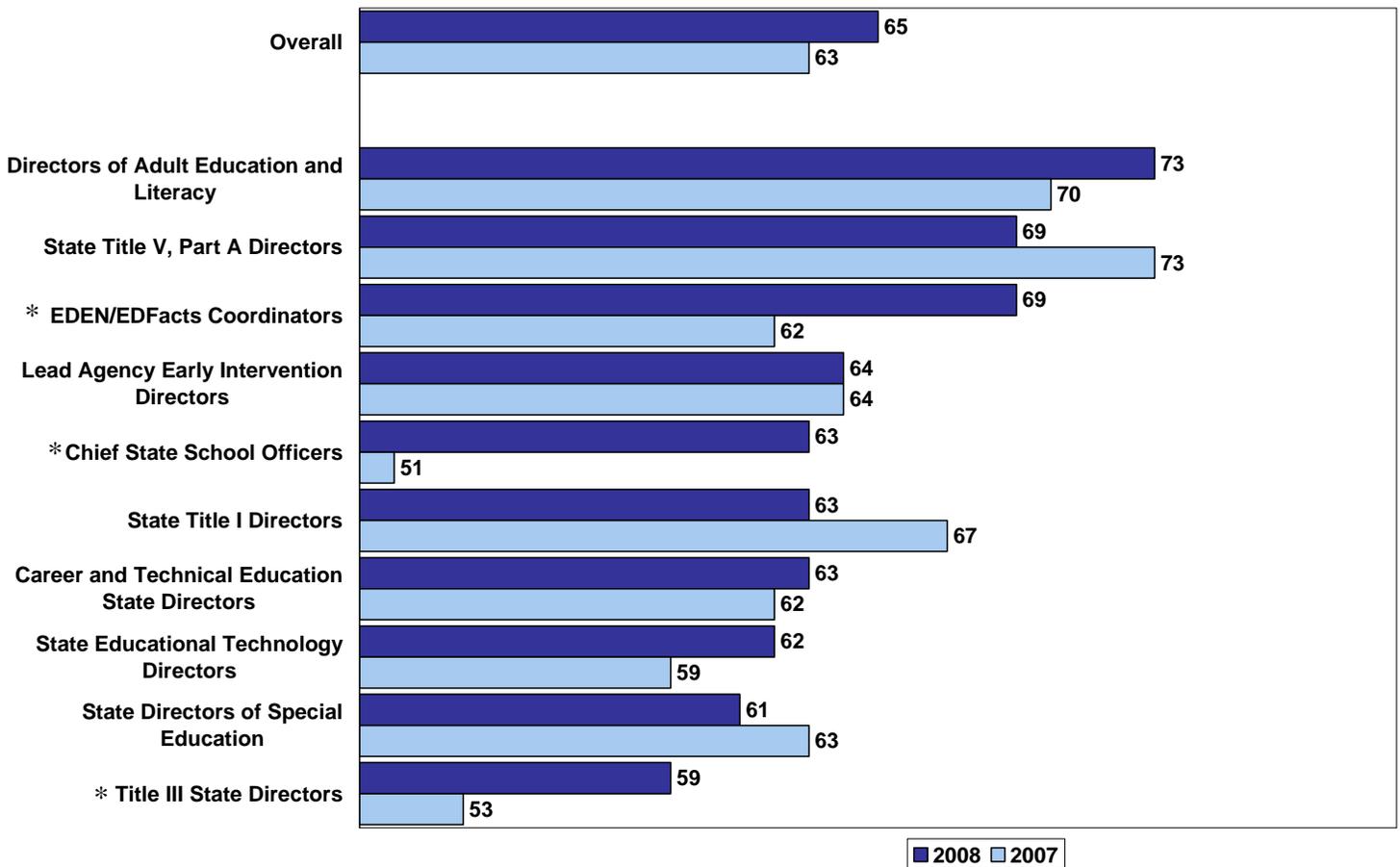
**Satisfaction Benchmarks**





Satisfaction was up two points at the aggregate level. With respect to program-level scores there has been some changes from last year as well. The chart below reflects the grantees' 2008 Customer Satisfaction Index with the Department by program and compares current scores with those from 2007. As was the case in 2007, in 2008 three programs had statistically significant changes in their satisfaction with the Department among their Directors. The three programs are noted below with asterisks, EDEN/EDFacts Coordinators, Chief State School Officers, and Title III State Directors. None of the other changes shown below, either gains or drops, were statistically significant at a 90% level of confidence.

### Customer Satisfaction Index Scores by Program



*\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.*

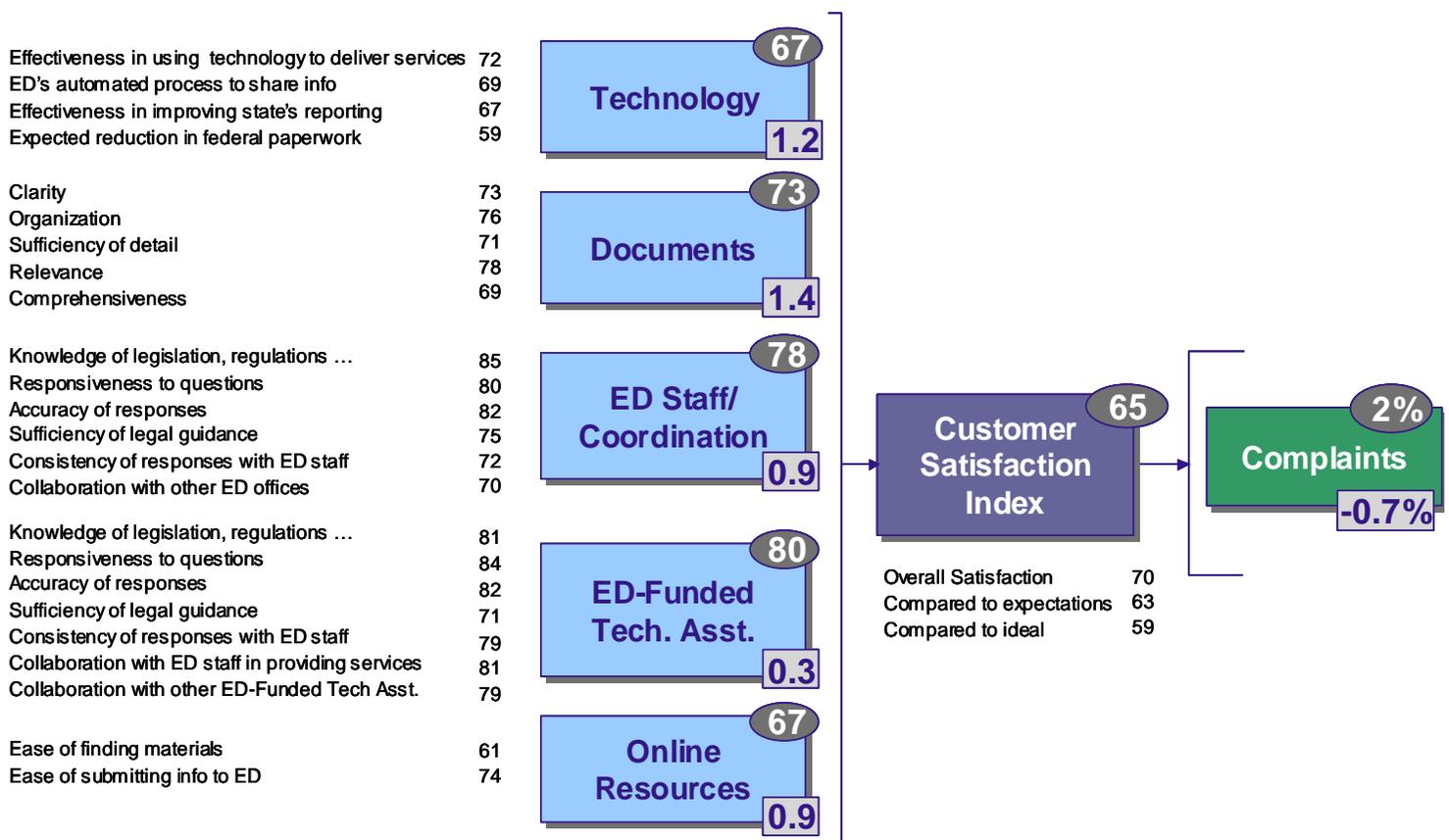


## B. Customer Satisfaction Model

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.

**2008 U.S. Department of Education Grantee Satisfaction Model**



N=322



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 (73 to 78), the Customer Satisfaction Index would increase by the amount of its impact, 1.4 points, (from 65 to 66.4). *(Note: Scores shown are reported to nearest whole number)*. Similarly, if the Customer Satisfaction Index were to increase by 5 points, “Complaints” would decrease by 0.7%. 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.



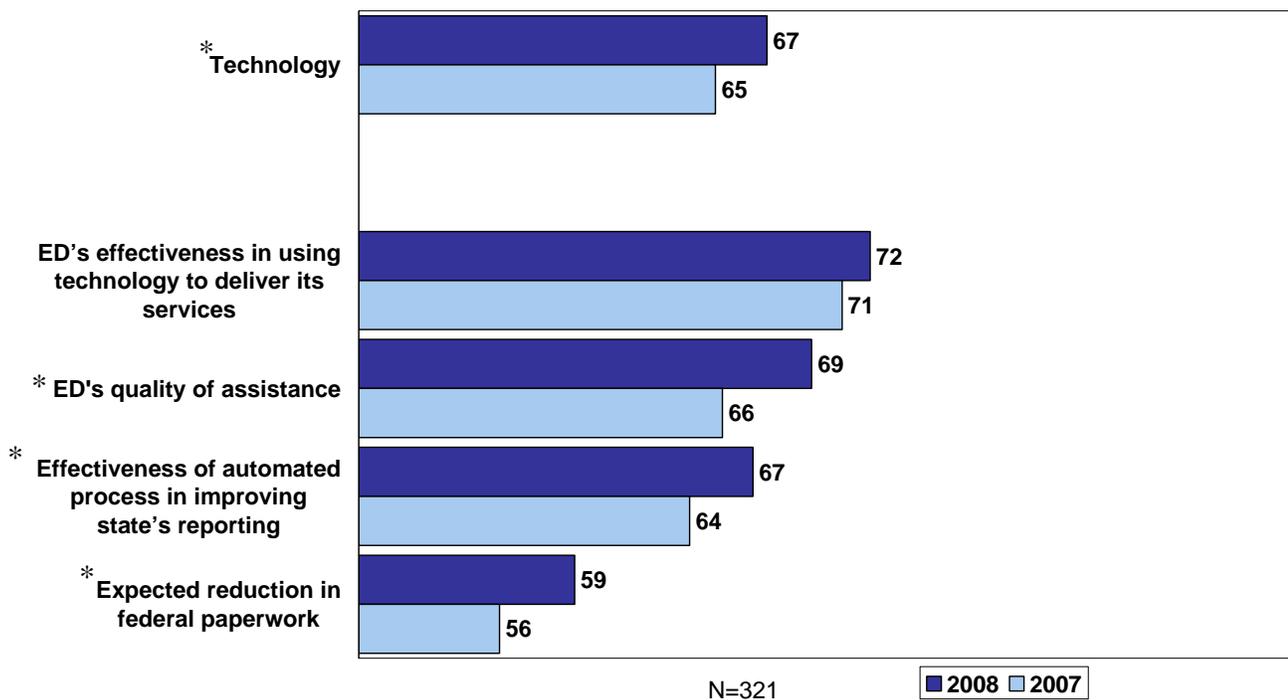
### C. Drivers of Customer Satisfaction

#### Technology

##### Impact 1.2

Technology continues to have a high impact on grantee satisfaction with an impact of 1.2 on satisfaction. The area of technology is up two points from 2007 with a score of 67. This represents a statistically significant increase from last year. 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 at a rating of 72. The Department’s automated process to share accountability information, effectiveness in improving state’s reporting, and expected reduction in federal paperwork all had significant gains from last year.

**Technology**  
**Aggregate Scores**



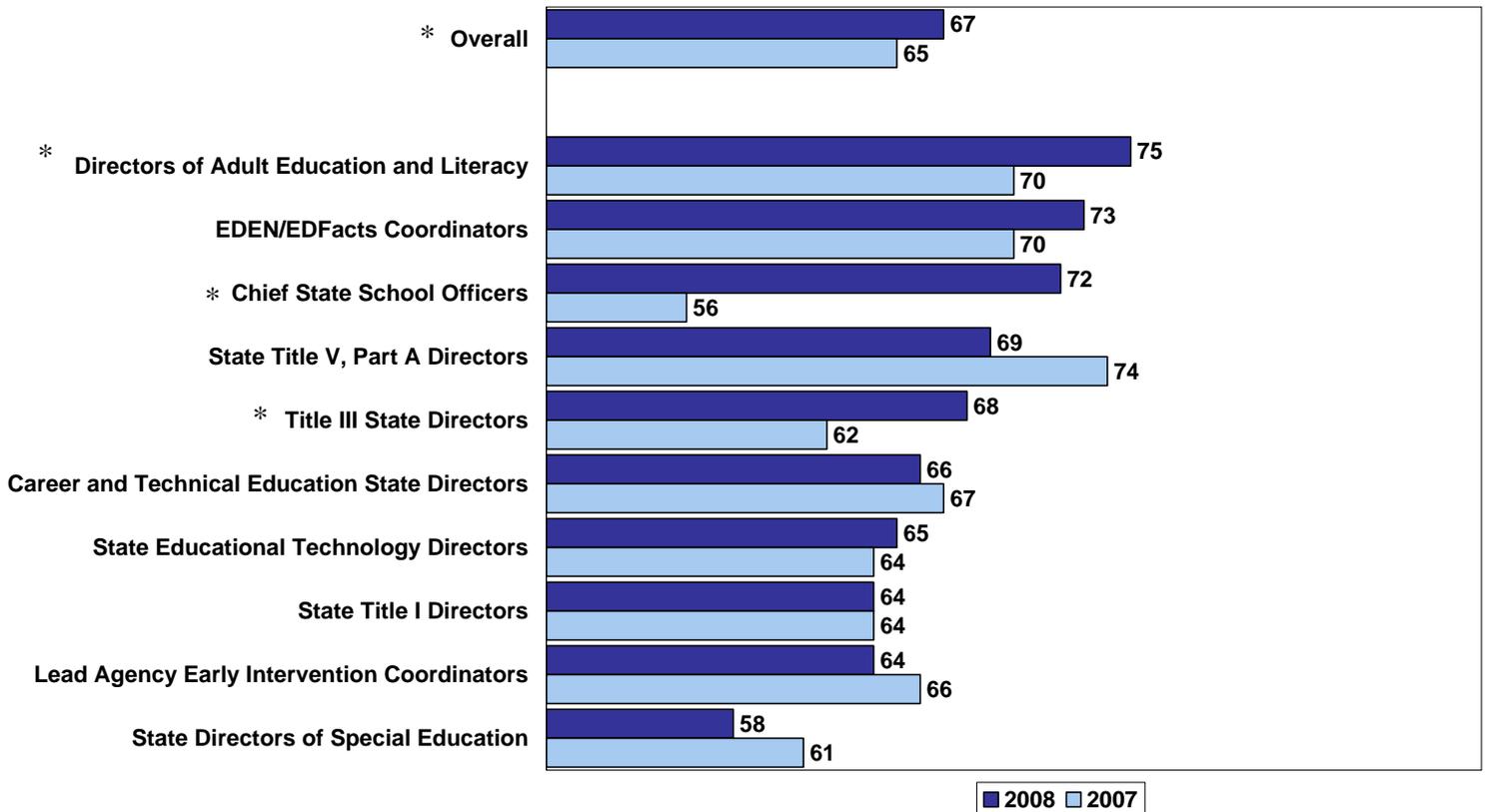
*\* Statistically significant difference from 2007 scores at 90% level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*

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. As was the case in previous years, many respondents mentioned increasing the use of conference calls and WebEx in order to promote better communication without the need for travel. Podcasting was also mentioned as a possible way to provide information to grantees. All verbatim responses can be found in Appendix D.



While at an aggregate level, grantees' evaluation of Technology increased two points, when considering Technology scores for the U.S. Department of Education grouped by program, there are a few programs with more sizable and significant changes from last year. Three programs had a significant increase in their rating of Technology this year, Adult Education and Literacy, Chief State School Officers, and Title III. None of the programs rated Technology significantly lower in 2008.

### Technology Scores by Program



\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.



While ED's effectiveness in using technology to deliver its services was the highest rated item overall in the area of Technology, the quality of assistance from the automated process to share accountability information was the highest rated item by four programs, State Educational Technology Directors, State Title V, Part A Directors, EDEN/EDFacts Coordinators, and Directors of Adult Literacy. So for many programs this too is perceived as a strength for the Department. Expected reduction in federal paperwork was the item that had the greatest range of ratings. Chief State School Officers felt most positively about the paperwork reduction (75). However, Lead Agency Early Intervention Coordinators only rated this item 39 and four other programs rated expected reduction in federal paperwork in the 50s.

**Technology**  
**Technology Attribute Scores by Program**

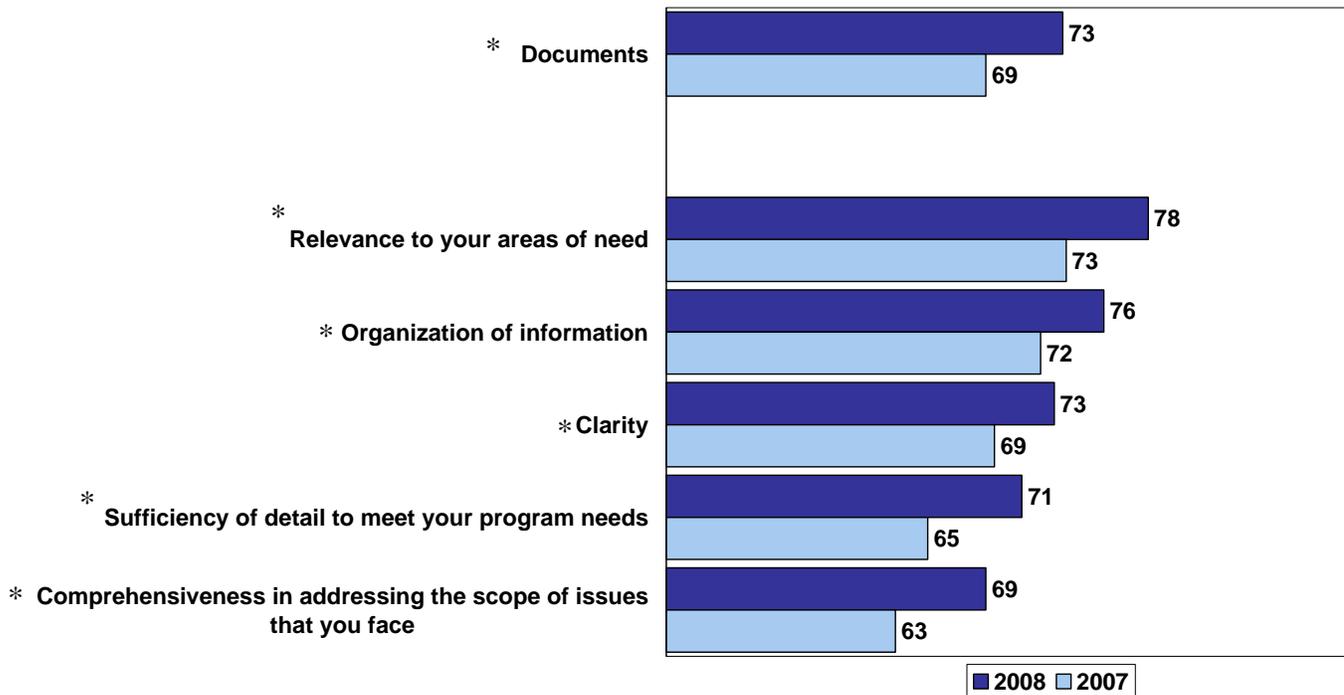
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
<b>Technology</b>	<b>72</b>	<b>68</b>	<b>65</b>	<b>64</b>	<b>69</b>	<b>64</b>	<b>59</b>	<b>73</b>	<b>66</b>	<b>75</b>
ED's effectiveness in using technology to deliver its services	71	70	67	67	75	77	66	75	74	76
ED's quality of assistance	73	69	70	62	75	63	57	79	66	79
Effectiveness of automated process in improving state's reporting	68	69	66	63	74	63	57	72	60	75
Expected reduction in federal paperwork	75	62	64	57	51	39	52	67	56	67
<b>Sample Size</b>	<b>18</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>20</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>44</b>



**Documents**  
**Impact 1.4**

Documents continues to be a key satisfaction driver with an impact of 1.4. Performance in the area of Documents saw a sizeable and significant four-point increase. All of the items in this area had statistically significant increases over their 2007 ratings. Comprehensiveness in addressing the scope of issues that you face and sufficiency of detail to meet your program needs each improved by six points from last year.

**Documents**  
**Aggregate Scores**



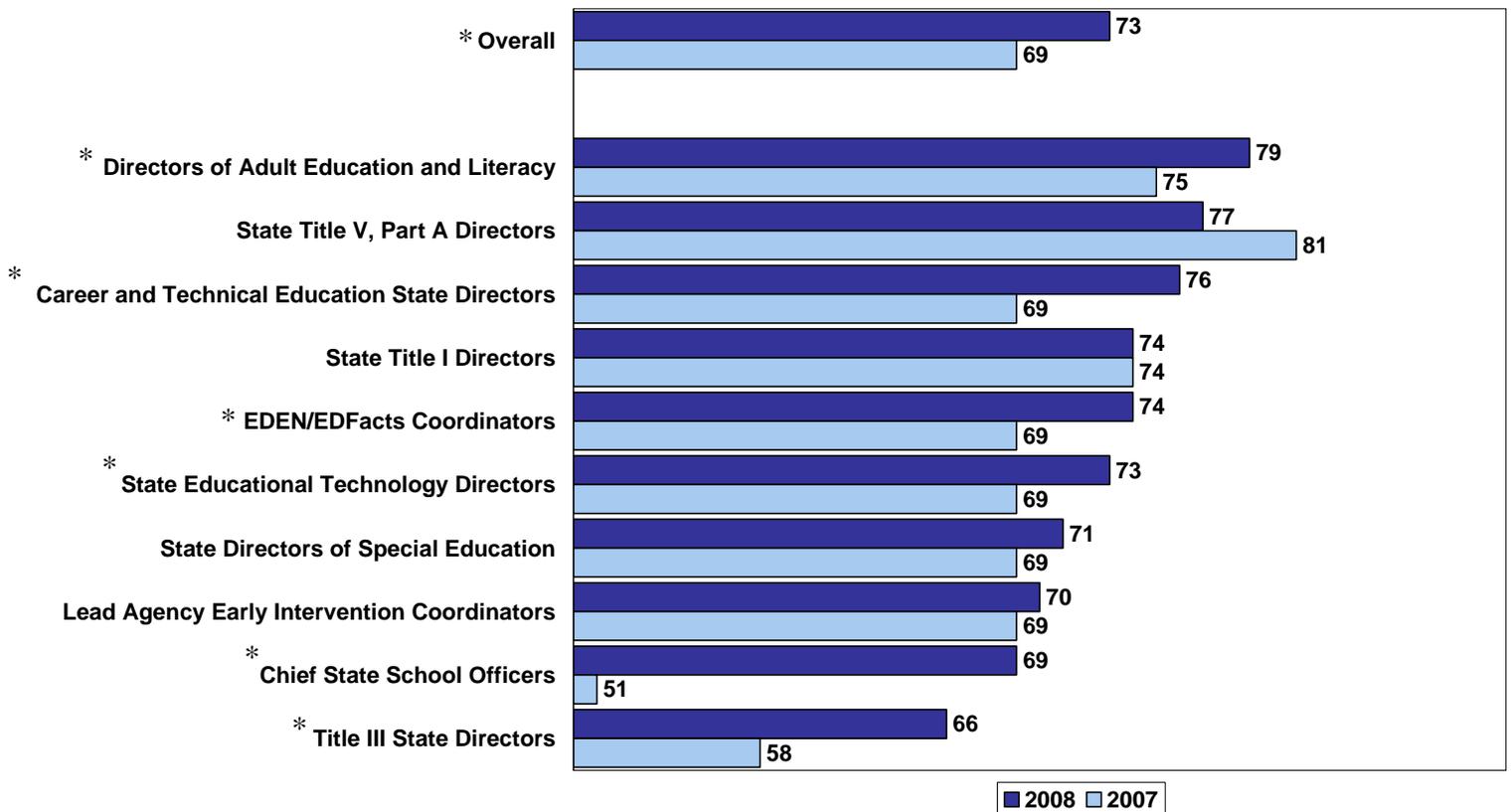
N=322

*\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.*



The aggregate increase in the rating of Documents is due to a broad increase in this area across most programs as a majority of the programs (six) had significant increases over last year's ratings. No program has a statistically significant decrease, and only two of the programs rated Documents less than 70.

**Documents  
Scores by Program**



\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.



Across most of the programs Documents received strong ratings for their relevance to the grantees needs and for their organization of information. Clarity and detail of the documents received solid ratings from most programs, although Chief State School Officers and Title III State Directors rated both areas in the 60s. Programs were less uniform in their ratings of the Documents' comprehensiveness in addressing the scope of issues that they face. Programs that rated Documents the highest, such as State Title V, Part A Directors and Directors of Adult Education and Literacy, gave strong ratings to this item. Conversely, those programs giving lower scores to Documents tended to rate this item lower. State Title III Directors rated comprehensiveness 59. State Directors of Special Education and Lead Agency Early Intervention Coordinators rated it 64 and 65, respectively.

**Documents**  
**Documents Attributes Scores by Program**

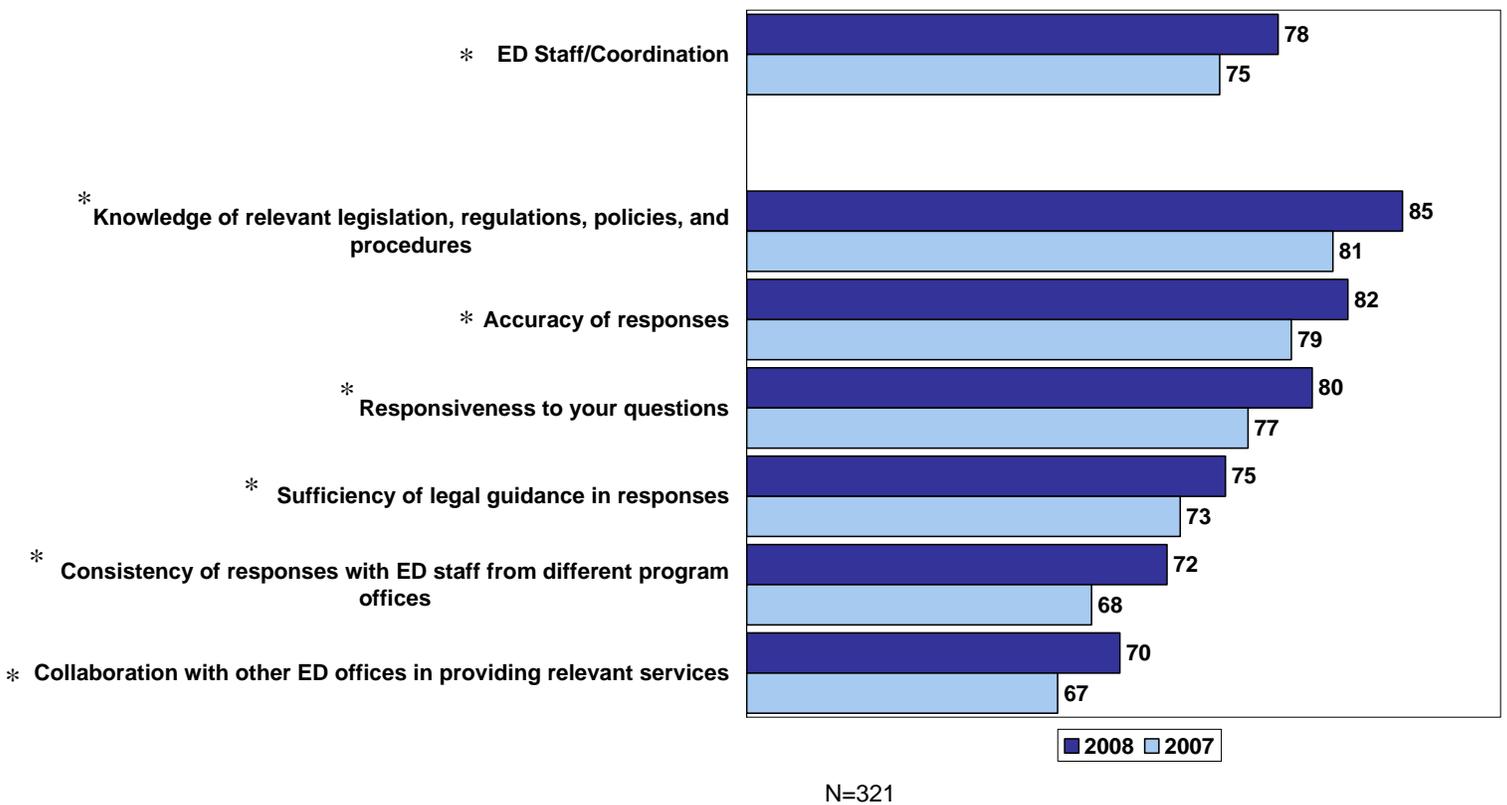
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	ED/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
<b>Documents</b>	<b>69</b>	<b>66</b>	<b>73</b>	<b>74</b>	<b>77</b>	<b>70</b>	<b>71</b>	<b>74</b>	<b>76</b>	<b>79</b>
Clarity	66	65	72	76	77	70	70	72	75	81
Organization of information	72	69	74	75	79	72	76	76	79	82
Sufficiency of detail to meet your program needs	68	63	72	71	73	67	67	72	75	79
Relevance to your areas of need	71	73	78	79	80	78	80	80	81	80
Comprehensiveness in addressing the scope of issues that you face	67	59	70	69	77	65	64	72	69	76
<b>Sample Size</b>	<b>18</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>20</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>44</b>



**ED Staff/Coordination**  
*Impact 0.9*

ED Staff/Coordination remains one of the higher-performing areas for the U.S. Department of Education and has improved by three points since last year. Its impact of 0.9 means that further improvements in this area will yield a modest increase in grantee satisfaction with the Department. All items in the area of Staff/Coordination had a statistically significant improvement over last year. Knowledge of relevant legislation, regulations, policies, and procedures improved by four points to a rating of 85. This is the highest rated item in the entire survey. Other ED Staff/Coordination items realized improvements of two to four points at the aggregate level.

**ED Staff/Coordination**  
**Aggregate Scores**

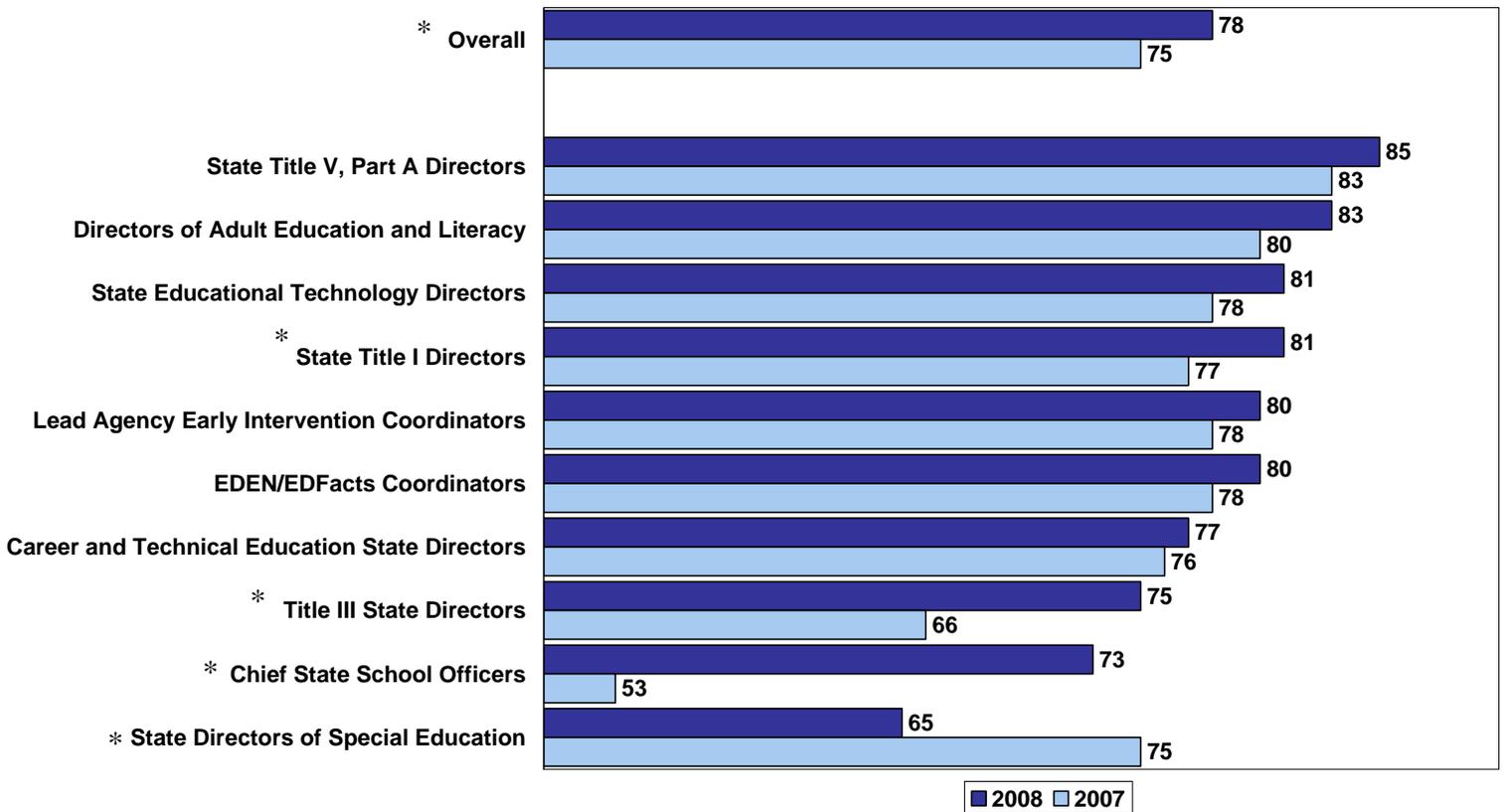


*\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.*



While overall ED Staff/Coordination had a three-point improvement from last year, three of the programs, Title I, Title III, and Chief State School Officers rated this area significantly higher in 2008. Only one program, Special Education rated ED Staff/Coordination significantly lower in 2008. None of the other programs saw significant changes from last year in the area of ED Staff/Coordination.

**ED Staff/Coordination  
Scores by Program**



*\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.*



Across all programs, grantees are finding the Department’s Staff to be knowledgeable of relevant legislation, regulations, policies, and procedures. Ratings for this item range from a low of 80 to a high of 90. Even State Directors of Special Education, who only rated ED Staff/Coordination 65 overall, rated knowledge 80. Accuracy of responses also yields high scores across nearly all programs. The areas of consistency of responses with ED Staff from different program offices and collaboration with other ED offices in providing relevant services were rated high by several programs including State Title V, Part A Directors, Lead Agency Early Intervention Coordinators, Directors of Adult Education and Literacy, and State Educational Technology Directors. Chief State School Officers, Title III State Directors, and State Directors of Special Education provided much lower ratings to consistency and collaboration.

**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
<b>ED Staff/Coordination</b>	<b>73</b>	<b>75</b>	<b>81</b>	<b>81</b>	<b>85</b>	<b>80</b>	<b>65</b>	<b>80</b>	<b>77</b>	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	85	82	82	90	87	85	80	84	85	87
Responsiveness to your questions	74	83	82	79	84	82	64	85	77	86
Accuracy of responses	80	79	84	90	89	81	70	84	79	84
Sufficiency of legal guidance in responses	69	71	82	80	88	74	58	80	72	79
Consistency of responses with ED staff from different program offices	66	64	80	74	82	78	62	69	74	76
Collaboration with other ED offices in providing relevant services	59	63	72	67	81	79	51	73	71	81
<b>Sample Size</b>	<b>18</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>20</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>44</b>

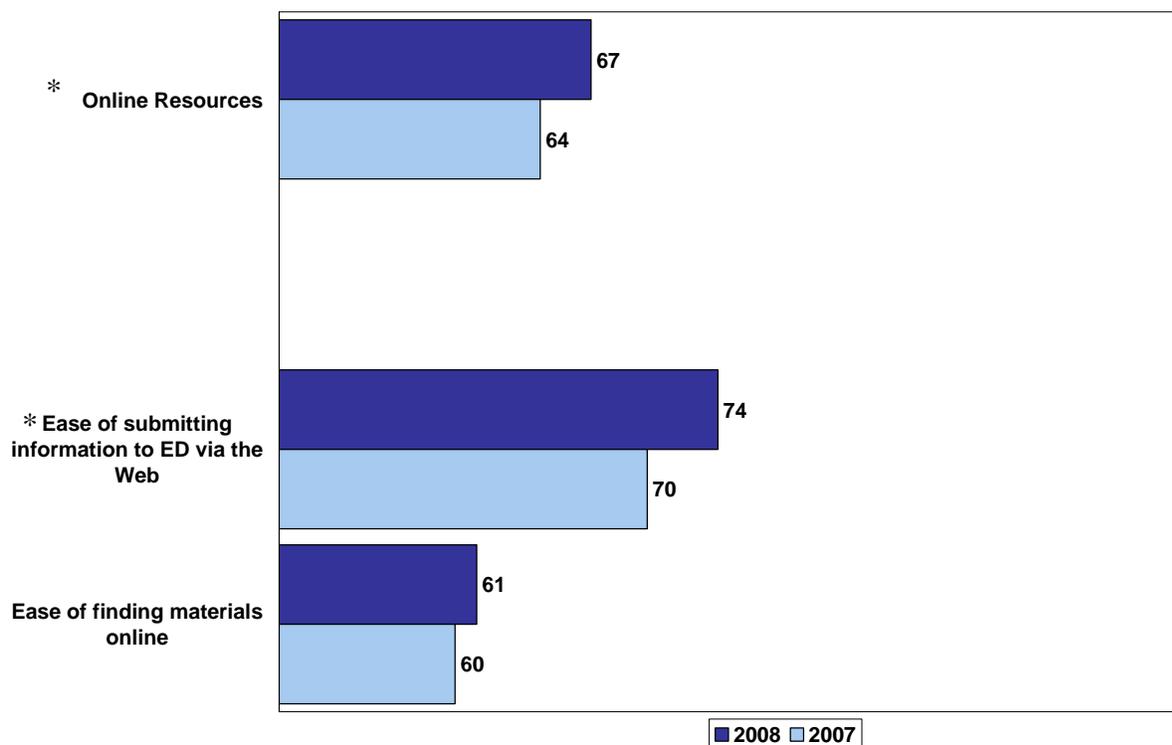


## Online Resources

### Impact 0.9

Online Resources had a three-point improvement in its score compared to last year. Ease of submitting information to ED via the Web received higher ratings in 2008 with a rating of 74. In this year's customer satisfaction model it was found that the impact that Online Resources has on satisfaction is substantially greater than it was last year with an impact of 0.9. This means that future improvements in the area of Online Resources will yield a larger increase in customer satisfaction that what would have been previously expected.

### Online Resources Aggregate Scores

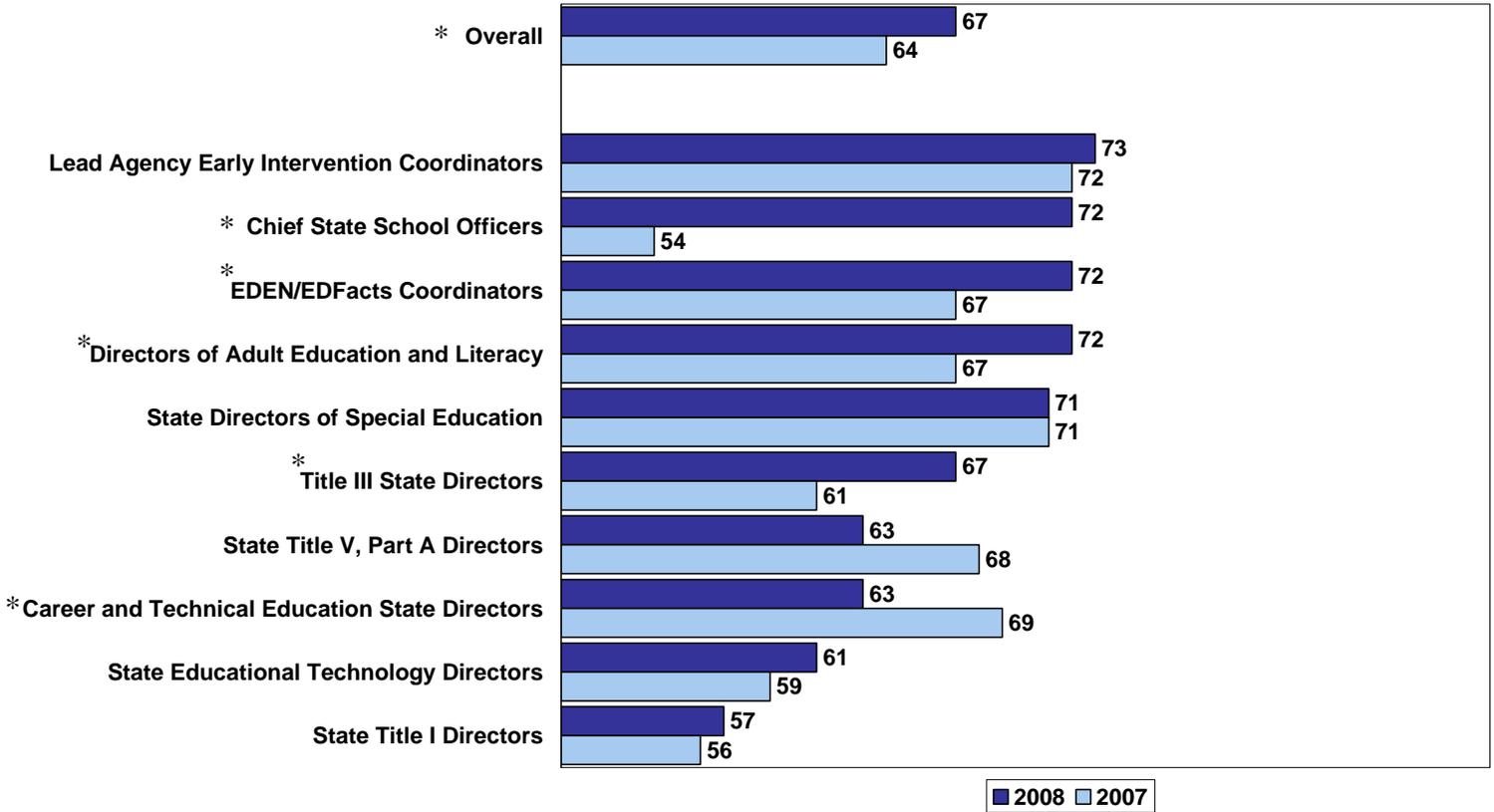


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Four programs rated Online Resources significantly higher in 2008 than they did in 2007. This includes Chief State School Officers, EDEN/EDFacts, Adult Education and Literacy, and Title III. Conversely, Career and Technical Education rated the Department significantly lower on Online Resource in 2008.

### Online Resources Scores by Program



\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.



For most programs ease of submitting information to the Department via the Web received positive ratings. Only two programs, State Educational Technology Directors and State Title I Directors rated ease of submitting information below 70. Ease of finding materials online was a different matter. Only EDEN/EDFacts Coordinators rated ease of finding materials as high as 70. State Title I Directors (47), Career and Technical Education State Directors (54), and State Title V, Part A Directors (57) found ease of finding materials online most problematic.

**Online Resources**  
**Online Resources Attribute Scores by Program**

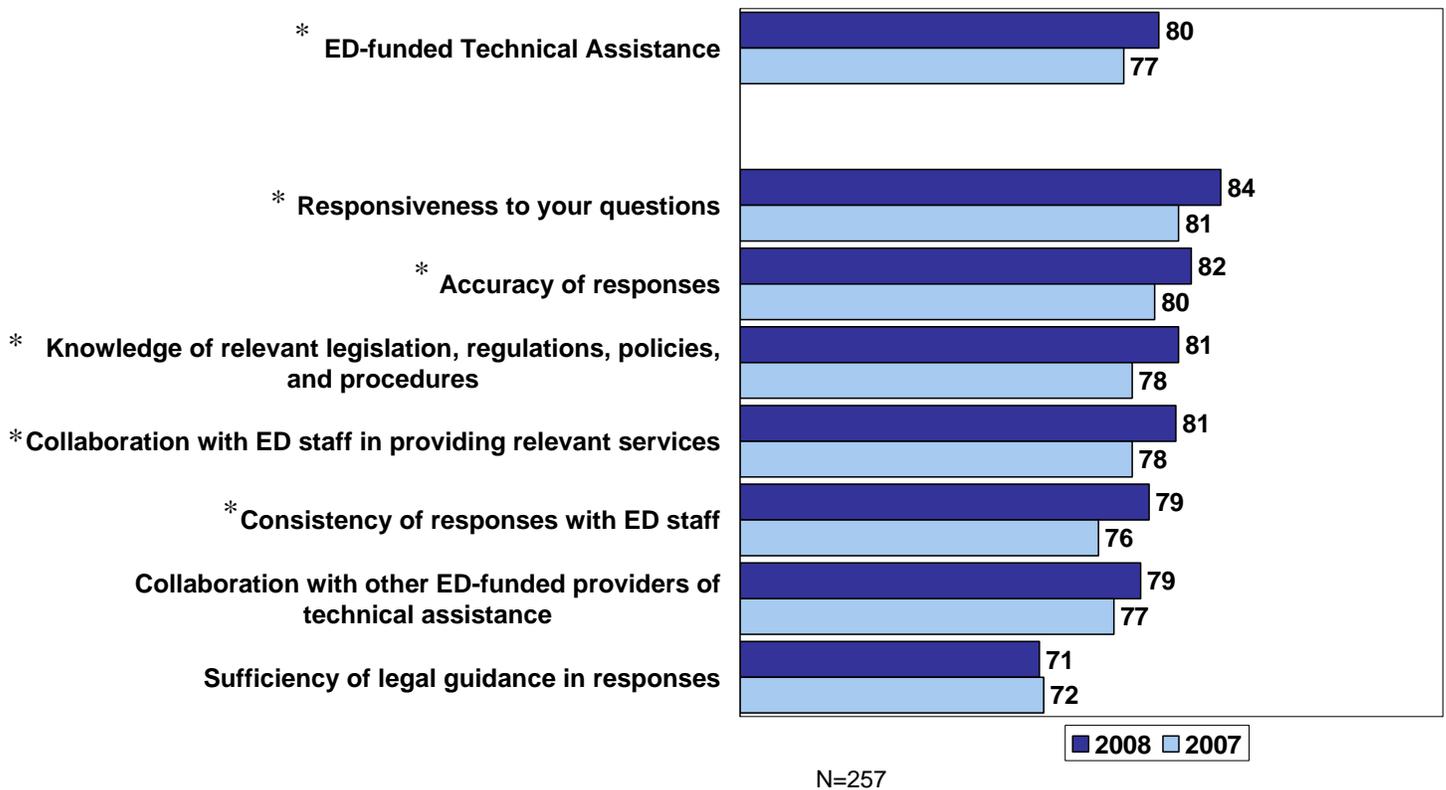
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/EDFacts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
<b>Online Resources</b>	<b>72</b>	<b>67</b>	<b>61</b>	<b>57</b>	<b>63</b>	<b>73</b>	<b>71</b>	<b>72</b>	<b>63</b>	<b>72</b>
Ease of finding materials online	65	61	61	47	57	63	65	71	54	63
Ease of submitting information to ED via the Web	76	71	64	67	79	83	77	74	70	81
<b>Sample Size</b>	<b>18</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>20</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>44</b>



**ED-funded Technical Assistance**  
*Impact 0.3*

ED-funded Technical Assistance remains the highest scoring area for the U.S. Department of Education. This year's score reached 80 with a three-point improvement over last year's score. Its relatively low impact of 0.3 means that a further improvement in ED-funded Technical Assistance will only yield a very modest increase in satisfaction. Five of the seven items in the area of ED-funded Technical Assistance had statistically significant gains from last year. ED-funded Technical Assistance was found to be responsive to questions, providing accurate responses, and knowledgeable of relevant legislation, regulations, policies, and procedures. Collaboration with ED staff in providing relevant services also received a strong rating (81).

**ED-funded Providers of Technical Assistance**  
**Aggregate Scores**

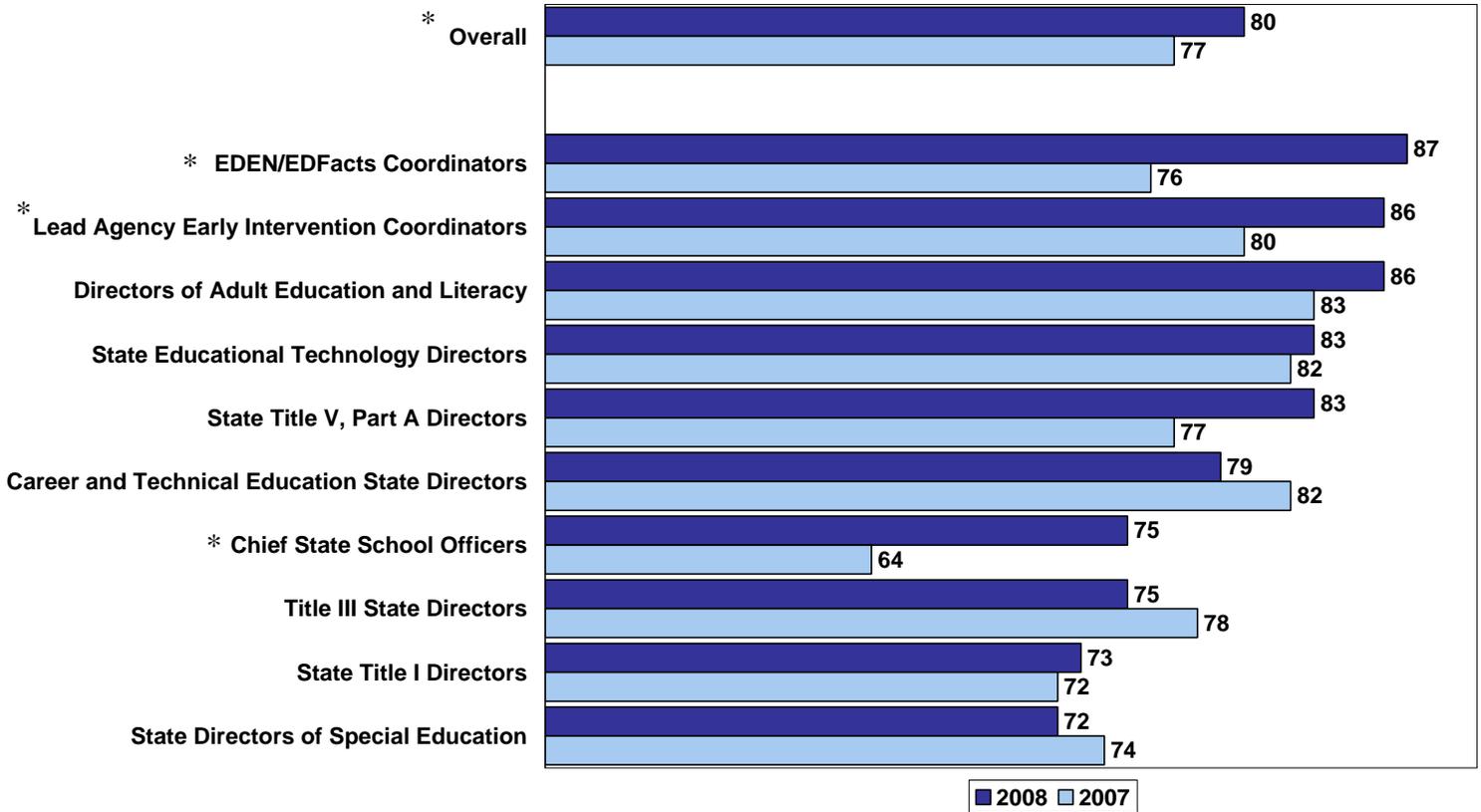


*\* Statistically significant difference from 2007 scores at 90% level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



Three programs rated ED-funded Providers of Technical Assistance significantly higher than they did in 2007. This includes EDEN/EDFacts, Lead Agency Early Intervention Coordinators, and Chief State School Officers. No other program had a statistically significant change in their rating of ED-funded Providers of Technical Assistance.

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



\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.



As was the case in 2007, ED-funded Providers of Technical Assistance received the strongest ratings for knowledge, responsiveness, and accuracy of responses across most programs with responsiveness receiving a rating of 92 from ED/EDFacts Coordinators and Lead Agency Early Intervention Coordinators. Collaboration with ED staff in providing relevant services and collaboration with other ED-funded providers of technical assistance was solid across nearly all programs as well, with EDEN/EDFacts Coordinators and Directors of Adult Education and Literacy rating Collaboration with ED staff 90. Sufficiency of legal guidance in the response continues to be the biggest issue for most programs with six programs rating sufficiency of legal guidance in the 60s. However, for State Educational Technology Directors, State Title V, Part A Directors, EDEN/EDFacts Coordinators and Directors of Adult Education and Literacy guidance appears to be sufficient with ratings above 80 from these programs.

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

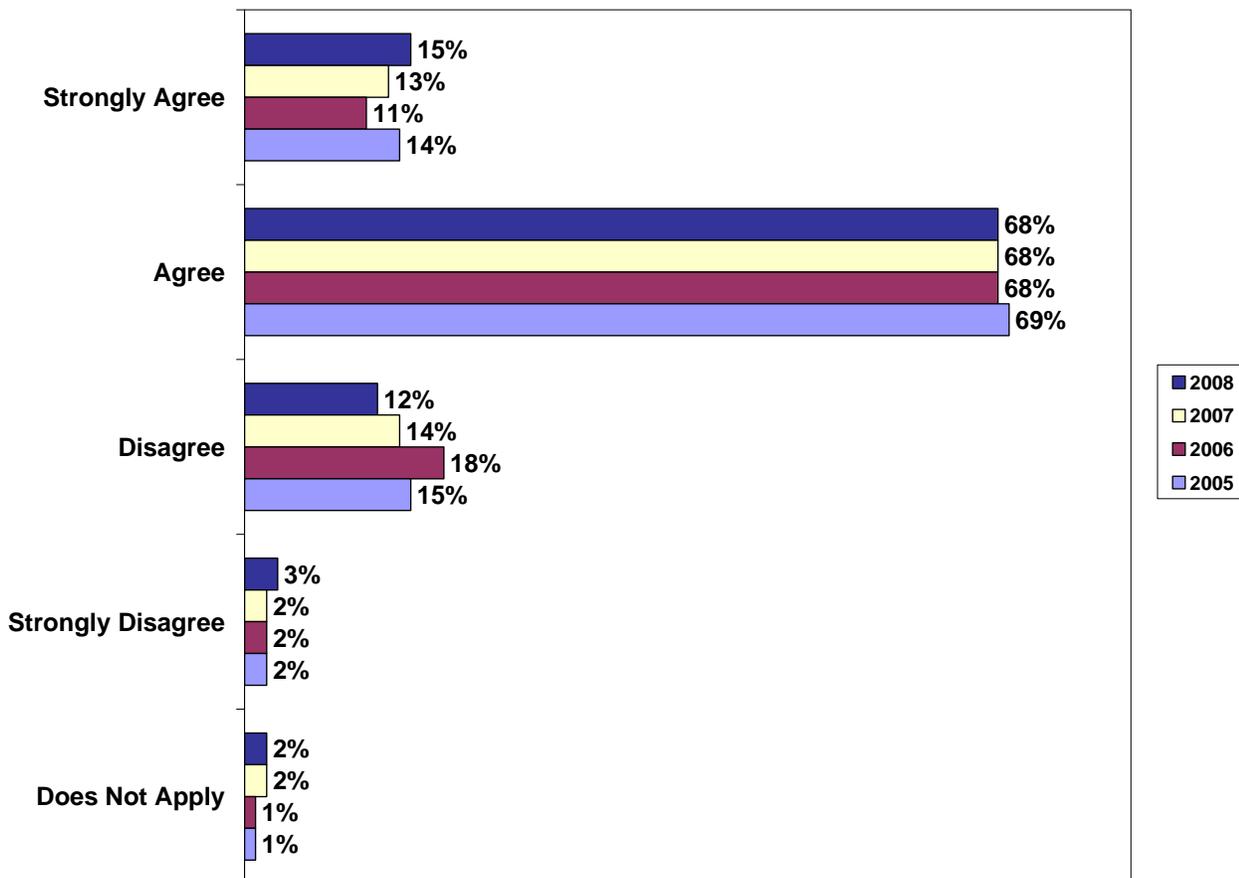
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Coordinators	State Directors of Special Education	EDEN/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
<b>ED-funded Technical Assistance</b>	<b>75</b>	<b>75</b>	<b>83</b>	<b>73</b>	<b>83</b>	<b>86</b>	<b>72</b>	<b>87</b>	<b>79</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	81	79	86	74	80	87	76	83	80	86
Responsiveness to your questions	80	82	87	76	87	92	79	92	81	87
Accuracy of responses	77	80	85	76	83	89	74	89	80	88
Sufficiency of legal guidance in responses	64	69	84	63	89	69	63	81	66	81
Consistency of responses with ED staff	72	73	87	73	89	85	71	87	75	85
Collaboration with ED staff in providing relevant services	75	76	81	72	78	87	73	90	83	90
Collaboration with other ED-funded providers of technical assistance	74	70	80	73	80	89	67	87	79	86
<b>Sample Size</b>	<b>18</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>20</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>28</b>	<b>44</b>



### D. Satisfaction Benchmarks

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 2008 survey. Respondents rated their satisfaction with all of the U.S. Department of Education’s products and services on a 4-point scale. In 2008, 83% responded ‘Agree’ or ‘Strongly Agree.’ The percentage who answered ‘Agree’ or ‘Strongly Agree’ have remained relatively consistent over the course of the past four years only ranging from a low of 79% in 2006 to a high of 83% in both 2005 and 2008.

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

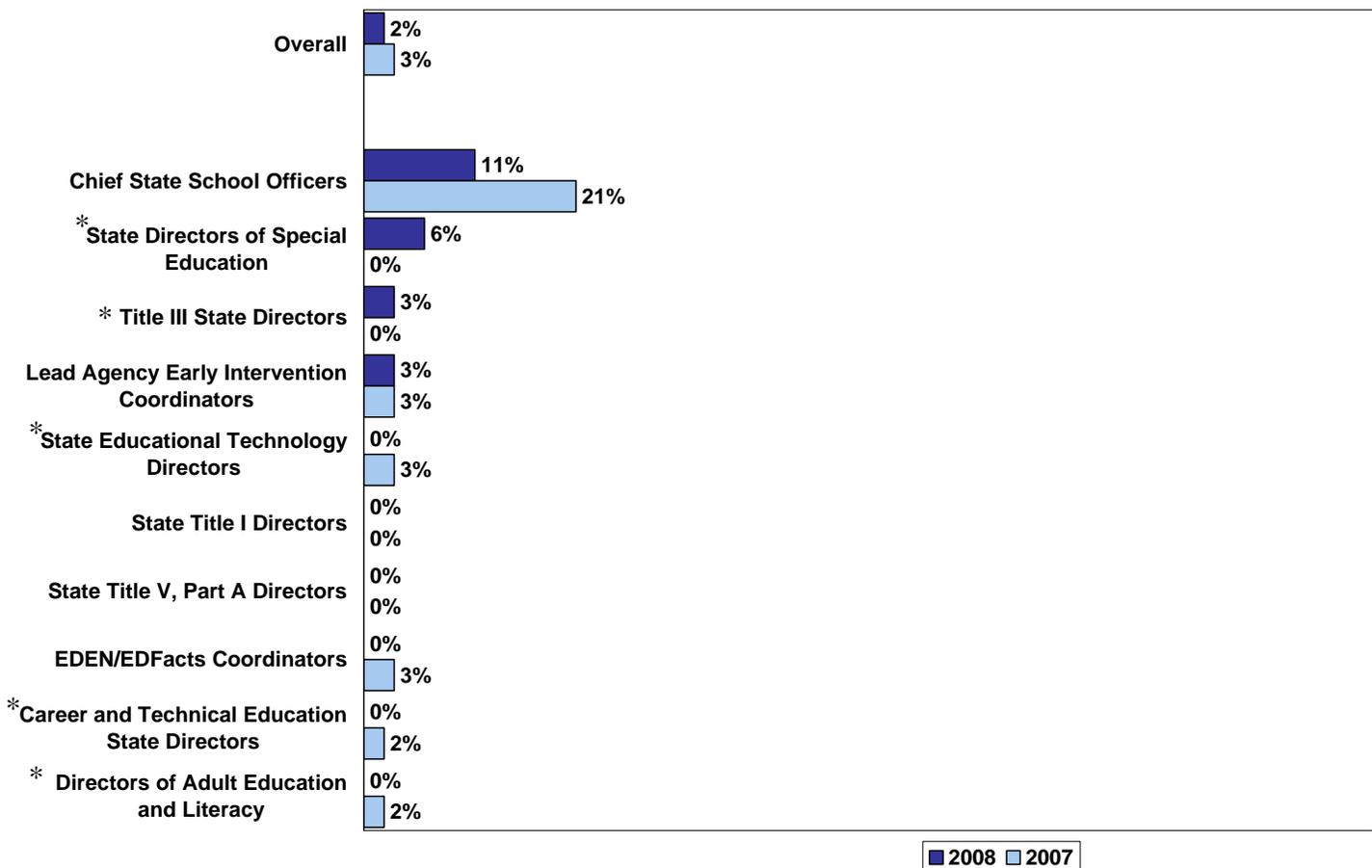




## E. Complaints

Only 2% of all respondents reported that they had formally complained to the U.S. Department of Education within the past six months. This is down from 3% reported last year. Only four programs even had any respondents who had formally complained in 2008. This is also a decrease in number from last year as in 2007 six programs had respondents who had complained. As was the case in 2007, Chief State School Officers were most likely to complain. However, complaints for this group were down from 21% to 11%.

**Complaints**  
*Percentage by Program*



N=322

*\* Statistically significant difference from 2007 scores at 90% level of confidence.  
For an explanation of significant differences in scores between years, see Appendix E.*



## Chapter III Summary and Recommendations

Grantee satisfaction with the Department improved by two points in 2008 to 65. This is only three points below the latest federal government average (68). Three programs, Directors of Adult Education and Literacy, State Title V, Part A Directors, and EDEN/ED*Facts* Coordinators, have satisfaction with the Department above the federal government average. While a couple of programs, State Title I Directors and State Directors of Special Education rated satisfaction with the Department lower in 2008 than they did in 2007, these drops were not statistically significant. Three programs did have significant increases in satisfaction with the Department – Chief State School Officers, EDEN/ED*Facts*, and Title III. Across all programs, complaints fell from 3% to 2%.

All satisfaction driver areas saw significant increases from 2007. Documents had the largest increase (four points). Grantees continue to find the areas of ED Staff/Coordination and ED-funded Technical Assistance as the biggest strengths of the Department. Both ED Staff and ED-funded Technical Assistance were thought to be knowledgeable, provided grantees accurate responses, and were responsive to their questions. For ED Staff, the areas of consistency of responses with ED staff from different program offices, and collaboration with other ED offices in providing services, while still among the lower rated items were rated significantly higher in 2008. With ED-funded Technical Assistance the only area that is somewhat of an issue with grantees is the sufficiency of legal guidance received in responses.

As was the case last year, Technology and Documents have the most impact on grantee satisfaction. This does not necessarily mean that these areas are the most important to grantees, but rather given the current level of performance across all areas, improvements in Technology and Documents will yield the largest increases in customer satisfaction.

Technology and Online Resources remain the lower rated driver areas. With respect to the Department's Online Resources, grantees were rather positive about the ease of submitting information to the Department via the Web. What was more problematic was finding materials online. Grantees continue to give solid ratings to the Department's use of technology to deliver its services. Grantees' ratings also showed improvements in the areas of working with states to develop an automated process to share accountability information and effectiveness of the automated process in improving state's reporting. While the expected reduction in paperwork received higher ratings in 2008, it still remains the lowest rated item overall for the Department.

Documents, the area with the highest impact on satisfaction, improved along all its attributes in 2008. Grantees felt the Documents were relevant to their areas of need, had information well organized and for the most part were clear. Comprehensiveness and detail, while improving six points in 2008, still remain as the lowest rated items for Documents. Further improvements in the detail that allows grantees to meet their programs' needs and comprehensiveness in addressing issues they face will drive overall grantee satisfaction with the Department.

### **Results by Program**

- Chief State School Officers had a significant increase in their satisfaction with the Department in 2008 – up 12 points. Ratings across all of the Department performance areas were up for this group and complaints were down. Most performance areas including: ED Staff/Coordination, Online Resources, Technology, and Documents were rated in the 50s last year. This year all of those areas received ratings in the 70s or very near 70. (Documents was rated 69). One item of note, this group also continues to have the lowest response rate of any program with only 33% responding in 2008.
- OELA Title III State Directors were the least satisfied with the Department in 2008 with satisfaction at 59. However, they did rate satisfaction significantly higher in 2008 than they did in 2007. Significantly higher ratings in the areas of Documents, Technology, ED Staff/Coordination, and Online Resources drove this increase in satisfaction. Title III Directors gave positive ratings to OELA for providing them an



interpretation of Title III and helping them implement it in their state. However, the effectiveness of the relationship between Title I and Title III still receives low marks with respect to encouraging collaboration.

- OESE State Education Technology Directors rated satisfaction higher in 2008, but not significantly so, and they continue to be among the least satisfied groups. Their evaluation of most of the driver areas did not change significantly from last year. However, they did rate Documents significantly higher with the biggest gains in the relevance and comprehensiveness of the Documents. State Education Technology Directors thought the relationship with the EETT program office was very effective. They found the guidance document provided by EETT office to be useful and that EETT was helpful in providing an interpretation and implementation of Title II, Part D.
- OESE State Title I Directors rated their satisfaction with the Department lower in 2008 than they did in 2007. However, it was not a statistically significant drop. State Title I Directors rated most of the driver areas the same in 2008 as they did in 2007. The only exception was ED Staff/Coordination, which was rated higher in 2008 with the biggest gains in ED Staff knowledge and accuracy of responses. In 2008, State Title I Directors found SASA to be more effective in using technology to enhance communication between the Department and the state. Information for monitoring for Title I was found to be available and useful. Technical Assistance on Even Start and Homeless Education also received strong ratings.
- State Title V, Part A Directors gave the Department slightly lower satisfaction scores in 2008. However, the drop was not significant and they still remain among the most satisfied groups. There were no significant changes in their ratings of the driver areas. Title V, Part A Directors continued to give strong ratings to the Innovative Programs office for providing an interpretation and implementation of Title V, Part A. The guidance document and information at national meetings were found to be useful. The working relationship with the Title V, Part A program office was rated as being quite effective.
- Lead Agency Early Intervention Coordinators continue to rate their satisfaction with the Department among the middle of the program groups. There was no change in their rating of satisfaction from last year. Their evaluation of driver areas did not show significant changes from last year with the exception of ED-funded Technical Assistance. Lead Agency Early Intervention Coordinators found ED-funded Technical Assistance to be more responsive, more accurate and gave higher ratings to their collaborations with ED staff and other ED-funded providers. OSEP's Technical Assistance and Dissemination Centers were found to be even more responsive to answering questions in 2008 compared to 2007. Monitoring and State Improvement Planning Division Contacts also received high marks for responsiveness, supportiveness in helping complete performance plans, and dissemination of accurate information.
- State Directors of Special Education rated their satisfaction with the Department among the lowest of the groups. In particular, State Directors of Special Education gave significantly lower ratings to the ED Staff/Coordination. This was driven by significant and sizable drops in the sufficiency of legal guidance, collaboration with other ED offices and responsiveness to their questions. Technical Assistance and Dissemination Centers received significantly higher marks for the timeliness of disseminating information in 2008. Centers also received strong ratings for their responsiveness to answering questions and information requests.
- EDEN/EDFacts Coordinators' satisfaction with the Department increased significantly in 2008. EDEN/EDFacts Coordinators are now among those groups most satisfied with the Department. Their increase in satisfaction was driven by higher ratings of Documents and Online Resources. ED-funded Technical Assistance, while not a key driver of satisfaction was also rated significantly higher by EDEN/EDFacts Coordinators in 2008. Documents were found to have more relevance and be more comprehensive for the scope of issues they faced. EDEN/EDFacts continues to give very high ratings to the Partner Support Center for the support they provide and the Department's EDEN/EDFacts team for their support being timely, useful, relevant, and accurate. Some of the lower rated areas saw significant gains in 2008, including the data submission process helping them meet federal mandates for data collection and submission and helping to improve the state data collection and submission processes.

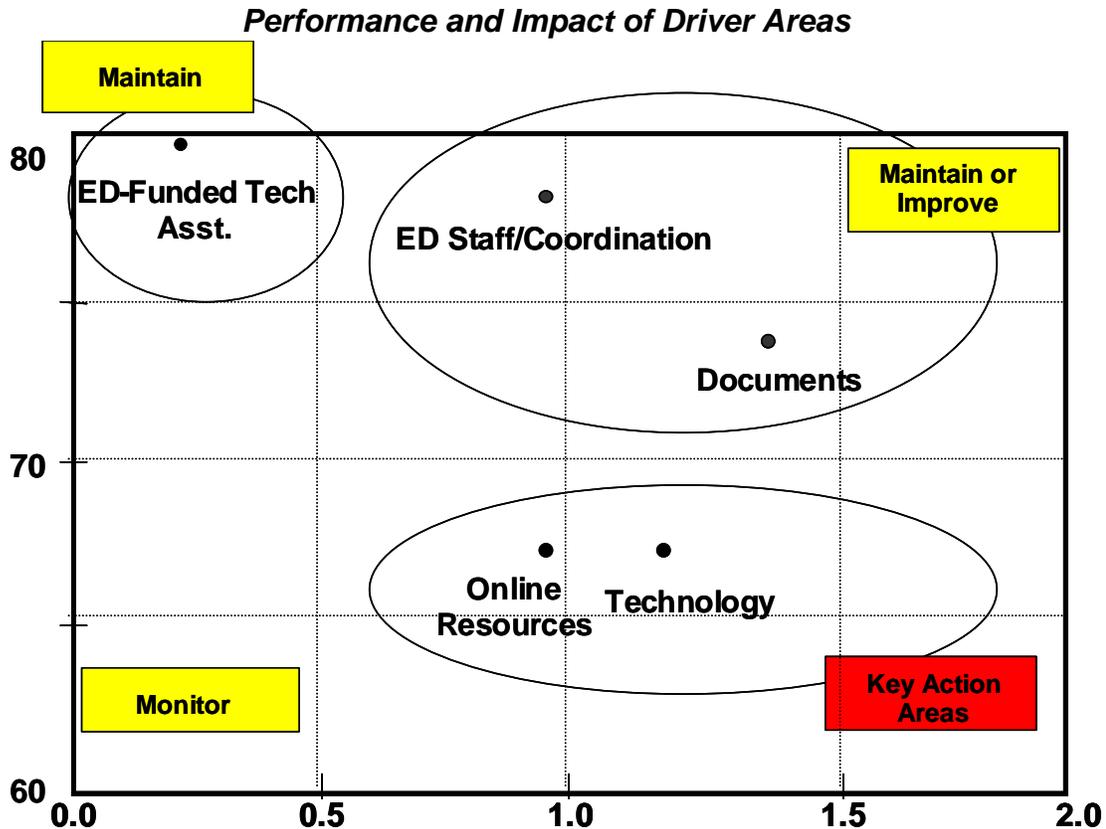


- OVAE Career and Technical Education State Directors satisfaction with the Department remains among the lowest of the programs. Online Resources was rated significantly lower in 2008 driven by a lack of ease of finding materials online. Conversely, Career and Technical Education State Directors rated Documents significantly higher in 2008 with the biggest gain in the sufficiency of detail in the Documents to meet their needs. Those who were monitored by OVAE within the past year, found the federal monitoring process effective in identifying and correcting compliance issues in their state and improving program quality. One area where there may be an opportunity to improve involves the compatibility with state reporting systems for both the Consolidated Annual Report and the state plan submission database.
- Directors of Adult Education and Literacy rating of satisfaction with the Department was the highest of all programs. Three of the driver areas received significantly higher scores in 2008. Online Resources was up due to a higher rating of ease of submitting information via the Web. Technology was up mostly due to an improvement in the quality of assistance regarding the automated process in sharing accountability information. Documents were found to have more detail, be more comprehensive and have more clarity. Directors of Adult Education found the National Reporting System to be easy to use and the training to support it to be useful. National meetings and conferences provided by OVAE receive high marks for the relevance and usefulness of the information.



**Recommendations**

While there have been sizeable improvements in 2008, the Department of Education should continue to focus on improving the high-impact, low-performing areas as first priorities. The grid below shows the performance and impact of each driver area. Technology and Online Resources are among the lower performing areas and both have considerable impacts on satisfaction.



*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.*

Within the area of Online Resources, improving the ease of finding materials online should be a high priority. While it appears to be an issue across most programs, State Title I Directors, Career and Technical Education State Directors, and State Title V, Part A Directors found it to be most problematic. Respondents thought the Department was doing better in using Technology in 2008. However, expected reduction in paperwork remains the lowest rated area and the relatively modest ratings for the automated process with respect to sharing accountability information and effectiveness in improving state’s reporting suggest that further improvements to the automated process may be opportunities to improve grantee satisfaction.

Respondents’ scores indicate that they feel the Documents are clearer, more organized and more relevant. Comprehensive of the information in addressing the scope of issues grantees face may be a secondary area to target for improvement.

The areas of ED Staff/Coordination and ED-funded Technical Assistance remain strengths, which saw further improvements in 2008 and the current levels of performance should be maintained in these areas. Continue to build on the gains in consistency of responses and collaboration with the other Department offices.



## APPENDIX A : SURVEY QUESTIONNAIRE

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## U.S. Department of Education Grantee Satisfaction Survey 2008

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### Introduction

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*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.

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### Program Office

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- 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)



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ED Staff/Coordination

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**(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.

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ED-funded Technical Assistance

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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.



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### Online Resources

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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)

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### Technology

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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."

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### Documents

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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



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ACSI Benchmark Questions

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*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

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Closing

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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!



## 2008 – OELA – Title III State Directors Questions

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### Custom Questions – OELA – Title III State Directors

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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](http://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

*Changes from 2007: None*



## 2008 – OESE – STATE EDUCATIONAL TECHNOLOGY DIRECTORS

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### Custom Questions – OESE – State Educational Technology Directors

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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?

*Changes from 2007: None*



## 2008 – OESE – STATE TITLE I DIRECTORS

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### Custom Questions – OESE – State Title I Directors

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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
- Q3. Usefulness of technical assistance on Even Start
- 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?

*Changes from 2007: Q7 and Q9 wording revised*



## 2008 – OESE – STATE TITLE V, PART A DIRECTORS

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

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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?

*Changes from 2007: None*



## 2008 – OSERS/OSEP – LEAD AGENCY EARLY INTERVENTION COORDINATORS

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

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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?

***Changes from 2007: added Q7***



## 2008 – OSERS/OSEP – State Directors of Special Education

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

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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?

*Changes from 2007: Intro to Q1-4 changed, Q7 added, Q8 OSERS changed to OSEP*



## 2008 – OPEPD – EDEN/EDFACTS COORDINATORS

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### Custom Questions – EDEN/EDFacts Coordinators

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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?

*Changes From 2007: None*



## 2008– OVAE – CAREER AND TECHNICAL STATE DIRECTORS

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### Custom Questions – OVAE – Career and Technical State Directors

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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?

*Changes From 2008: Q5 and Q6 reworded, Q7 from 2007 dropped*



## 2008 OVAE – DIRECTORS OF ADULT ED AND LITERACY

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### Custom Questions – OVAE – Directors of Adult Ed and Literacy

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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?

*Changes From 2007: None*



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## APPENDIX B: NON-SCORED RESPONSES

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



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## APPENDIX C: ATTRIBUTE TABLES

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**Aggregate Scores**  
*Results compared to 2007 scores*

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



**Aggregate Scores**  
*Results from 2005 through 2008*

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



**Chief State School Officers**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>51</b>	<b>63</b>	✓
How satisfied are you with ED's products and services	51	69	✓
How well ED's products and services meet expectations	51	60	✓
How well ED compares with ideal products and services	50	57	
<b>ED Staff/Coordination</b>	<b>53</b>	<b>73</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	65	85	✓
Responsiveness to your questions	55	74	✓
Accuracy of responses	58	80	✓
Sufficiency of legal guidance in responses	49	69	✓
Consistency of responses with ED staff from different program offices	44	66	✓
Collaboration with other ED offices in providing relevant services	41	59	✓
<b>ED-funded Technical Assistance</b>	<b>64</b>	<b>75</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	70	81	✓
Responsiveness to your questions	70	80	
Accuracy of responses	69	77	
Sufficiency of legal guidance in responses	59	64	
Consistency of responses with ED staff	56	72	✓
Collaboration with ED staff in providing relevant services	60	75	✓
Collaboration with other ED-funded providers of technical assistance	61	74	✓
<b>Online Resources</b>	<b>54</b>	<b>72</b>	✓
Ease of finding materials online	50	65	✓
Ease of submitting information to ED via the web	55	76	✓
<b>Technology</b>	<b>56</b>	<b>72</b>	✓
ED's effectiveness in using technology to deliver its services	59	71	✓
ED's quality of assistance	55	73	✓
Effectiveness of automated process in improving state's reporting	56	68	✓
Expected reduction in federal paperwork	44	75	✓
<b>Documents</b>	<b>51</b>	<b>69</b>	✓
Clarity	49	66	✓
Organization of information	50	72	✓
Sufficiency of detail to meet your program needs	48	68	✓
Relevance to your areas of need	54	71	✓
Comprehensiveness in addressing the scope of issues that you face	52	67	✓
<b>Complaint</b>	<b>21%</b>	<b>11%</b>	
Issued a formal complaint about assistance received from ED staff member	21%	11%	
<b>Sample Size</b>	<b>19</b>	<b>18</b>	



**OELA – Title III State Directors**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>53</b>	<b>59</b>	✓
How satisfied are you with ED's products and services	59	63	
How well ED's products and services meet expectations	52	59	✓
How well ED compares with ideal products and services	48	56	✓
<b>ED Staff/Coordination</b>	<b>66</b>	<b>75</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	74	82	✓
Responsiveness to your questions	74	83	✓
Accuracy of responses	68	79	✓
Sufficiency of legal guidance in responses	59	71	✓
Consistency of responses with ED staff from different program offices	52	64	✓
Collaboration with other ED offices in providing relevant services	60	63	
<b>ED-funded Technical Assistance</b>	<b>78</b>	<b>75</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	80	79	
Responsiveness to your questions	79	82	
Accuracy of responses	80	80	
Sufficiency of legal guidance in responses	74	69	
Consistency of responses with ED staff	75	73	
Collaboration with ED staff in providing relevant services	78	76	
Collaboration with other ED-funded providers of technical assistance	79	70	✓
<b>Online Resources</b>	<b>61</b>	<b>67</b>	✓
Ease of finding materials online	58	61	
Ease of submitting information to ED via the web	64	71	✓
<b>Technology</b>	<b>62</b>	<b>68</b>	✓
ED's effectiveness in using technology to deliver its services	61	70	✓
ED's quality of assistance	63	69	✓
Effectiveness of automated process in improving state's reporting	64	69	✓
Expected reduction in federal paperwork	58	62	
<b>Documents</b>	<b>58</b>	<b>66</b>	✓
Clarity	60	65	
Organization of information	64	69	✓
Sufficiency of detail to meet your program needs	52	63	✓
Relevance to your areas of need	66	73	✓
Comprehensiveness in addressing the scope of issues that you face	48	58	✓
<b>Complaint</b>	<b>0%</b>	<b>3%</b>	✓
Issued a formal complaint about assistance received from ED staff member	0%	3%	✓
<b>Sample Size</b>	<b>44</b>	<b>34</b>	



**OELA – Title III State Directors**  
*Results for custom questions compared to 2007 scores*

**2007 Scores    2008 Scores    Significant Difference**

<b>OELA – Title III State Directors</b>	<b>66</b>	<b>68</b>
Number of Respondents	(n=44)	(n=33)
Providing you an interpretation of Title III (Program Officers)	67	78
Helping you with your implementation of Title III in your state (Program Officers)	67	74
Providing you with the information you needed (Web site)	70	73
Helping you inform programs serving ELLs in your state (Web site)	68	73
Effectiveness of relationship between Title III and Title I in encouraging collaboration	53	46
Helping familiarize you with the Biennial Report form	64	65
Allowing for your input and comments for refining the Biennial Report form	59	65

**Sample Size** **44** **34**



**OESE – State Educational Technology Directors**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>59</b>	<b>62</b>	
How satisfied are you with ED's products and services	67	68	
How well ED's products and services meet expectations	58	60	
How well ED compares with ideal products and services	54	57	
<b>ED Staff/Coordination</b>	<b>78</b>	<b>81</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	84	82	
Responsiveness to your questions	80	82	
Accuracy of responses	79	84	✓
Sufficiency of legal guidance in responses	81	82	
Consistency of responses with ED staff from different program offices	74	80	✓
Collaboration with other ED offices in providing relevant services	67	72	
<b>ED-funded Technical Assistance</b>	<b>82</b>	<b>83</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	83	86	
Responsiveness to your questions	86	87	
Accuracy of responses	86	85	
Sufficiency of legal guidance in responses	79	84	
Consistency of responses with ED staff	83	87	
Collaboration with ED staff in providing relevant services	84	81	
Collaboration with other ED-funded providers of technical assistance	81	80	
<b>Online Resources</b>	<b>59</b>	<b>61</b>	
Ease of finding materials online	57	61	
Ease of submitting information to ED via the web	64	64	
<b>Technology</b>	<b>64</b>	<b>65</b>	
ED's effectiveness in using technology to deliver its services	69	67	
ED's quality of assistance	62	70	✓
Effectiveness of automated process in improving state's reporting	60	66	
Expected reduction in federal paperwork	57	64	✓
<b>Documents</b>	<b>69</b>	<b>73</b>	✓
Clarity	69	72	
Organization of information	70	74	
Sufficiency of detail to meet your program needs	68	72	
Relevance to your areas of need	73	78	✓
Comprehensiveness in addressing the scope of issues that you face	63	70	✓
<b>Complaint</b>	<b>3%</b>	<b>0%</b>	✓
Issued a formal complaint about assistance received from ED staff member	2%	0%	✓
<b>Sample Size</b>	<b>40</b>	<b>41</b>	



**OESE – State Educational Technology Directors**  
*Results for custom questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
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<b>OESE - State Educational Technology Directors</b>	<b>74</b>	<b>79</b>
Number of Respondents	(n=40)	(n=41)
Providing you an interpretation of Title II, Part D	79	82
Helping you with your implementation of Title II, Part D	74	82
Usefulness of guidance document provided by the EETT program office	74	79
Usefulness of the information presented at SETDA meetings	68	70
Helping you with your compliance efforts	71	78
Helping you to improve performance results	66	73
Effectiveness of relationship with EETT program office	82	86

**Sample Size** **40** **41**



**OESE – State Title I Directors**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>67</b>	<b>63</b>	
How satisfied are you with ED's products and services	72	68	
How well ED's products and services meet expectations	65	61	
How well ED compares with ideal products and services	63	59	
<b>ED Staff/Coordination</b>	<b>77</b>	<b>81</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	84	90	✓
Responsiveness to your questions	75	79	
Accuracy of responses	84	90	✓
Sufficiency of legal guidance in responses	78	80	
Consistency of responses with ED staff from different program offices	70	74	
Collaboration with other ED offices in providing relevant services	63	67	
<b>ED-funded Technical Assistance</b>	<b>72</b>	<b>73</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	69	74	✓
Responsiveness to your questions	78	76	
Accuracy of responses	75	76	
Sufficiency of legal guidance in responses	64	63	
Consistency of responses with ED staff	71	73	
Collaboration with ED staff in providing relevant services	70	72	
Collaboration with other ED-funded providers of technical assistance	71	73	
<b>Online Resources</b>	<b>56</b>	<b>57</b>	
Ease of finding materials online	49	47	
Ease of submitting information to ED via the web	66	67	
<b>Technology</b>	<b>64</b>	<b>64</b>	
ED's effectiveness in using technology to deliver its services	66	67	
ED's quality of assistance	63	62	
Effectiveness of automated process in improving state's reporting	64	63	
Expected reduction in federal paperwork	59	57	
<b>Documents</b>	<b>74</b>	<b>74</b>	
Clarity	76	76	
Organization of information	76	75	
Sufficiency of detail to meet your program needs	69	71	
Relevance to your areas of need	78	79	
Comprehensiveness in addressing the scope of issues that you face	69	69	
<b>Complaint</b>	<b>0%</b>	<b>0%</b>	
Issued a formal complaint about assistance received from ED staff member	0%	0%	
<b>Sample Size</b>	<b>48</b>	<b>34</b>	



**OESE – State Title I Directors**  
*Results for custom questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>OESE – State Title I Directors</b>	<b>72</b>	<b>78</b>	
Number of Respondents	(n=48)	(n=34)	
Usefulness of the training offered through the Enhancing Program Performance Contract	78	82	
Usefulness of technical assistance on Neglected and Delinquent	73	74	
Usefulness of technical assistance on Even Start	74	80	
Usefulness of technical assistance on Homeless Education	77	80	
Availability of information on monitoring for Title I	77	80	
Usefulness of information on monitoring for Title I	77	79	
SASA's effectiveness in using technology to provide information	67	74	
SASA's effectiveness in using technology to enhance communication between ED and the state	65	75	✓
<b>Sample Size</b>	<b>48</b>	<b>34</b>	



**OESE – State Title V, Part A Directors**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>73</b>	<b>69</b>	
How satisfied are you with ED's products and services	79	74	
How well ED's products and services meet expectations	71	64	
How well ED compares with ideal products and services	69	66	
<b>ED Staff/Coordination</b>	<b>83</b>	<b>85</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	
Responsiveness to your questions	83	84	
Accuracy of responses	86	89	
Sufficiency of legal guidance in responses	84	88	
Consistency of responses with ED staff from different program offices	79	82	
Collaboration with other ED offices in providing relevant services	84	81	
<b>ED-funded Technical Assistance</b>	<b>77</b>	<b>83</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	76	80	
Responsiveness to your questions	80	87	
Accuracy of responses	80	83	
Sufficiency of legal guidance in responses	73	89	
Consistency of responses with ED staff	76	89	
Collaboration with ED staff in providing relevant services	75	78	
Collaboration with other ED-funded providers of technical assistance	81	80	
<b>Online Resources</b>	<b>68</b>	<b>63</b>	
Ease of finding materials online	63	57	
Ease of submitting information to ED via the web	73	79	
<b>Technology</b>	<b>74</b>	<b>69</b>	
ED's effectiveness in using technology to deliver its services	82	75	
ED's quality of assistance	75	75	
Effectiveness of automated process in improving state's reporting	73	74	
Expected reduction in federal paperwork	62	51	
<b>Documents</b>	<b>81</b>	<b>77</b>	
Clarity	83	77	
Organization of information	84	79	
Sufficiency of detail to meet your program needs	80	73	
Relevance to your areas of need	83	80	
Comprehensiveness in addressing the scope of issues that you face	78	77	
<b>Complaint</b>	<b>0%</b>	<b>0%</b>	
Issued a formal complaint about assistance received from ED staff member	0%	0%	
<b>Sample Size</b>	<b>21</b>	<b>20</b>	





## OSERS/OSEP– Lead Agency Early Intervention Coordinators

Results for core questions compared to 2007 scores

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>64</b>	<b>64</b>	
How satisfied are you with ED's products and services	68	70	
How well ED's products and services meet expectations	62	64	
How well ED compares with ideal products and services	60	57	
<b>ED Staff/Coordination</b>	<b>78</b>	<b>80</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	79	85	✓
Responsiveness to your questions	78	82	
Accuracy of responses	80	81	
Sufficiency of legal guidance in responses	77	74	
Consistency of responses with ED staff from different program offices	69	78	✓
Collaboration with other ED offices in providing relevant services	74	79	
<b>ED-funded Technical Assistance</b>	<b>80</b>	<b>86</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	83	87	✓
Responsiveness to your questions	85	92	✓
Accuracy of responses	83	89	✓
Sufficiency of legal guidance in responses	71	69	
Consistency of responses with ED staff	77	85	✓
Collaboration with ED staff in providing relevant services	81	87	✓
Collaboration with other ED-funded providers of technical assistance	81	89	✓
<b>Online Resources</b>	<b>72</b>	<b>73</b>	
Ease of finding materials online	69	63	
Ease of submitting information to ED via the web	76	83	✓
<b>Technology</b>	<b>66</b>	<b>64</b>	
ED's effectiveness in using technology to deliver its services	73	77	
ED's quality of assistance	66	63	
Effectiveness of automated process in improving state's reporting	65	63	
Expected reduction in federal paperwork	47	39	
<b>Documents</b>	<b>69</b>	<b>70</b>	
Clarity	69	70	
Organization of information	71	72	
Sufficiency of detail to meet your program needs	66	67	
Relevance to your areas of need	73	78	
Comprehensiveness in addressing the scope of issues that you face	65	65	
<b>Complaint</b>	<b>3%</b>	<b>3%</b>	
Issued a formal complaint about assistance received from ED staff member	3%	3%	
<b>Sample Size</b>	<b>29</b>	<b>36</b>	



## OSERS/OSEP– Lead Agency Early Intervention Coordinators

*Results for custom questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>OSERS - Lead Agency Early Intervention Coordinates</b>	<b>78</b>	<b>83</b>	
Number of Respondents	(n=28)	(n=36)	
Staff responsiveness to answering questions	79	85	
Supportiveness in helping you complete your state's federally required performance plans	81	85	
Dissemination of accurate information	79	83	
Dissemination of information in a timely manner	67	78	
Centers' responsiveness to answering questions	82	89	✓
Centers' responsiveness to information requests	81		
Impact on State's SPP improvement targets	--	84	
Effectiveness in addressing systems improvement issues of the state	57	61	
<b>Sample Size</b>	<b>29</b>	<b>36</b>	



## OSERS/OSEP– State Directors of Special Education

Results for core questions compared to 2007 scores

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>63</b>	<b>61</b>	
How satisfied are you with ED's products and services	69	67	
How well ED's products and services meet expectations	61	59	
How well ED compares with ideal products and services	58	54	
<b>ED Staff/Coordination</b>	<b>75</b>	<b>65</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	84	80	
Responsiveness to your questions	73	64	✓
Accuracy of responses	81	70	✓
Sufficiency of legal guidance in responses	72	58	✓
Consistency of responses with ED staff from different program offices	66	62	
Collaboration with other ED offices in providing relevant services	62	51	✓
<b>ED-funded Technical Assistance</b>	<b>74</b>	<b>72</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	77	76	
Responsiveness to your questions	80	79	
Accuracy of responses	76	74	
Sufficiency of legal guidance in responses	71	63	✓
Consistency of responses with ED staff	73	71	
Collaboration with ED staff in providing relevant services	75	73	
Collaboration with other ED-funded providers of technical assistance	68	67	
<b>Online Resources</b>	<b>71</b>	<b>71</b>	
Ease of finding materials online	61	65	
Ease of submitting information to ED via the web	82	77	
<b>Technology</b>	<b>61</b>	<b>58</b>	
ED's effectiveness in using technology to deliver its services	73	66	✓
ED's quality of assistance	62	57	
Effectiveness of automated process in improving state's reporting	59	57	
Expected reduction in federal paperwork	48	52	
<b>Documents</b>	<b>69</b>	<b>71</b>	
Clarity	68	70	
Organization of information	72	76	
Sufficiency of detail to meet your program needs	66	67	
Relevance to your areas of need	74	80	✓
Comprehensiveness in addressing the scope of issues that you face	63	64	
<b>Complaint</b>	<b>0%</b>	<b>6%</b>	✓
Issued a formal complaint about assistance received from ED staff member	0%	6%	✓
<b>Sample Size</b>	<b>38</b>	<b>34</b>	



**OSERS/OSEP– State Directors of Special Education**  
*Results for custom questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>OSERS/OSEP - State Directors of Special Education</b>	<b>71</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=37)</b>	<b>(n=34)</b>	
Staff responsiveness to answering questions	75	75	
Supportiveness in helping you complete your state's federally required performance plans	74	77	
Dissemination of accurate information	72	75	
Dissemination of information in a timely manner	58	70	✓
Centers' responsiveness to answering questions	74	81	
Centers' responsiveness to information requests	77	81	
Impact on State's SPP improvement targets	--	72	
Effectiveness in addressing systems improvement issues of the state	63	63	
<b>Sample Size</b>	<b>38</b>	<b>34</b>	



**OPEPD – EDEN/EDFacts Coordinators**  
*Results for core questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>62</b>	<b>69</b>	✓
How satisfied are you with ED's products and services	67	75	✓
How well ED's products and services meet expectations	57	68	✓
How well ED compares with ideal products and services	59	62	
<b>ED Staff/Coordination</b>	<b>78</b>	<b>80</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	82	84	
Responsiveness to your questions	83	85	
Accuracy of responses	83	84	
Sufficiency of legal guidance in responses	80	80	
Consistency of responses with ED staff from different program offices	71	69	
Collaboration with other ED offices in providing relevant services	70	73	
<b>ED-funded Technical Assistance</b>	<b>76</b>	<b>87</b>	✓
Knowledge of relevant legislation, regulations, policies, and procedures	74	83	✓
Responsiveness to your questions	81	92	✓
Accuracy of responses	78	89	✓
Sufficiency of legal guidance in responses	68	81	✓
Consistency of responses with ED staff	75	87	✓
Collaboration with ED staff in providing relevant services	79	90	✓
Collaboration with other ED-funded providers of technical assistance	71	87	✓
<b>Online Resources</b>	<b>67</b>	<b>72</b>	✓
Ease of finding materials online	67	71	
Ease of submitting information to ED via the web	67	74	✓
<b>Technology</b>	<b>70</b>	<b>73</b>	
ED's effectiveness in using technology to deliver its services	76	75	
ED's quality of assistance	74	79	✓
Effectiveness of automated process in improving state's reporting	60	72	✓
Expected reduction in federal paperwork	67	67	
<b>Documents</b>	<b>69</b>	<b>74</b>	✓
Clarity	68	72	
Organization of information	71	76	✓
Sufficiency of detail to meet your program needs	67	72	✓
Relevance to your areas of need	73	80	✓
Comprehensiveness in addressing the scope of issues that you face	64	72	✓
<b>Complaint</b>	<b>3%</b>	<b>0%</b>	
Issued a formal complaint about assistance received from ED staff member	3%	0%	
<b>Sample Size</b>	<b>30</b>	<b>33</b>	



**OPEPD – EDEN/EDFacts Coordinators**  
*Results for custom questions compared to 2007 scores*

	2007 Scores	2008 Scores	Significant Difference
<b>OPEPD - EDEN/EDFacts Coordinators</b>	<b>82</b>	<b>84</b>	
Number of Respondents	(n=30)	(n=33)	
Timeliness of the support	90	90	
Usefulness of the support	88	90	
Accuracy of information	85	88	
Relevance of the support	88	90	
Federal mandates for data collection and submission	65	75	✓
Streamline Federal data collection and submission processes	67	71	
Improve State data collection and submission processes	62	73	✓
Expected reduction in federal paperwork because of the EDEN data submission process	63	67	
Expected improvement in education performance measurement	65	71	
Training provided by the EDEN/EDFacts team	76	83	✓
Department's Partner Support Center	94	94	
<b>Sample Size</b>	<b>30</b>	<b>33</b>	



## OVAE – Career and Technical Education State Directors

Results for core questions compared to 2007 scores

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>62</b>	<b>63</b>	
How satisfied are you with ED's products and services	67	68	
How well ED's products and services meet expectations	62	63	
How well ED compares with ideal products and services	56	56	
<b>ED Staff/Coordination</b>	<b>76</b>	<b>77</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	81	85	✓
Responsiveness to your questions	78	77	
Accuracy of responses	80	79	
Sufficiency of legal guidance in responses	70	72	
Consistency of responses with ED staff from different program offices	75	74	
Collaboration with other ED offices in providing relevant services	69	71	
<b>ED-funded Technical Assistance</b>	<b>82</b>	<b>79</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	81	80	
Responsiveness to your questions	84	81	
Accuracy of responses	81	80	
Sufficiency of legal guidance in responses	76	66	
Consistency of responses with ED staff	79	75	
Collaboration with ED staff in providing relevant services	85	83	
Collaboration with other ED-funded providers of technical assistance	85	79	
<b>Online Resources</b>	<b>69</b>	<b>63</b>	✓
Ease of finding materials online	64	54	✓
Ease of submitting information to ED via the web	76	70	
<b>Technology</b>	<b>67</b>	<b>66</b>	
ED's effectiveness in using technology to deliver its services	73	74	
ED's quality of assistance	68	66	
Effectiveness of automated process in improving state's reporting	67	60	
Expected reduction in federal paperwork	49	56	✓
<b>Documents</b>	<b>69</b>	<b>76</b>	✓
Clarity	68	75	✓
Organization of information	75	79	✓
Sufficiency of detail to meet your program needs	65	75	✓
Relevance to your areas of need	75	81	✓
Comprehensiveness in addressing the scope of issues that you face	63	69	✓
<b>Complaint</b>	<b>2%</b>	<b>0%</b>	✓
Issued a formal complaint about assistance received from ED staff member	2%	0%	✓
<b>Sample Size</b>	<b>41</b>	<b>28</b>	



**OVAE – Career and Technical Education State Directors**  
*Results for custom questions compared to 2007 scores*

2007 Scores	2008 Scores	Significant Difference
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<b>OVAE – Career and Technical State Directors</b>	<b>72</b>	<b>71</b>
Number of Respondents	(n=41)	(n=28)
User-friendliness	76	75
Compatibility with state reporting systems	68	62
Identifying and correcting compliance issues in your state	77	80
Helping you to improve program quality	73	84
Effectiveness of help improving quality of programs and accountability systems	--	73
Effectiveness in keeping you informed about key issues	--	72
PCRN's usefulness to your program	70	71
User-friendliness	70	69
Compatibility with state reporting systems	60	63
<b>Sample Size</b>	<b>41</b>	<b>28</b>



## OVAE – Directors of Adult Education and Literacy

Results for core questions compared to 2007 scores

	2007 Scores	2008 Scores	Significant Difference
<b>Customer Satisfaction Index</b>	<b>70</b>	<b>73</b>	
How satisfied are you with ED's products and services	74	76	
How well ED's products and services meet expectations	69	71	
How well ED compares with ideal products and services	67	69	
<b>ED Staff/Coordination</b>	<b>80</b>	<b>83</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	✓
Responsiveness to your questions	82	86	✓
Accuracy of responses	84	84	
Sufficiency of legal guidance in responses	77	79	
Consistency of responses with ED staff from different program offices	77	76	
Collaboration with other ED offices in providing relevant services	77	81	
<b>ED-funded Technical Assistance</b>	<b>83</b>	<b>86</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	83	86	
Responsiveness to your questions	85	87	
Accuracy of responses	85	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	83	86	
<b>Online Resources</b>	<b>67</b>	<b>72</b>	✓
Ease of finding materials online	61	63	
Ease of submitting information to ED via the web	73	81	✓
<b>Technology</b>	<b>70</b>	<b>75</b>	✓
ED's effectiveness in using technology to deliver its services	74	76	
ED's quality of assistance	69	79	✓
Effectiveness of automated process in improving state's reporting	71	75	✓
Expected reduction in federal paperwork	62	67	
<b>Documents</b>	<b>75</b>	<b>79</b>	✓
Clarity	75	81	✓
Organization of information	78	82	✓
Sufficiency of detail to meet your program needs	70	79	✓
Relevance to your areas of need	79	80	
Comprehensiveness in addressing the scope of issues that you face	71	76	✓
<b>Complaint</b>	<b>2%</b>	<b>0%</b>	✓
Issued a formal complaint about assistance received from ED staff member	2%	0%	✓
<b>Sample Size</b>	<b>47</b>	<b>44</b>	



**OVAE – Directors of Adult Education and Literacy**  
*Results for custom questions compared to 2007 scores*

2007 Scores	2008 Scores	Significant Difference
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<b>OVAE – Directors of Adult Education and Literacy</b>	<b>79</b>	<b>84</b>
Number of Respondents	(n=47)	(n=44)
Ease of reporting using the NRS web-based system	78	83
Usefulness of the training offered by OVAE through its contract to support NRS	84	87
Being well-organized	70	78
Providing pre-planning adequate guidance	68	80
Setting expectations for the visit	70	77
Using state peer reviewers in the federal monitoring process	71	80
Relevance of information	85	87
Being up to date	87	88
Usefulness to your program	83	86
Usefulness of products helping your state meet AEFLA program priorities	76	80
Technical assistance provided addresses your program priorities and needs	71	75
<b>Sample Size</b>	<b>47</b>	<b>44</b>



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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.**

*Our agency is developing Response to Intervention models collaborative between the Office of School Improvement and the Office of Special Education; the curriculum unit in the Office of School Improvement worked with the Office of Career and Technical Education to crosswalk academic and CTE standards; the Educational Technology office is coordinating data collection across all office and with the Center for Educational Performance and Information to ensure consistent data reporting and usage.*

*Regular, senior level staff meetings to help ensure collaboration.*

*The Division of Educator Quality (School Leadership), the Division of Innovation and Support, and the Palmetto Priority Schools program (for failing schools) are working on collaborative, innovative strategies to turn around chronically low-performing schools.*

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

*First, ED needs to create services that would be of use to SEAs.*

*Too many times, technical assistance sessions are held within 10 days of a grant announcement. This means that the cost of getting to DC (or even regional sites) skyrockets for potential applicants. Rather than site-based technical assistance sessions, webinars or webcasts would provide a cost-effective, equally information means to provide technical assistance to all potential applicants. Conference calls without web-based support and documents are not that helpful.*

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

#### **Consistency**

*BIE has a great working relationship with the current administrative staff and leadership at ED. Naturally, this changes as personalities change in various positions. Consistency in leadership and the management team at ED would ensure that the positive relationship and partnership we currently enjoy would continue on. Current leadership in BIE realizes the tremendous responsibility that ED has in providing quality education to all socio-economic and ethnic population in the United States. BIE appreciates that ED is our partner in addressing this quality delivery of services to Indian Children.*

#### **Communication**

*Learn what SEAs and LEAs really do.*

*Less legalese and more every day language/discussion regarding products and services.*

*Written communication could be clearer. ED's application of accountability approvals to states must be more transparent and even-handed. ED's understanding of the administration of federal programs, particularly in urban school districts, should derive more from experience, insight, and research and less from politically-based need for immediate change.*

#### **Collaboration**

*More collaboration between IDEA and NCLB on any level.*



### **Clarity of Requirements/Transparency**

*More technical assistance and more transparency in how decisions are made.*

*Most resources tend to be highly legal, complex, and a reiteration of the laws and/or regulations. Materials are of a high level, but not as practical and useful to the field. States must and do rewrite information in simplified terms as well as how to turn 'law' into practice.*

### **Timelines**

*The timeline for ED Facts may not be realistic due to data issues in the various states. You may need to adjust these deadlines.*

### **Posting Proposals**

*Post two funded grants from each funding cycle on program Web sites. This would avoid the costs associated with FOIA requests--personnel time, copying time, mailing time. In this day and age, the way that FOIA requests are handled are archaic and obsolete. Since December 2007, we have been trying to get copies of funded proposals from four different US ED program offices. To date, only one (VPSC) has provided these proposals, and they arrived 5 months after the initial request. The others: ITEST, Early Reading First, Educ Research on School Leadership (through IES) have not only ignored repeated requests, they have also not responded to inquiry from our U.S. Senators. We understand that personnel time is valuable--exactly the reason why the offices should just go ahead and post funded proposals.*

### **Other**

*Frankly, I am not expecting the ED to meet all of a state's needs. Education is primarily the responsibility of a state and we should not expect the USDE to provide the same level of service that should be expected of State Departments of Education.*

*I don't really know of anything that would be relevant.*



## 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.**

*At the state level, Title I and Title III*

*Collaboration with other state content specialists to provide better instructional support to ELLs.*

*Communication between Title I and Title III*

*NCLB programs are housed together and collaboration across programs occurs on a daily basis and ongoing. Initiatives that involve more than one program area are done together or tools are developed together.*

*No best example, but an example of where collaboration may be needed: offices should be able to offer similar examples of issues such as what constitutes supplant vs. supplement.*

*Our State does an excellent job of collaborating. Recently, we have been collaborating on ELD Math and Science standards. Not only is the Title III-LEP Coordinator involved, the math and science coordinators, Title I Director, Content Area Director, and Migrant Coordinator have been involved.*

*The Oregon Department of Education includes in its T III on-site monitoring the ODE's Civil Rights Specialist. His role is to review services for ELLs from the students' rights perspective.*

*We work collaboratively among the Title I, IIA, IID, III, IV, and V offices--meeting twice each month. Our applications are consolidated and our reviews of school districts are also consolidated.*

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

*It would be nice to have some Director's meetings via webinars, etc.*

*More offerings via technology, such as podcasts, conference meetings.*

*Use more online PD resources to provide more training and guidance to SEAs. Facilitate collaboration among states using online resources.*

*Use Webinars*

*Web-based training would be beneficial--especially in light of the expenses for traveling*

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

*Be clear; be consistent.*

*Be consistent in the guidance it provides; be more responsive to written requests for clarification and issue written guidance that is based on statute.*

*Continue to provide outstanding program managers and reduce paper work and monitoring*

*Continue to send out interpretations and guidance documents. Accompanying these with comprehensible, additional presentations is most helpful.*

*Have written guidance as to how to implement Title III, especially for novice state staff. It is very difficult to implement a program based only on the legislation itself.*

*Host a 2008 OELA Summit Meeting.*

*I can't answer this question at this time.*

*I need to know about my state's submission to OELA for a change of Annual Measurable Achievement Objectives (AMAOs). I am also looking forward to the guidance concerning supplanting.*

*I think the one thing to give us more time on the notice of interpretation regarding title 11 AMAO's. Once that document is finalized state will additional time and money to implement them.*

*Inform all states of each state's decisions, allow for blanket application of decisions. Be uniform in treating states and let each state know - in writing - what has been determined allowable/acceptable. BE CONSISTENT. Have conviction in decisions and inform all states*



*Inform us when Title III Native American Program grants are awarded to LEAs.*

*More clarity in guidance/e.g., Title III consortia and private schools/home schools*

*More guidance re: ELLs with special needs.*

*No. I am very pleased with all the assistance I get.*

*Nothing*

*OELA's staff prompt and accurate responses are invaluable as we send questions to them when a local LEA needs an answer right away. Continuing to provide this service will continue to be much appreciated. Also, Title III State Directors meetings in which we can share and learn from each other are also invaluable.*

*Please provide an official document, which states can use as a guidance document for Title III.*

*POINT THE APPROPRIATE LEADERSHIP. DEFINE THE ROLL OF OELA IN THE LEP PARTNERSHIP. I AM WAITING FOR THE REGULATORY TO BE PUBLISHED.*

*Provide a simple clarification of students to count as LEPs.*

*Provide guidance and monitoring reports in a timely manner.*

*Provide guidance on meeting AMAO, which has been promised for years and has not been given.*

*Provide more guidance on AMAOs and assessments for ELLs.*

*Provide proactive training and guidance instead of back tracking and retribution. Have better communication with SEAs.*

*Provide specific models of recommended monitoring surveys.*

*Publish relevant guidance.*

*Responding in a timely manner to questions would be extremely helpful. Having efficient State Director's Annual Meetings with a specific and relevant agenda would also be most helpful.*

*Showcase states that have highly developed Title III programs and use the funds effectively.*

*We are waiting for the AMAO, RTI, and Special Education guidelines documents.*

*We need guidance on ELP assessment and accountability.*

*Work with us on the quality of the data requested and the venues through which it is provided.*

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

*Build some requirements to collaborate into the legislation and/or guidance.*

*I think we cannot have joint meetings and discussions. They don't communicate very often between the two offices of Title I and Title III.*

*Improve collaboration at federal level that trickles down to state*

*Invite Title I and Title III to the same meetings.*

*It appears like these two offices work in complete isolation. Perhaps having Title I representation at the annual Title III Director's meeting would be a good start.*

*Make Title III a part of Title I.*

*More communication between the two offices and agreement on guidance - sometimes guidance is different between the two offices.*

*More state director collaboration. Shared or overlapping meetings.*

*Required regional meetings.*

*Since many of the Title III functions are moving to SASA, the relationship should improve.*

*The level of funding for Title III should be greatly increased. Title I seems to be able to fund most of its mandates, whereas Title III hardly provides funding to implement all of its mandates or requirements.*

*The teeth of accountability rests with Title I because of the amount of funding and the number of school administrative units affected. If Title I was as knowledgeable about Title III as Title III is about Title I perhaps English language learners would not be marginalized but would be included in ALL STUDENTS.*



*Title III targets a small fraction of school administrative units and allows for too many accountability features for non Title III receiving schools to ignore accountability requirements for English language learners.*

*There IS no working relationship with Title I.*

*Title I may say one thing and then Title III says it is wrong and sites us for something Title I said was okay.*

*Title I needs to take a more active role in this relationship and show responsibility towards the needs of the ELL population.*

*Title III staff generally have the information on how to educate language minority students which generally T I staffs do not. Setting expectations and linking the work of T III and I can be a first step.*

*Title III staffers need to understand Title I.*

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

**Responsiveness/Timeliness**

*Assistance from Title III needs to be clear, consistent, and timely. Guidance is never provided in writing, always verbal. States cannot act on verbal interpretations of statute and it changes from meeting to meeting. Program officer keeps changing and that results in lack of consistency in assistance.*

*Be expedient with answers*

*Meet projected timelines for reports and responses.*

*Provide timely guidance on issues we face...*

*Respond to the formal complaint!*

**Communication**

*Ensure staff working at the federal level is well trained and well informed regarding the policies they are being required to implement and oversee. Improve communication with SEAs to ensure that the information provided is relevant and decisions made are not out of touch with the reality of implementation at the state and school district level.*

*Spend more time in the field understanding how states differ.*

**Data Collection**

*Cut-down on the EXCESSIVE amount of data collection and reporting required.*

*The more data that can be collected through the EDEN system rather than written reports from states.*

**Web site**

*Make the site easier to navigate, with relevant information. Sometimes things can be hard to find and it takes a lot of time. I just end up calling.*

*Mostly my experiences on the grant side has been a little bit challenging. It has been challenging to get a copy of the application. The electronic part is user friendly it's just hard to get to download an application. We had a lot of support in getting the assistance we needed.*



### **Meetings**

*Do not cancel the OELA Summit*

*Have regional meetings for technical assistance but provide for all expenses to be covered through ED. Travel for state employees, even that funded by federal funds, has been greatly curtailed in many states.*

### **Coordination/Collaboration**

*More coordination between the different tile corporations. I am involved in two and the differences in the support given.*

### **Guidance Document**

*Have written guidance.*

*List the ELP tests each state uses, each state's rules for LEP identification and definition of AMAO1 (progress) and AMAO2 (proficiency).*

*Please provide to states an official guidance document or regulations for Title III. NCLB is getting close to reauthorization and states still do not have a Title III guidance document. This is problematic in light of how complicated AMAOs are.*

*We need guidance on implementing requirements. Guidance that has been developed through consultation with experts and researchers is most helpful. ED can improve services by continuing to rely on experts in the field to develop guidance and technical assistance.*

*When guidance to one state is developed, send it to ALL states. Do not put the burden of asking on the states. Do not treat each state differently, do not continue to allow one state to do X and another not. Consistency, fairness, and more than anything - put it in writing. Develop conviction*

*When new Federal requirements are issues, like designing a RTI program for ELLs and others, we need immediate guidelines from Title III office. If not we are left to create this documents with what we understand should be done. Then months or years after Title III comes out with guidelines that sometimes are different then ours - creating confusion and distrust on State agencies from the field. This can be avoided if from the beginning we are all on the same page.*

### **Mailing List**

*Keeping a current State Director's mailing list would be great. I've tried to get on their mailing list several times but I still don't get their emails and updates.*

### **Other**

*All things considered, ED is doing well!*

*Continue to provide high quality technical assistance to states. [Name Deleted] has been most helpful as our Title III Officer.*

*No, I am very pleased with the working relation that we have with them.*



## 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.**

*Have a conference call that involves programs that cross over. Ex. Title IA and Title IID*

*Our state is not good at collaborating either.*

*Program Requirements for Title IID Competitive--with relation to private (non-public) school participation*

*The auditing of federal programs and the Title IID helps me to get to other offices to get the help I need.*

*Title IID and Title IA, IC, IIA, III, VA, and VIA/REAP - We all work on one team in order to collaborate on professional development, technical assistance, monitoring, and resources provided for LEAs.*

*We are working with the Center for Education Performance and Information (CEPI) on data collection and longitudinal data systems. It would be great for the USDOE Office to work more closely with EDEN. EDEN is asking for ED tech data, but the USDOE is not providing the requirement to make it part of our state's mandatory collection. This is causing difficulties in determining how the information is collected. My office is also responsible for a large portion of Title IIA statewide activity dollars that is funding a statewide teacher portal, but Title IIA and Title IID are separate initiatives. It would be better if the priorities of those federal programs were more aligned.*

*We have worked very hard to link the school improvement process with our NCLB programs unit.*

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

*Easier access to on line resources, Webinars, on line trainings, etc. Since funds are limited any type of TA that can be provided via a distance with out travel would be beneficial.*

*ED could use the technology such as interactive video conferencing to provide more services, collaboration with other Title programs (connecting state directors of the different programs to talk about issues including parental involvement, professional development in educational technology tied to core content, sharing resources across states including application forms, data collection tools/strategies, curriculum, and digital content, etc.) Ed could help states network across programs to leverage resources, learn from others' successes stories, and sharing resources developed in one state with other states that may not have the staffing to create great resources.*

*ED needs to explore more advanced technologies such pod casting video conferencing.*

*ED should be encouraged to use presentation tools such as WebEx to deliver application information and provide more contact with state customers.*

*It is difficult to answer this because we do not receive much service from ED, through technology or otherwise, other than what we initiate.*

*Offer it from time to time. My only interaction has been a couple of times, so we need more of it.*

*Program office does not tend to communicate with states. Communication with USDOE program office comes through SETDA or other sources. The USDOE Ed Tech office should be providing State Ed Tech directors with updates and information regarding what is going on. Technology is a support to ensure this communication happens--it is 50+ contacts for USDOE--not unmanageable. I should not have to attend a national SETDA meeting to find out what is happening with the OET or OESE departments at USDOE*

*Provide CVC's monthly*

*They need to know how to use it. Also, the EETT program doesn't collect information electronically except through EDEN. 21st Century collects all annual reports electronically.*

*Update capacity to support IP-based videoconferencing. Post monthly or quarterly information (via email or online newsletter) to provide program updates, describe/facilitate connections with other programs and program providers, cite proven practices, etc.*



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

*Be honest and straightforward with us, being timely with information.*

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

*Advocacy for continued educational technology funding!*

*Assist with getting clearance as to what exactly will be needed for ED Facts.*

*Bi-monthly email/newsletter of relevant issues or deadlines that are coming up.*

*Clearly define 8th grade technology literacy*

*CONTINUE TO WORK WITH EDEN ON REPORTING REQUIREMENTS.*

*EDEN is very hard to understand - please make it less technical for those of us actually having to collect the information.*

*EETT has done an excellent job in keeping the states abreast of the current happenings in Washington. An improvement to me would be more EETT sponsored national meetings where the states participate directly with ED staff and not through any association.*

*EETT should provide ongoing communication to State Ed Tech Directors--including program updates. EETT should not rely on SETDA or other organizations to provide communication to State Ed Tech Director's, but should develop ongoing communication channels on its own. The information should be published and/or sent directly to the states in case states are unable to attend the in-person meetings. EETT office needs to work in conjunction with the OET to ensure a common vision. EETT and OET need to work together to develop and incorporate 21st century skills within the 'work' of these programs.*

*First and foremost it must be fully funded to have any impact. If fully funded, help states explore, discuss, share ways of evaluating impact of formula grant program and overall EETT evaluation.*

*Frequent communication and increase technical assistance available.*

*Give definitive answers in writing when we reach out for assistance.*

*Give examples of what you believe are adequate representations of how states can meet the 8th grade technology literacy requirement, the teacher technology literacy and integration expectations in EDEN.*

*Given the new NETS for students, most states including mine are struggling to find/develop an effective tool for measuring technological literacy. Existing tools are aligned to the old standards and therefore not addressing the indicators that we need. Any assistance in this area would be helpful.*

*I don't think any at this time.*

*I think consistently communicate.*

*Increase it's funding. We have had a lot of reduction in funding over the past few years and it makes it hard, so restore the funding back to the initial level to where we started.*

*Increase the budget.*

*It would be helpful if we could tie Title IID formula funding to reporting on 8th grade tech literacy.*

*It would be nice to have a place where states can visit to gather implementation ideas or view best practices regarding EETT.*

*It would be very helpful, now that the program had had a few years of operation, for USDOE to update the program guidance and provide a frequently asked questions section.*

*It would help if there was more consistency and cross knowledge on data items such as 8th grade tech literacy. Thanks.*

*Keep up keeping us informed.*



*Letting states know exactly what is needed for reporting an evaluation purposes. Possibly sending a cable with timelines and expected deliverables for reporting purposes.*

*Monthly phone conference and/or CVC for FAQ*

*More contact. Additional person-to-person contact.*

*More publications regarding guidance and procedures. It seems like we see more correspondence from SEDTA than we do from the Department. SETDA is a nice way to get the info out however due to declining funds some states will be unable to attend SETDA meetings and if the Department could get this information out in other ways and not solely rely on SEDTA that would be beneficial.*

*Not much unless they have the ability to increase these funds significantly.*

*Offer more meetings and guidance about monitoring and accountability in EETT and the expectations in the future of the program.*

*Provide additional funding.*

*Provide examples from other states that will assist with program improvement.*

*SETDA is a good regular source of info. As long as EETT shows up and gives the best info available they will be able to meet our needs. Clarify the role of EDEN within EETT that would be good.*

*Share more promising practice rather than talking about the process.*

*Stop providing 'politically correct' answers to program questions. Responses given at meetings are typically vague enough to leave us knowing little more than we did previously.*

*They have been hesitant to give us information. Update their information and make it more timely.*

*We, in Illinois enjoy the patience that ED has given to the new staffers. Thank you for being there and taking the time to ease our understanding of EETT.*

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

**Communication**

*Additional and more frequent contact.*

*I answered this question in the EETT question, but a more direct involvement with training and sharing among states directors sponsored by ED and not through the any association. Although the associations have a place in informing states and representing states on EETT issues on the hill, ED should have the direct responsibility of having all states to meet, train, inform, and share information.*

*More sharing of what other states are doing.*

*They have been really good about working with us. Just more consistent communications. The reauthorization of funding and keeping us abreast.*

*Through detailed information and timelines for reporting purposes.*

**Web site**

*Create a useful, easy to navigate Web site. Post information regularly. Maintain Web site so resources are timely.*

*Make items easier to find via the search mechanism. Communicate available services. We don't really know what services ED provides.*



### **Technical Assistance**

*Again, I think if there could be more TA, guidance, etc that is provided through webinars, conference calls, and publications would be great. It is great that ED uses other resources to get their information out however I don't think that is the sole way to share information with the States. Only having one or two meetings a year is difficult when funding may not be available for attendees. (Not asking for more funding simply asking that the DE consider lack of funding when setting up trainings that require travel).*

*By providing accurate and timely information and provide additional technical assistance.*

### **Clarity on Requirements**

*ED does a very good job in responding to questions and offering clarification on most issues. There does seem to be confusion, however, over the reporting requirements of programs because of the different types of reports that are collected. If an effort would be made to consolidate that information between the GPA, Performance Reporting, and EDEN, so that we could understand the purpose of each, that would be very helpful.*

### **Meetings**

*ED needs to call a Title IID meeting separate (or adjacent) to the SETDA Meetings. One-hour meetings to barely touch upon one topic is not enough. It would be great to have states work together on strategies for effectively measuring technological literacy or the increased capacity of teachers to integrate technology into teaching and learning. Or a meeting to thoroughly discuss the findings from the 10 ESETP grants and how they could impact the work each of us is doing in our state.*

*Meetings, conference calls and or training more frequently.*

*Significant advance notice of meetings is especially helpful. States are very slow to approve meetings. Meetings often fall during peak travel periods (late June and late November or early December). Consider scheduling for slower periods.*

### **Timeliness**

*Reduce turnover of stats. Provide more timely information. Ask us more what we need.*

### **Guidance**

*ED should follow up with states on feedback from virtual site visits; ED should provide guidance and interpretations that are accurate related to EETT.*

*Issuing program guidance a little earlier in the implementation period.*

*Just keep moving forward in guiding us through what may be ATTAIN*

### **Other**

*Get rid of the extreme testing requirements because we just don't have the resources to do it all! We want to help our schools to teach their kids, not test, test, test. We need a more balanced approach. I can't think of anything at the moment.*

*I have actually experienced an increase in support from the USDOE office.*

*I have no complaint with the technology office. My only complaint is dealing with EDEN.*

*I realize that EETT has been slated for elimination for the last 3 years. Does that mean that the program is treated as an orphan that should not be supported? It appears that way when I see the services that*



*are available through ED to other areas of K12 education programs. That is a difficult position to work from, but until the program is dead, it should be treated the same as other programs.*

*Less political posturing/bias.*



## 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.**

*A team of state staff from Title I, II, and III plus Special Education and District Improvement offices are collaborating on the LEA Improvement process beginning with a fact-finding on-site visit. Results are used to develop technical assistance and the improvement plan, including selection of the corrective action for those LEAs in the 3rd year of improvement.*

*Consolidated NCLB application of eight formula programs*

*Migrant and SASA*

*Monitoring of our LEAs across all NCLB program areas in one process and one instrument.*

*Regular, scheduled program meetings between program offices/directors.*

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

*Having conference calls/webinars for Title I folks in general*

*I find the conference calls awkward. If they could do a web cast or a pod cast where I could log on to. A blog would be a better use of everyone's. It would have a written format, which would be easier all the information would be in.*

*It is very difficult to find information on your Web site. Redesign it! Improve your search engine. Get a users group to help you. Possibly have a portal for State and district level users that is different from public users. Let the user decide which portal to enter.*

*Podcast or other type of delivery of information so that it can be accessed at any time*

*Provide more audio and Web conferences*

*Sometimes the documents are read to us on the call instead of discussion taking place.*

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

*On conference calls, send out information ahead of time and don't read the information to us. We can read it. Plan these conference calls with the input of a few of the reliable state directors so that the calls will actually meet our needs. e.g. the differentiated accountability conference calls just began to address some of the real issues by the end of the third call. the political agenda appeared to get in the way of clear answers. At the end of the first call give send an email to Title I directors with an email address to send in questions. Sort the questions into frequently asked questions that would be of value to many (and address these in a follow up call), and state specific questions that can be answered to the state asking the question. Then publish a list of the answers maybe to all questions.*

*Overcome time zone differences*

*Use Webcasts, etc. on a more frequent basis. Right now the only use of technology on a regular basis are the few emails we get from the Director of SASA--which we appreciate.*

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

*Cite my state for insufficient staff in title I and not meeting the state's maintenance of effort requirement where we have almost no state funded positions or initiatives. Schedule a series of Just In Time conferences at times of the year that coincide with what we should be doing at that time of year, e.g. PNP Planning guidance, Program Planning supplant issues, Program evaluation, final expenditure report Monitoring, etc. Give examples of best practices, and strategies to work within the state government.*



*Continue to use technology to distribute information and to give state directors a chance to participate more frequently in meetings without the need to travel. Continue to work with other sections to streamline and coordinate the data collection so that EDFacts & the CSPR are aligned and are collecting the appropriate data. We strongly support electronic data collection, but it's been a bumpy road.*

*Continue with current practices. Title I Directors have been waiting for guidance for Targeted Assistance programs. [Name deleted] does a good job as director. Communication and information is good. Keep Title I directors in the loop as information is provided to Chiefs, assessment directors, Title II A directors, etc. as much of the information is directly related to Title I requirements.*

*Decrease amount of time it takes to receive response from email or phone questions.*

*Hold more 'WebEx' kinds of conference*

*I am very satisfied with the level of assistance my state receives. The responses to our questions are consistent regardless of the staff called.*

*Information on a more timely basis. Forget the rule making that's too late.*

*More direct contact--such as teleconferences and other means of communicating information without having to travel. Also, I am pleased that ED is sponsoring meetings on RTI and the new math research.  
Thanks*

*Provide faster response to questions and concerns.*

*Provide more electronic updates and interactions on all the program areas. Develop a consistent process and agenda for program reviews.*

*Provide more guidance*

*[Names deleted] are SASA staff that I work with frequently. They are extremely helpful and very knowledgeable.*

*To upon request put responses to questions in writing.*

*What there doing is ok. No comment.*

*While costs on travel are high, the complexity of the issues relating to Title I services to SEAs and LEAs are of concern. Face-to-face meetings and networking to solve problem is still my preferred method. Hearing the information from the source with multiple ED staff available for specific issues is helpful.*

*Work more emphatically with state's to ensure alignment of technologies being used to provide technical assistance and to collect program data.*

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

**Consistency**

*Consistency would be good...and someone to answer our questions in a timely manner.*

*I find that the Homeless Coordinator receives conflicting information as to the use of Title I funds for homeless students. Please provide more clarity. Also, we need much more assistance with neglected and delinquent.*

**Availability**

*Just have staff available to answer questions by phone and e-mail.*

**Timeliness**

*Continue to provide timely, relevant information.*

*Just information on a more timely basis*



*Loosen policy oversight of technical assistance and information that could be provided by program staff. Response to questions take too long because of the red tape that has to be processed before answers can be given.*

*Provide faster responses to questions and concerns.*

*Speed up the response time to emails and phone calls*

### **Web site**

*Redesign their Web page so it's more keyword search. A keyword search that works.*

### **Publications**

*ED limits the number of publications a state can receive, specifically the number of EDGAR copies a state can get because it is on the Web. However, grantees do not always have access to the Web. We should be able to obtain as many copies as are needed in order to share with grantees. I also think all grant programs should have training for new directors on a yearly basis. Training should not only include program requirements but should also include regulations and OMB Circulars requirements as well.*

### **Communications**

*Having more policy memos that they put out, so they don't update them as much as they need to. I'd like the policy letters sent to states to be available to states, I'd like there to be a database of policy questions and answers.*

*Providing models and examples to the greatest extent possible.*

*Really appreciate the listservs, Webcast, Eden, etc. as well as the informal emails received directly from the SASA Director.*

### **Guidance**

*Overall, the service from the SASA office of OESE has been very good. We are still waiting for new guidance on Title I targeted assistance programs, but other guidance recently issued on Schoolwide and fiscal has been helpful. Other sections of ED have been less helpful. There has been little concrete guidance from Title III and information has often been less than complete. The new proposed interpretations should be helpful in clarifying the expectations nationwide. The other large concern is the timing of the CSPR data collection requirements and the coordination with the EDFacts data collection. The CSPR data requirements are being finalized AFTER the year is over and it is too late to ask LEAs to collect data in a different way. At the same time, the EDFacts data collections are being finalized for the NEXT school year and sometimes the two data collections are still not in alignment, especially for LEP data and teacher quality data. We strongly support electronic data collections, but the data elements need to be determined BEFORE the school year starts and they must be aligned between CSPR and EDFacts.*

### **Other**

*I am very pleased with my contacts at SASA. I feel that they are very responsive to my needs. They are to be commended.*

*This is a difficult one because I understand ED's limitations in terms of providing guidance that is responsive to the needs of any particular state. That being said, however, in too many instances the needs of individual state's are not addressed when in fact if ED extended itself, they may be able to do so.*



## **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.**

*Interagency meeting and collaborative initiatives and projects concerning student learning.*

*The technical assistant oversight team.*

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

*We could receive more information electronically.*

*We had a 'virtual' monitoring in November of 2006. We are still waiting for the written response. Ridiculous...*

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

*[NO RESPONSES]*

**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?**

*Continue to clarify the implications of the 'zero' appropriation. Continue efforts to restore funding or discontinue the legislation*

*I don't know, because there are not going to be any funds next year. Help fund the program.*

*It's not going to be funded next year.*

*Keep us informed of developments*

*Provide clear and concise information to the states. Be more accessible and responsive.*

*Satisfied*

*The Title V Part A program office is doing all that can be reasonably expected for a zero funded program. I don't know what more would be needed or prudent in the absence of refunding.*

*When they perform an audit, or a monitoring visit, please make sure the written synopsis of the event is completed by 30-60 days.*

*Work to get Federal funding back into the Title V, Part A Program by promoting the things that Title V, Part A provides for states and monitor how states are doing during the coming year of zero funding. Continue holding national meetings to assist state (SEA) program managers through this difficult time.*

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

*Continue to utilize technology and develop guidance incorporating questions from the field*

### **Responsiveness**

*Be more responsive and accessible.*



### **Web site**

*Easier Web site to find guidance etc*

*ED's Web site is very difficult to work with.*

*I recognize and appreciate that ED folks work hard and try their best. I believe that they, like us, carry more workload than is reasonable, and this prevents more state-level support. I imagine ED staff turnover affects their ability to understand programming over time just as it does for us. Many of the resources ED provides are outdated, the Web sites are difficult to navigate, and the emphasis on 'research/evidenced based' 'best practices' has reached absurd levels. Many of these identified exemplary programs have startlingly limited value across regions, cultures, communities, and with other subpopulations. Moreover they often require a level of fidelity and a length of implementation that defy the realities of today's schools. It is frustrating to guide districts and schools away from localized practices toward programming that will likely not accomplish what it advertised as being capable of accomplishing.*

*The website should be improved since it is difficult to locate information by category and the search function is almost useless; i.e. often over 500 items result from a specific search.*

### **Staff**

*Unless the program is funded unless they start funding. They're not going to have staff. If they do then they need more staff. We are more knowledgeable than they are.*

### **Other**

*Get the entitlement dollars out more timely.*

*If every office was as responsive and as communicative as the Title I office, you'd have an amazing federal agency!*

*Satisfied*



## 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.**

*National Transition Initiative*

*Our state uses our state interagency coordinating council and committees of the council to assure all agencies and many parents and providers are involved with the program and issues. There is no similar method at the federal level and it needs to be followed nationally to as many of the states issues are really federal level items that have never been aligned across funding sources. (CMS, Samsa, Title IV E, etc.)*

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

*More opportunities. If you miss the call, most of the time you just miss it. If you have a small staff and a busy schedule, you cannot always join in. More notice...you can't always drop everything for a call that's on short notice. Calls have a limited scope, so you don't always get a chance to ask your burning questions.*

*Need one place to look on line or have them all linked together. We have to look at multiple sites, which is not realistic or helpful for easy references. Teleconference and materials need to be holistic and not so short time related. OSEP needs to make realistic expectations as need requirements, data points, and processes are added. We spent time on month phone call that have different or ongoing updates to materials which meant inches of paper and that many changes. Figure out a process and stay with it. To do so work with state for realities of work load and what can be done within the current funding levels. Part C is monitored as heavily as part b. However, Part B has much higher funding levels. There needs to be a balance in process expectations and clear and concise directions, and materials. Information needs to be received by states with enough lead-time to meet the requests. This does not currently happen and states are in constant run mode to try to meet the OSEP expectations. We do not see the outcomes for children and families being improved but rather must shift to provide OSEP with constant and changing demands. Put balance into service delivery and monitoring activities.*

*Use of go-to-meeting or other Web conferencing technology to enhance conf. calls*

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

*1. Consolidate the requirements so that they are not scattered thru TA call notes, correspondence, and other guidance materials. 2. Decrease the reporting requirements, they are out of the scope of what a government administrative office can manage and are bordering on research projects. States which do not have the resources required to manage them are floundering. 3. Accept a state's self-assessment of its deficits, without forcing sanctions and penalties to local programs, which may be out of the local program's control.*

*Better and more widely available TA around general supervision and monitoring. This could be a combination of on-line, site visits, conferences. What's currently available is not enough given the emphasis on accountability.*

*Continue the good work!*

*Continue to provide timely responses to questions*

*Finalize Part C regulations. Seek increased appropriations for Part C. Stabilize interpretations and stop changes in accountability reporting. Fund data system development.*

*Get more state contacts. With the SPP/APR process being so cumbersome and time-consuming, state contacts just cannot handle the increased workload effectively.*

*I generally find those responsive to helping me with any issues.*



*Implement a one-year moratorium on annual reporting in order to allow states to 'catch up' with what OSEP expects! Implementing changes to State Plans does not occur overnight and with personnel turnover a critical factor, time is needed.*

*Increase use of technology to disseminate information such as Webinar and Web meetings. They should schedule conference back to back so we don't have to fly so much for example data and accountability meetings.*

*Issue a letter stating that the Baltimore meeting and the December Washington meeting are required for Part C Coordinators. Our states' department directors are getting very tight on approving travel to national conferences and it is critical that we be there to learn from each other and meet with OSERS staff and technical assistance staff. Without the requirement, I worry that fewer and fewer of the coordinators will get approval to attend and will miss out on these extremely important meetings.*

*It is very difficult to attend all the teleconferences--it keeps me from getting work accomplished as sometimes they are not relevant to my needs*

*Our RRC is slowly developing more interest and expertise in Part C (it took a very long time). And, although they don't have anyone on staff, they are very good about seeking out expertise from other TA providers or other individuals to help us. I think this is probably the way to go.*

*Provide more national publications/training materials that are directed to the Part C systems*

*Publish Part 5 C Regs*

*Put the funding back to TA systems to meet service delivery issues and needs and such high degree of TA funding on OSEP monitoring tasks. If it takes all the TA then OSEP should see that the process is not realistic. States do not have more resources and can't shift the funding to write reports. Therefore the ongoing TA for the service provides that used to be provided has shifted to monitoring activities. This is not supporting that state and local program partnerships needed to keep up with family, parent, and children needs or resources.*

*Relax a little and let the work happen; access more resources; fund data systems work*

*Strengthen NECTAC and stop pushing the RRC to provide TA in early childhood, which they do not specialize in.*

*They are providing all kinds of training so nothing at this point.*

*Timely distribution of information to accurately address APR indicators more timely.*

*Visit the state to learn the states programs and circumstances.*

*Whatever OSEP can do to facilitate the development of Part C federal regulations would be greatly appreciated.*

*When providing TA over Webinars, teleconference calls, etc. provide follow-up in writing in a timely manner. If states cannot participate in one of these TA events then critical information is missed.*

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

**Communication**

*Bring states, families, and SICC chairs together to assure accountability and data collection. Reduce paperwork, as we cannot keep this workload up. Work with congress through DOE secretary and others in high chain of command for real funding and resources needed for EIS. The cost saving for all needs to be used to demonstrate why funding increases are critical. Stop changing things each month, quarter or year. Obtain consistency. Write clear and concise rules and regulations. If it takes OSEP attorneys to write them and then interpret them, what does that mean for families and states who are trying to use them??? The message should be clear that too much regulation becomes as ineffective as not enough or none. Recognize the urgency and take reduction action now.*

*Come and learn about the states program.*

*Sometimes its responses are 'legalese' and don't really answer a question--be more specific*



*The correspondence needs to be more concise and clearer. I think the ED staff try to be clear but the ED legal staff get hold of it and make it less clear. The Part C regs have not been finalized 3 1/2 after the IDEA statute was passed. This causes confusion as we have a new statute but old and draft regs. They need to get the regs out ASAP*

### **Mentoring**

*I am new to the position and it just seems foreign to me--I would have benefited from a mentor--*

### **Reporting Burden**

*I understand the legal review process is necessary but it makes all relations and communications stilted and often not very practical. Lighten up.*

*Reduce the burden of increasing requirements. Finalize the Part C regulations.*

### **Technical Assistance**

*More specific focus for Part C education-lead states*

*More targeted TA around general supervision.*

### **Timeliness**

*Provide more timely feedback and uniformly apply interpretations and implementation of regulations across states.*

### **Web site**

*I find the search feature of the Website difficult to use. Perhaps organizing it more like the NECTAC site would make it more user-friendly.*

*Well I'd like to see a few more tweaks in the portals would be great. They are getting better and much more user-friendly.*

### **Other**

*Since we are not a Dept. of Education, we don't actually see too many products from ED related to infants and toddlers since the focus is usually NCLB or Part B. So, my ratings reflect mostly a lack of services or products related to Part C. Do we have Part C regs yet? No. But a second set of Part B regs are on their way to OMB.*



## 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.**

*I can't think of one. They are continually asked to collaborate but it appears that they do not take the time to get to know each other's requirements. I have sat in more than one meeting when they have been told that things do not align with NCLB to be ignored.*

*NCLB (AYP) and Voc Rehab (transition)*

*OSEP office and their legal*

*Project based cross division teams*

*Response to Intervention team contains members from Special Education, Curriculum, Reading First, Early Childhood, and Bilingual Education.*

*Rtl brings a number of our divisions together to explore ways in which we can work toward ensuring students are accessing appropriate services and best practices are available to all schools. We brought together representatives of a wide swath of educational professions to set a direction for us to move in implementing Rtl at all levels.*

*Some work being done between OSEP and RSA on summaries of performance for transitioning students.*

*Special education, migrant, Title 1, and ELL collaborating to provide guidance on meeting the needs of culturally or linguistically diverse students without inappropriately identifying them as students with disabilities.*

*The Division of Exceptional Children Services and Division of Federal Programs (Title 1, etc.), attempt to conduct joint monitoring of local school districts. We have developed a cross-walk to identify commonalities to prevent duplication and to maximize our limited state level resources.*

*The partnership that they between IDA OESE Title I.*

*Title 1 and IDEA are regular collaborators in our office.*

*We have a monthly NCLB team meeting that includes special education, Title, state assessment, data collection, HQT, and the secretary and/or deputy secretary of education. We discuss all relevant topics related to NCLB and IDEA.*

*Work on our SPDG (creation and implementation of an integrated three-tiered model of intervention, known as the MIM).*

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

*Calls are only offered at one time and not staggered and in our state we cannot access because of state level meetings that are scheduled. It would be nice to vary the schedule or if the information is important to have more than one call.*

*ED introduces new points in conference calls and does not always provide written confirmation of new information. Calls, in particular, have had poor connections, interrupting conferences, etc.*

*Ensuring that all conference calls provide a muted line. Most conference calls require participants to mute their own lines, which doesn't happen very often, making it extremely difficult to hear the message.*

*Just the frequency of the use and also to allow more interaction. It would be better to divide states up to be more customer friendly and to allow for more interaction.*

*Lots of other technologies available, e.g., podcasts; satellite conferencing; video streaming. Conference calls are not the only technology available.*

*Not sure.*



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

*Become more aware of the problems states face on a regular basis and remove the unreal expectations placed upon states.*

*Continue the assignment of my current state contact. I have been through many state contacts in the past three years. While I know it is difficult to predict how long a person will remain in a position, I think some analysis of the rationale for the frequent turnover may be in order. Having to educate each contact assigned to the specifics on my state each time a new assignment is made is time consuming and frustrating, especially around the complexities of my state's assessment system.*

*Cut back on the Indicator work. Working with OSEP is overly legalistic and far too often delayed responses just to check with OGC --- this is supposed to be a service program, not a legal exercise.*

*Expand Communities of Practice Continue efforts to enhance collaboration of technical assistance providers Implement electronic reporting for AT programs*

*It is important for federal program managers to understand the unique needs of states. It is assumed that each and every state is unique but I can assure you that Alaska's schools are rural and remote unlike any other states definition of rural and remote. We would appreciate the opportunity to educate and provide learning experiences to our state contact. We believe that such opportunity only move to bring the state and federal government closer together on the issues that we might mutually encounter.*

*Just be sure to read the time lines correctly.*

*Less TA centers and more dollars to the RRC's who care about meeting your individual needs and are responsive.*

*Major Need: Improve the timeliness and consistency of information provided by senior staff to the SEA Directors. We still learn of 'what's going on' or 'going to happen' from other sources who are told these things in the context of other meetings well before we or our chiefs are given the information. This is not a good practice.*

*Not change State contact; be responsive to requests; provide TA when requested; no additional data reports and reduce current reports;*

*Over all I have been satisfied. Consistency of targets and know priority areas as soon as possible.*

*Provide clarity on what requirements are.*

*Provide more guidance around disproportionally and use of early intervening funds and reporting.*

*Provide specific guidance on how to address underrepresentation data for SPP -- provide clear guidance on suspension expulsion indicator -- develop technical assistance center focused on bilingual special education -- provide clear guidance regarding target population for 2 percent assessment*

*Provide timely information*

*Put into writing the information that is currently delivered only during teleconference calls, so that if the call occurs at a time the desired participant is unavailable, the information can still be obtained.*

*Reduce non-mandated data collection requirements; make items more meaningful; cease changing data items with less than 2 years advance notice; provide greater technical assistance resources*

*Spend less money on the large number of TA centers and give more to RRCs to provide specific state targeted TA. The centers are very difficult to work with and are all about publishing and name-dropping*

*States more targeted technical assistance that goes beyond giving us Web site information. We need contact with specific activities that have worked in other states regarding student progress and improvement state indicator data. We need to get our feed back quicker. Your opportunity to work on the feedback gets here to late. By the time we get feedback the opportunity to act on it is already gone.*



*They need to be more responsive in a timely manner and provision of technical assistance online resources is not effective.*

*We could use more assistance in helping to find quality technical assistance to bring to the state to assist districts in meeting targets on the SPP.*

*With all of the regulations they should still make available e-mail address's to experts who will respond to specific questions that are not addressed in the technical assistance documents.*

*Work with officials responsible for NCLD to promote consistent data definitions and reporting requirements.*

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

**Technical Assistance/Guidance**

*Again, I think targeted technical assistance that is specific to states needs. Technical assistance that results in improved data and improve students outcome.*

*Provide clearer guidance; allow states more time to prepare to implement new data collection requirements*

*Provide expectations and guidance up front before we are required to report instead of requiring a report on a nebulous item and then telling us we did it wrong. Keep reporting requirements to exactly what is required by law and no more.*

**Consistency**

*Consistency of liaison. We had four different ones in the past two years.*

*Consistency in answers to questions about the collection and reporting of data for the State Performance Plans. Please note, the technical assistance offered in conjunction with the SIG project is outstanding.*

*Just refer back to the previous comment in being more timely and consistent with information.*

**Technology**

*Continue to use technology to deliver information; Assure consistency in the assistance/information provided by staff to each state (i.e. SPP/APR).*

**Reporting Burden**

*Decrease bureaucracy, paperwork, and allow states to identify 2 or 3 FAPE in the LRE Indicators to focus on and do not require all 8. Allow states to choose six general supervision indicators rather than all 12 to focus on --- for the purposes of reporting. We understand we are responsible for compliance in all areas of the law, but the burden of reporting in the exact manner you wish, every year, on 20 Indicators is considerable.*

*OSEP has required and changed so many things with the SPP that it is difficult to keep up. They seem to change data requirements and ignore the input from the public. The requirement for the parent indicator On the SPP is not founded in law anywhere and it costs us the most to implement and tells us very little. I hear a lot from/about the monitoring section and very little about the work of the research to practice division. What do they do?*

**Web site**

*If there could be more links to physical questions and answers that would be greatly appreciated.*



### **Communication**

*Listen; take the time to understand the states issues when implementing so many different Federal programs that are not aligned. Figure out who is your customer. It is never clear who you believe is your audience. When given honest feedback it is often ignored because it does not match your mental model. Be respectful to the States. At the last meeting I attended there were a lot of new staff with the wrong attitudes. Most of the time it appears that they forget that this work is about serving the needs of children. They never report how they believe all their efforts are making the system better for infants, toddlers, and students with real data that their efforts are resulting in improvement.*

*Provide opportunities for key stakeholders to provide input into ED's policies and mandates before implementation! ED could learn a lot by asking the people that have to implement their mandates!*

*Read the information from my previous narrative within this survey. Additionally, understand the SEA is a catalyst for change and many times we are attempting to change systems and practices to improve the achievement of students with disabilities. Oftentimes, those who are needing to change most are those who are not reluctant to call USDOE. When OSEP leadership engages in conversations with individuals, such as higher education, the SEA deserves some professional courtesy.*

### **Timeliness/Responsiveness**

*More timely responses to legal and regulatory questions; significantly simplify data collection requirements; increase cross agency collaborations -e.g., there is little evidence of policy discussions between OSEP and higher education where issues of students with disabilities should be a priority*

*Provide answers in a more timely manner. Make reporting more user friendly, especially the Annual Performance Report. Eliminate redundant information submission between programs such as Title 1 and IDEA.*

*Responsiveness is key; it must be timely, accurate, and relevant.*

*Timely responsiveness to questions and issues raised. Listening to stakeholders and seeking input from stakeholders before setting policies that require more time to implement than states are given or that have consequences that were unforeseen by ED staff but could have been foreseen by state agency staff or other stakeholders had they been asked for input prior to issuing the policy.*

*We are having a hard time getting any questions answered regarding EDEN/Ed Facts. We send emails and no one responds. How are we supposed to have accurate and timely data when no one will respond to our emails?*

### **Other**

*My concerns, along with those of colleagues in other SEAs, have been shared verbally and in writing with senior staff in the US DOE OSERS/OSEP office; however, we have not filed a 'formal complaint' as we think it would be directly detrimental to our relationship to the OSERS/OSEP office and staff, which only serves to hurt the States. Retaliation is not uncommon.*

*My staff and I are pleased with the support and encouragement that we receive from our State Contact. Any opportunity to provide better understanding regarding the provision of services in Alaska to our state contact would be appreciated. I would encourage OSERS/OSEP to allow staff to provide face-to-face technical assistance to states as well as the opportunity to gain insight and understanding about that provision of services through direct experience.*

*None that I can think of.*



## 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.**

*We have a data governance model that makes program areas responsible/accountable for the information they collect and report. It prompts collaborative responses to data quality issues to increase alignment across program areas and ensure the Department responds uniformly to LEAs on data issues.*

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

*Provide more WEBEX trainings and/or meetings to keep state staff up to date on best practices, future plans, etc. Use this technology to have monthly EDFacts 'town meetings' to keep stakeholders engaged and current on developments (EDFacts goals/plans/upcoming concerns, etc).*

*Several of the meetings could be done via videoconference or Web ex, with more frequency and less travel. One face-to-face annual meeting versus 2 for example - both with NCES and IES Grantees.*

### **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?**

*A vast increase in the detail of data we are required to report, (especially on small student subgroups such as migrant, ELL, and homeless) has prompted a rapid transition from legacy aggregate collections to student-level collections. Far more program area staff have had to become involved in data submission.*

*Attention to data accuracy and organization of federal reports.*

*Consolidation of data sources. Consolidation of identification sources.*

*Consolidation of some Federal Collections into EDFacts.*

*Data collection has changed very little to date, but will increase as a result of EDFacts' more detailed requirements. The submission process is more complex, detailed, and time consuming than prior to EDFacts. Data that was reported as a single number in the CSPR is now an EDEN file with many new data elements. Submission work has increased significantly.*

*Data quality from the LEA to the SEA has improved. More collaboration within the SEA has also been a result.*

*EDFacts has driven us to look much deeper at our data collection systems, data elements collected, interconnectivity of our datasets, QA processes, and take steps to improve in all aspects how we view and handle data.*

*Finding out who submits what and how it is collected. Trying to explain why information is collected through EDFacts and reconcile differences in reporting.*

*Higher standards. Reduction in redundancy. Better and more consistent data.*

*in the short term has added another layer of processing/development, etc and has been very resource intensive. We are hoping that in the long-term we will see some benefits. It has shifted responsibility in reporting from several teams within the department to a single team... and will make reporting more centralized.*

*Increase in EDFacts submissions due to work with USED.*

*Intra-departmental communication has improved, and more offices are showing appreciation of each others efforts. Collection redundancies are being identified and managers are designing more efficient data collection guidelines.*

*It has become more automated.*



*It was the catalyst for us to implement Data Steward and Data Governance programs. These programs have since been important to our work with master data management and data warehouse initiatives.*

*More coordinated with better timelines.*

*More coordination and collaboration between program offices at state level and between Michigan and USED.*

*More coordination between programs.*

*More detailed attention to the data submitted.*

*More process, more processed collections and data submissions.*

*My job has changed 100%.*

*Not very much has changed for us.*

*Significantly increased the whole staffs workload.*

*Streamlined/reorganized the submission plan*

*The ED Facts requirements are helping us better understand our data collections and metadata.*

*There are a lot more data checks.*

*We have been able to eliminate unnecessary items from our data collections.*

*We just received an Ids grant. With out the help the questions would have been answered 2 or 3 instead of 8 or 9 the longitudinal data system grant.*

*We've had to spend a lot more time and effort on data collection and changes to what is required to report.*

*While I believe in the long run, ED Facts will be a good thing, the data collection/submission responsibilities have significantly increased the workload for our Data Management staff. We are a small state with limited resources and at times find it difficult to hire people with the technical qualifications needed.*

*Work has been directed from the program offices to the data management shop without commensurate funding. Program offices do not yet trust data management's reports, so double the work has to be done to prove the results are correct. ED Facts is not relevant to our data collection process.*

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

*1) Voice to ED our need for additional staff/funding resources to accomplish the HUGE task of federal reporting; 2) Continue to enhance and improve the tools (Submission Plan spreadsheet, ED Facts Portal elements, etc.)*

*Additional resources would be great.*

*Be more sensitive to the fact that many of use have silos of data that exist in many formats. We are not always able to send in the files in the formats requested, as we do not have the resources. The files should be acceptable in other formats until we have the capabilities to submit them in the ED Facts format.*

*Better communication to various programs about the collections.*

*Clarity and consistency of data definitions.*

*Clear and concise communications.*

*Continue to be flexible in negotiating data submission timelines with states.*

*Continue to provide timely information regarding reporting requirements and changes*



*Crystal clear guidelines and file specs for data collection.*

*Eliminate technical glitches in the EDEN system, e.g., EDEN-DANS discrepancy analysis; eliminate the 0-filling requirement in EDEN files; provide more on-line resources, e.g., re-introduce the Charter School report; start allowing states to use more of the EDEN data for reporting needs a la CCD's table building functionality.*

*Give states funding to buy tools, such as software and training; provide us with online metadata tool; and facilitate establishment of user groups for states with like systems.*

*I find the trainings and the meetings very helpful, so more continuation of those.*

*I really need some assistance in staffing here.*

*I think they are doing a pretty good job as they are.*

*It would help to have more emphasis and reference to submitted data. Offices tend to be less resistant when they see value to collection rather than just for the sake of it.*

*Keep changes to a minimum.*

*More one-on-one training with state staff responsible for this process.*

*More support in terms of federal dollars. A full time coordinator position for each state. The full time coordinators capacity for. More coordination of our federal program efforts offices federal state.*

*More timely of the materials received from ED. We still don't have all the file specifications yet we are required to tell what we can and cannot submit for the coming year. We receive materials from ED (like IDEA congruency and submission/transition plan) with little turn around time for us. The IDEA congruency we have less than two weeks to get that figure out and back to ED. We don't have enough staff to do all this.*

*On-going funding. Changes to submission plan have been useful ( with expected dates of when data is first used).*

*Please fund an EDFacts coordinator for each state. Please continue to work with federal program offices to continue to refine data needs. Please examine the utility of the data collected for evaluation and reporting.*

*Provide at least two years lead time for the introduction of new data groups or elements before they become mandatory; fund the EDFacts Coordinator position; provide the specifications at least three months prior to the collection deadline; resolve the race/ethnicity implementation process questions and differences between US ED offices. Provide SEA data quality training courses online(similar to the LEA courses now offered by CCSSO, SIFA, and Central Susquehanna Intermediate Unit).*

*Provide realistic lead-time to complete tasks. Improve communication of known issues. Improve communication regarding use of data by federal program areas. Communicate long-ranges plans and goals. Eliminate surprises. Provide more frequent EDFacts status updates. Explore ways the EDFacts team and state staff can have direct dialogue. Continue to seek funding to provide to states.*

*Providing the funding we have been promised over the last two years and have never received.*

*Releasing changes and file specifications earlier. Developing more reports that coordinators can run from the EDFacts Reporting site.*

*The EDFacts team needs to initiate and continue conversations with US DOE program area offices regarding the quantity and especially the data categories/permutations required by each file specification. These discussions should ensure that only data categories and permutations of these data categories that US DOE program offices are actively using to make programmatic and policy decisions should be collected. Often, the data categories are the reason we cannot submit a complete file.*

*To keep the communications channel clear.*



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

**Accessibility**

*Better access to the data provided by our state (for data quality review purposes).*

*The ED EDFacts staff members are exemplary in their professional knowledge, support, and assistance. Provide multiple access licenses to the EDFacts reporting system on a free or fee basis.*

**Web site**

*I use the ED Web site often to reference material for policy, and referral for Standard Practice. It would help to have more advanced features in Ed Search Engine. Being able to provide efficient searches by exact phrases would make my research less time consuming.*

**Responsiveness**

*Continue to be responsive and give weight to requests from the State Coordinators...As you have done in the past.*

**Reporting Burden**

*Extended timelines from when we receive materials and when they have to be completed and returned to ED. Also, less changes in the reporting requirements. We are scrambling every year to change our data systems to meet yet another ED requirement.*

**Documentation**

*In getting the documentation data documents out earlier.*

*They could streamline the reporting system. More consistent documentation. The program offices do a better job of sending about any projects information about what's going on.*

*To ensure States can plan for and fulfill the requirements of EDFacts, ED must release the file specifications for the entire school year of files in advance of the school year. In addition, there needs to be greater collaboration and uniformity in reporting areas that cross programs (e.g., Highly Qualified, AYP reporting) so States don't have to report the same type of information in numerous ways. That said, the EDFacts initiative has prompted positive change in many SEAs regarding data collection, quality, and reporting.*

**Training**

*In the area of EDFacts, we would like to see more one-on-one training. With limited staff and resources it is hard to send our people to national trainings/conferences.*

**Funding/Resources**

*Provide more funding for EDFacts to the states.*

*Provide more tools, funds to purchase tools you can't provide, and access to national conferences.*

*Provide staff assistance here at the State level.*



**Consistency**

*Speak one message with one voice, no matter what program area is speaking. Recognize that just because ED says so, doesn't make it so here in the trenches! Provide funding to allow states to provide AT LEAST 1.0 FTE of staff dedicated exclusively to EDFacts Reporting duties.*

**Other**

*I am pretty happy with what they are doing, so keep doing what there doing.*

*I can't think of anything off the top of my head.*

*I only deal with ED on EDEN/EDFacts and have no complaints at this time.*

*No recommendations. They do a good job.*

*No I cannot think of anything specific at this time.*



## 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.**

*We work in teams on most things with representatives from secondary, postsecondary, data, finance, compliance and instructional programs - folks all work together on projects so all perspectives are taken into consideration.*

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

*Provide electronic application completion option; hold Webinars rather than conference calls; hold live interactive TAV meetings; provide Web-based training regarding FAUPL definitions.*

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

*Be clearer up front about interpretations of legal limitations before field-based work groups spend valuable time developing strategies that are later determined to be non-compliant. I recognize this requires getting the OAG to cooperate, but it would be very respectful of efficient use of limited resources.*

*Be flexible - we are working toward requirements, but it will take a while to get there.*

*Continue collaboration with NASDCTEC and NAPE, and continue use of DTI, MPR, and AED as technical assistance providers.*

*Continue to provide opportunities for one-on-one TA visits and conference calls.*

*Continue to support state implementation of Perkins IV - with flexibility yet consistency as appropriate for individual states.*

*Guidance on Technical Skill Assessment*

*Improve the CAR reporting system by having us report later in the school year*

*Just continue to have patience with us as we work through the transition from Perkins III to Perkins IV, especially in the Technical Skill Attainment area. With the ability to sanction states administrative funds if they do not meet Performance Standards and changing how things are to be measured on those Standards, states must be given a grace period for the change. The OVAE staff that I have worked with have been outstanding and very helpful. I always feel they are there to help!*

*Maintain consistency in staff that are assigned to a state. Provide second and third lines of support when the primary contact cannot be reached. Acquiring immediate feedback to urgent issues is usually impossible.*

*More information involving Programs of Study. Collect and disseminate, on a regular basis, updates as to how states are doing in their efforts to create Technical Assessments.*

*Our primary focus of need is in student assessments and in development of programs of study.*

*Provide clarity on definitions, esp. skill attainment*

*Provide more extensive guidance and support for technical skill attainment.*

*Share best practices as determined through OVAE visits to states*

*We suggest that monthly (or as needed) videoconferences are scheduled to keep states informed about key issues, and provide guidance on new projects and work expectations.*



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

**Funding/Resources**

*Advocate for additional funding for our programs.*

*Please make sure that the Research Center is given proper support for their projects. They do a great job. The research is very relevant to what we are doing on a daily basis. Overall, ED is very customer oriented and is doing an effective job. By way of clarification, I almost never would give a 10 on this type of survey, so 8 is close to my highest rating.*

**Consistency/Accessibility**

*As previously stated: States need a Single Point of Contact for their technical assistance needs. It is usually an ever-evolving list of staff; always under revision and reorganization. Furthermore, when an issue or a question requires an immediate response there is no (understood) means of accelerating an issue. Typically, on a Friday afternoon, NO ONE is available to answer the phone or respond to an email at OVAE despite the time differences that states are functioning within. All this said: CONSISTENCY AND ACCESSIBILITY are the themes intended to be conveyed.*

*Not be inconsistent with responses. Improve the Website. It is impossible to find anything you are looking for without spending hours going through old postings. Categorize things better*

*Please make certain that whenever we call, there is at least one staff member available to respond so we do not have to leave voice messages that are returned 3-4 days later. That is too late.*

*Provide consistent information on FAUPL definitions; formalize the negotiation process, allow for attainable percentage targets.*

**Reporting Burden**

*We need more lead time when decisions are made on collecting data. It takes a minimum of two years if we are making changes in data collection at the state level and sometimes it takes even longer at the local level. In order to be effective at the state and local level, we need definite decisions and ample time to implement requirements for standards.*

**Communication**

*Provide greater clarity in the email and paper correspondence; many times we have to sift through the government jargon to get to the real information.*

*Some additional clarification under Perkins IV - technical assistance*

**Training**

*Continue to provide 'best practice' information about secondary and postsecondary Perkins-funded programs from other states; give us frequently updated, quality information on 'gold standard' certifications; make all workshops and conference sessions available via Webinars.*

**Timeliness/Responsiveness**

*Probably the only issue to resolve is returning phone or email questions in a more timely manner.*

*Quicker turnaround response to states*



**Other**

*Develop an alternative to OMB's PART system, which is deeply flawed and useful for very little except political manipulation*



## **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.**

*Collaboration WIA WITH HIGHER EDUCATION.*

*Implementation of a bridge to employment program between and cooperation on costs (English literacy funded by ABE and employment related preparation classes and experiential learning activities funded by WIA).*

*Shared Youth Vision Project*

*The MN Adult Ed. office is collaborating well with the MN College office and the MN Labor office on the implementation of a Joyce Foundation transition to post secondary grant.*

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

*Make Web site more user-friendly*

*National Directors' meetings; Webcast of these would allow state directors to set up appropriate state groups to be involved in relevant sections of these meetings and to have facilitated discussions at the state and local level.*

*Teleconferencing to replace annual meetings.*

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

*1. Share sample policies and program descriptions that are contributed by states around certain high-profile topics e.g. - distance education policies. 2. Share actual 'findings' text from federal monitoring reports - remove the state names from the document first.*

*Become more customer-service oriented. Currently OVAE's tenor is regulatory and punitive.*

*Continue the practice of inviting state ABE directors to help plan the annual meetings.*

*Continue the training in all areas; share the results from initiatives that limit participation due to funding, help with training that will be needed for the new series of the GED test for our professional developers to teach our teachers like we did before in 2002 in Florida. Keep up the high quality and standard you have set.*

*Continue to do what they have been doing. Also, try to convene regional meetings for state directors.*

*Continue to offer online resources, online trainings to assist if meetings cannot be attended, face-to-face meetings and continued technical support.*

*Current legislation information about act. Reauthorization, assistance with performance measures and more advanced knowledge new requirements.*

*Designate a single person to do a single training for all of the states and all of the regionals, so a regional training would be a good idea.*

*Determine how to provide assistance to small states as well as the larger states. It seems that the focus is often on the large states.*

*ESL-ABE transition*

*Help with teaching writing.*



*I think that it would be worthwhile for OVAE to construct a model funding formula for states to consider. I think states would welcome a general not too complex of a formula to consider and build on based on each states individual needs...of course this would be optional.*

*It would be nice to have regional meetings; at which we could discuss priorities and needs.*

*More assistance in the teaching of math and continued support in transitioning students from GED to post secondary*

*None at this time*

*Offer at a low cost.*

*Provide funding to states that are participating in national activity projects as a pilot state.*

*Provide section in Thursday Notes on helpful tips from OVAE staff regarding elements of accountability or policy issues - updates on national projects.*

*Provide some guidance on the transition of ESL students to ABE services*

*Provide state specific results and outcomes in regards to performance based funding, content standards implementation, transition to post-secondary, and partnership-building with Title I (one-stops). Has student performance improved as a result of these efforts?*

*Publish a policy and procedures manual.*

*Standards and curriculum align*

*Technical assistance is great. Wyoming is having trouble with the data provider and the field understanding what is required.*

*They need to work on the issue of the sixty-hour requirement in the testing. It shouldn't be that high. There are policies being put into place without any national research to verify the validity.*

*To make the Web site more user friendly. To add additional information and to find information.*

*We'll need lots of assistance with a new State Plan whenever reauthorization occurs.*

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

**Documentation**

*A policy manual would be very helpful.*

*Develop a prototype RFP.*

**Timeliness/Responsiveness**

*A timely response and accurate information. It needs to be unambiguous.*

*Regular updates on special projects; timely dissemination of resources to those not in the projects.*

*Respond quickly when we have a question or a concern. Have them do more research on the western region programs or have them be better informed as to what the adult education needs are.*

**Meetings/Training**

*It would be nice to hold more Webinars and not have to travel as often to face-to-face meetings. It is hard to get out of state for the meetings but I need the information.*

*More facilitated opportunities to communicate with other state directors would be helpful.*



*Provide some training through distance learning formats since travel is being curtailed due to budget concerns and reduction of state funding.*

*We do some more work on distant learning. More effort in distant learning.*

### **Communication**

*Proactively issue policy briefs to provide further clarification to areas of the legislation where there are frequently asked questions.*

*Work as closely as possible with the National Council of State Directors of Adult Education, our advocacy group.*

### **Consistency**

*Provide consistency and clarity in definitions and expectations of standardization between states regarding the interpretation/clarity of definitions and expectations.*

### **Other**

*Be an advocate for the re-authorization of WIA to be more amenable to the current societal needs.*

*ED has provided satisfactory services, and is prompt in responding to questions and/or concerns. Sometimes the responses are not we expect to hear as ED is far behind with the political arrangements of the Freely Associated States with the U.S. Government. ED should also comply with the AEFLA as they expect grantees to do so.*

*ED is doing the best they can with the resources available. Thank you.*

*Just continue doing as they have been doing in the past. They return phone calls and emails very promptly and I appreciate that. Are always friendly and appear glad to assist us.*

*Replace the DAEL Director, [name deleted]. Replace punitive and arrogant attitude with one of customer-service.*

*Services at all levels have been very satisfactory in my 6-month tenure as a state director.*



## APPENDIX E: Explanation of Significant Difference Scores

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The charts depicted throughout this report compare 2008 to 2007 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% 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% 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. At a program-level, State Title I, Title III State Directors, State Education Technology Directors, Directors of Adult Education and Literacy, and Career and Technical Education State Directors had more responses and larger sample sizes. Conversely, Chief State School Officers, State Title V, Part A Directors, and Lead Agency Early Intervention Directors had lower response rates and smaller sample sizes.