

Archived Information

DISSEMINATION

Goal: To provide educators, policymakers, researchers, parents, and the public with awareness of, access to, and assistance in adapting and adopting useful products and services designed to improve American education.

Relationship of Program to Volume 1, Department-wide Objectives: Supports Goal 4 (results, service quality, and customer satisfaction) and specifically Objective 4.1 (dissemination of high-quality information and products).

FY 2000—\$18,785,000

FY 2001—Funds for the Dissemination Program are being requested under the Research, Development, and Dissemination Program. The total FY 2001 request is \$198,567,000.

OBJECTIVE 1: IDENTIFY, DEVELOP, PRODUCE, AND DISTRIBUTE HIGH-QUALITY PRODUCTS THAT MEET CUSTOMER NEEDS AND ADDRESS DEPARTMENT PRIORITIES.

Indicator 1.1: The number of clients who access Department products and services through various components of the Office of Educational Research and Improvement (OERI) will increase each year.

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
<i>Internet: Visits</i>			<p>Status: Target exceeded for Internet visits and e-mails, EDPubs, and Educational Resource Information Center (ERIC). Trend away from target for National Library of Education (NLE) and OERI products.</p> <p>Explanation: Internet: 1999 data on visits are for those from January to October.</p> <p>NLE 800#: Number of calls decreased in 1999 because calls for publications went to EDPubs instead. The expectation is that the number of calls will decrease and the number of emails will increase as more customers gain access to the Internet.</p> <p>EDPubs: According to the first government-wide customer satisfaction survey, EDPubs scored an 80 out of a possible 100, surpassing the national score by 11 percent. For delivering excellent customer service, EDPubs won a Reinvention Award, and, in August 1999, received Vice President Gore's prestigious Hammer Award.</p> <p>Consumer Information Center (CIC) Distribution: Sales of ED publications dropped in 1999; this demand was replaced by Web site hits.</p>	<p>Source: Internet: Internet server reports; NLE 800#: System reports; EDPubs: Contractor report; CIC: Quarterly reports; GPO: Quarterly ROPS report; ERIC: Contractor report. <i>Frequency:</i> Annually. <i>Update:</i> 2000.</p> <p>Validation Procedure: Data supplied by NLE and contractors. No formal verification procedure applied.</p> <p>Limitation of Data and Planned Improvements: Future data collection will need to be planned to disaggregate data by customer type. NLE and OERI customer satisfaction forms do ask people their "customer type," but the insufficient numbers of responses to this question do not allow for appropriate data analysis.</p>
Year	Actual Performance	Performance Targets		
1998:	12,506,281			
1999:	27,785,053 (*122%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>Internet: Emails</i>				
1998:	7,636			
1999:	12,462 (*63%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>National Library of Education (NLE) 800#: Calls</i>				
1998:	45,785			
1999:	19,582 (**57%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>EDPubs: Calls</i>				
1998:	30,271			
1999:	156,328 (*416%)	10% increase		
2000:		10% increase		
2001:		10% increase		

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
<i>EDPubs: E-mails</i>			<p>GPO Sales: Decreased Deputy Education Quality in 1999 because OERI recommended fewer titles to GPO. At the same time, distribution through EDPubs and the Web increased.</p> <p>ERIC: Data are from the January 1999 and January 2000 annual reports.</p>	
1998:	4,292			
1999:	160,782 (*3,646%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>OERI Products: Consumer Information Center (CIC)</i>				
1998:	111,787			
1999:	67,748 (**39%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>OERI Products: Government Printing Office Sales</i>				
1998:	31,596			
1999:	23,177 (**27%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>Educational Resource Information Center (ERIC): Calls</i>				
1998:	50,729			
1999:	55,694 (*10%)	10% increase		
2000:		10% increase		
2001:		10% increase		
<i>Educational Resource Information Center (ERIC): E-mails</i>				
1998:	89,036			
1999:	116,834 (*31%)	10% increase		
2000:		10% increase		
2001:		10% increase		
* increase				
** decrease				

OBJECTIVE 2: ENSURE CUSTOMER SATISFACTION WITH THE HIGH QUALITY AND USEFULNESS OF OERI'S RESEARCH AND STATISTICAL PRODUCTS.

Indicator 2.1: At least 90 percent of teachers; administrators; Federal, state, and local policymakers; researchers; parents; and the public sampled will report that the Department products accessed through OERI are of high quality.

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
<i>NCES Customer Satisfaction Survey</i>			<p>Status: Target met.</p> <p>Explanation: From a list of 20,000 individuals, NCES questionnaires were sent to 2,984. Of that total, 2,465 responded, for a response rate of 83 percent.</p> <p>From 340 callers, EDPubs selected every tenth caller (34 individuals) to receive a telephone survey on the quality of OERI products.</p>	<p>Source: NCES 1997 Customer Satisfaction Survey. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p> <p>Source: EDPubs Customer Survey. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p>
Year	Actual Performance	Performance Targets		
1999:	90% reported "very satisfied" or "satisfied" with quality of Reports	90%		
2000:		90%		
2001:		90%		

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
<i>EDPub Survey</i>			OERI's new Publication Survey was implemented in September 1999. Data were collected in September-October 1999.	Source: Survey included in all OERI publications. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by MIS. No formal verification procedure applied. Limitations of Data and Planned Improvements: Samples will be increased in 2000.
1999:	Over 90% of respondents rated OERI products to be of "high quality".	90%		
2000:		90%		
2001:		90%		
<i>OERI's Publication Survey</i>				
1999:	Over 90% of respondents were "very satisfied" with OERI products.	90%		
2000:		90%		
2001:		90%		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Obtain customer feedback to ensure that products and services reflect customer needs and priorities.
- ❖ Increase the numbers of users who access products and services through expanded services, such as Internet and EDPubs.
- ❖ Provide timely and specific capacity building and technical assistance activities conducted by NCES University, NLE, and Media and Information Services.
- ❖ Obtain customer feedback on the ways to improve the usefulness of technical assistance activities.
- ❖ Evaluate customer satisfaction through customer surveys.
- ❖ Continue *Research Bytes*, a listserv for researchers and ED senior staff that is designed to share the latest research findings from Labs, Centers, and FIS, and which can be expanded to educators, policymakers, and the general public.

New or Strengthened Strategies

- ❖ To increase the awareness of and access to Department products and services, redesign the Office of Educational Research and Improvement's (OERI's) Web site. Include a mechanism for customer feedback.
- ❖ To increase the Department's awareness of how its sponsored research is used, expand the distribution of Research Reaching People, an internal electronic newsletter designed primarily for the Department's Office of Public Affairs and Office of International and Interagency Affairs (OIIA), that contains vignettes on ways the general public is using OERI research.
- ❖ To increase sample sizes for customer feedback, evaluate customer satisfaction through focus groups as well as surveys.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ In order to promote compliance with the Presidential Directive to have a single entry point for Federal government information, the Office of Educational Research and Improvement (OERI) provides leadership for the Federal Resources for Educational Excellence (FREE) Committee that includes approximately 35 Federal agencies.
- ❖ OERI works with the Office of International and Intergovernmental Affairs (OIIA) to lead the Department's crosscutting customer service initiative.
- ❖ Components of OERI's dissemination service collaborate with several other Federal agencies, including the Government Printing Office (GPO), Center for Consumer Information (CIC), National Education Association, Health and Human Services (HHS), Bureau of Labor Statistics, Department of the Census, and others.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Increasing costs associated with increasing sample sizes to more accurately measure customer satisfaction.
- ❖ Transitioning from a predominantly print-based culture to a computer-based one.
- ❖ Improving quality and expanding access will increase the demand for OERI products and high-quality services: will we be able to meet this increased demand?

INDICATOR CHANGES

From FY 1999 Annual Plan (two years ago)

Adjusted—None.

Dropped—None.

From FY 2000 Annual Plan (last year's)

Adjusted

❖ Wording of Indicators 1.1 and 2.1 has been revised to clarify meaning.

Dropped

❖ Indicator 3.1, on the Department's Expert Panels' identification and dissemination of exemplary and promising program descriptions, was dropped because the Department's role with Expert Panels became controversial. Also, we were asked to remove nonstrategic indicators.

New—None.