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

Grantee Satisfaction Survey

Final Report
October 2007

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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 nine program offices and Chief State School Officers, participated in the 2007 U.S. Department of Education Grantee Satisfaction survey. All 10 groups had also participated in the 2006 study. The chart below indicates the composition of survey respondents by program groups as a percentage of all respondents.
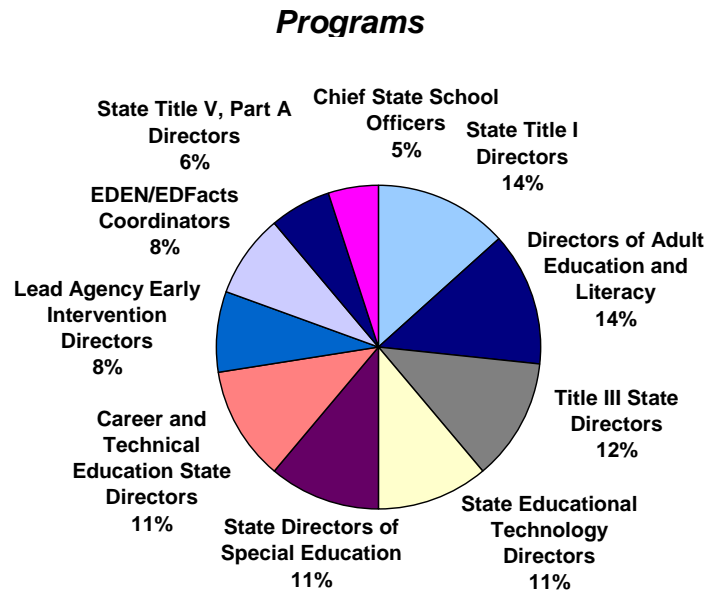
Programs

N=357

C. Customer Sample and Data Collection

The same programs that participated in 2006 were included in the 2007 Grantee survey. Each program provided a list of Directors from their program. Chief State School Officers were also included. ED provided a total of 556 e-mail contacts. Data were collected from June 20, 2007 through August 31, 2007. Data collection was conducted 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 385 responded to the invitation for a 69% response rate. Twenty 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, 357 provided valid responses. These are responses where at least two-thirds of the questions were answered.

Response rates for each participating program for 2006 and 2007 are provided below. For 2007, response rates typically held at or exceeded 2006 levels. Only Chief State School Officers and State Title V, Part A Directors had lower response rates in 2007.

Response Rate by Program

	2006		2007	
	Number of Responses	Response Rate	Number of Responses	Response Rate
State Title I Directors	46	87%	48	89%
Title III State Directors	43	83%	45	87%
State Educational Technology Directors	39	72%	41	76%
Directors of Adult Education and Literacy	56	71%	48	84%
Career and Technical Education State Directors	37	69%	42	78%
State Title V, Part A Directors	33	65%	23	43%
EDEN/ED*Facts* Coordinators	33	60%	32	62%
State Directors of Special Education	36	58%	38	58%
Chief State School Officers	28	49%	19	34%
Lead Agency Early Intervention Directors	18	33%	29	50%

D. Questionnaire and Reporting

The questionnaire used is shown in Appendix A. The core set of questions that were developed in 2005 and asked to all program offices remained unchanged again this year. Each program had the opportunity to include a set of questions specific to their program. While many programs continued to use the same custom questions that were developed in 2005, some custom questions were revised or added in 2007. 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 1-10 scale and converted to a 0-100 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 2007 Customer Satisfaction Index (CSI) for the Department of Education Grantees is 63.
Satisfaction with ED has essentially remained constant from 2005 through this year with no significant changes in the Satisfaction Index during that time.

Customer Satisfaction Index
2005 - 2007

	2007	2006	2005
Customer Satisfaction	63	62	63
How satisfied are you with ED's products and services	68	67	69
How well ED's products and services meet expectations	61	60	61
How well ED compares with ideal products and services	58	57	57
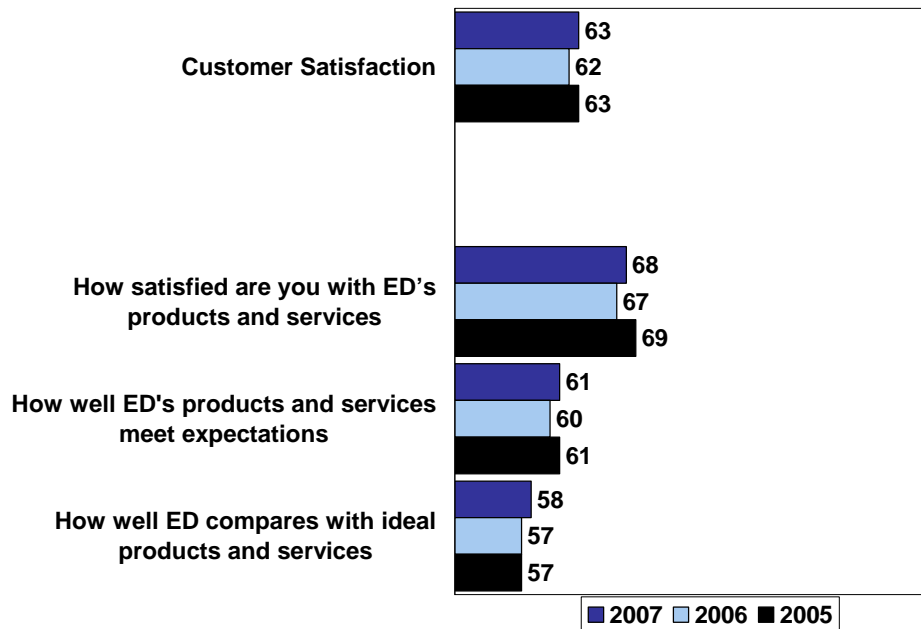
N=357

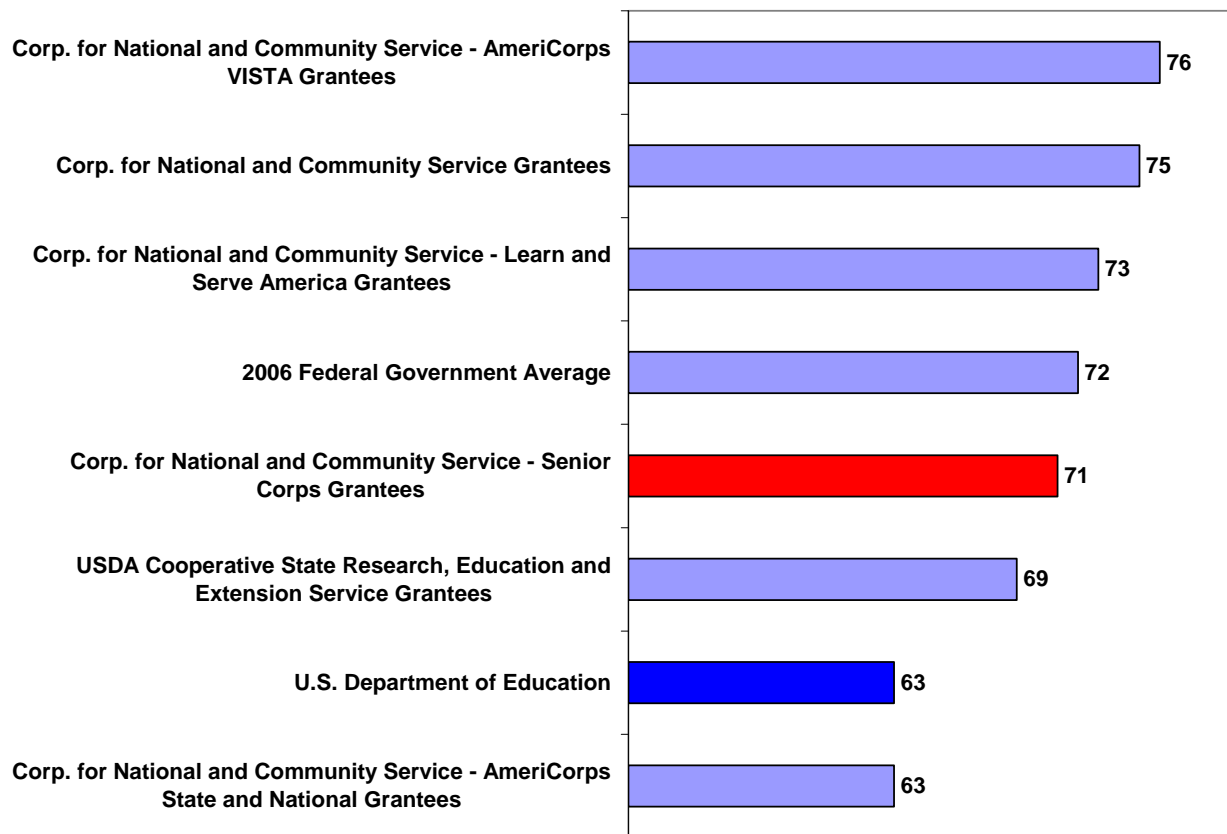The chart below compares the satisfaction score of the U.S. Department of Education with satisfaction scores from other federal grant awarding agencies taken over the past two years and the most recent (2006) annual overall federal government average for benchmarking purposes. With one exception, these scores mostly range from the low 60s to the mid 70s. The U.S. Department of Education's score is on the lower end of federal grantee satisfaction scores and is nine points below the 2006 federal government average.

Satisfaction Benchmarks

	Score
Corp. for National and Community Service - AmeriCorps VISTA Grantees	76
Corp. for National and Community Service Grantees	75
Corp. for National and Community Service - Learn and Serve America Grantees	73
2006 Federal Government Average	72
Corp. for National and Community Service - Senior Corps Grantees	71
USDA Cooperative State Research, Education and Extension Service Grantees	69
U.S. Department of Education	63
Corp. for National and Community Service - AmeriCorps State and National Grantees	63

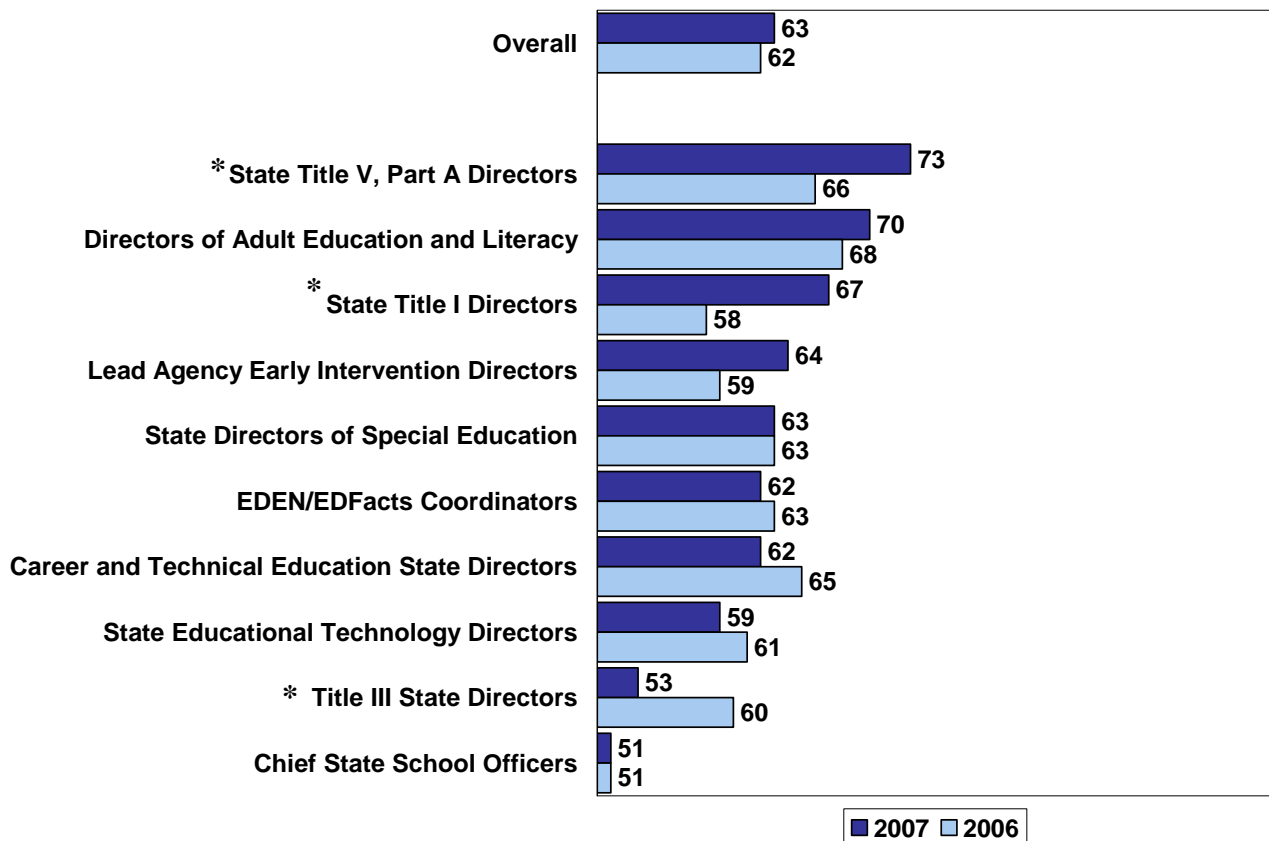CFI Group
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While Satisfaction has remained constant among Grantees at an aggregate level, there has been some change from last year in satisfaction scores among programs. The chart below reflects the Grantees' 2007 Customer Satisfaction Index with the U.S.Department of Education by program and compares their 2007 scores with the scores from 2006. Three programs had statistically significant changes in satisfaction with the U.S. Department of Education among their Directors from last year – Title V, Title I, and Title III.

With a seven-point increase from 2006, State Title V, Part A Directors have the highest satisfaction among respondents. State Title I Directors also had a significant gain in satisfaction from last year with a nine-point increase. Title III State Directors had the only significant decrease in satisfaction from last year with a drop of seven points. None of the other changes shown below are statistically significant at a 90% level of confidence.

Customer Satisfaction Index
Scores by Program

Program	2007	2006
Overall	63	62
*State Title V, Part A Directors	73	66
Directors of Adult Education and Literacy	70	68
*State Title I Directors	67	58
Lead Agency Early Intervention Directors	64	59
State Directors of Special Education	63	63
EDEN/EDFacts Coordinators	62	63
Career and Technical Education State Directors	62	65
State Educational Technology Directors	59	61
* Title III State Directors	53	60
Chief State School Officers	51	51

■ 2007 □ 2006

Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

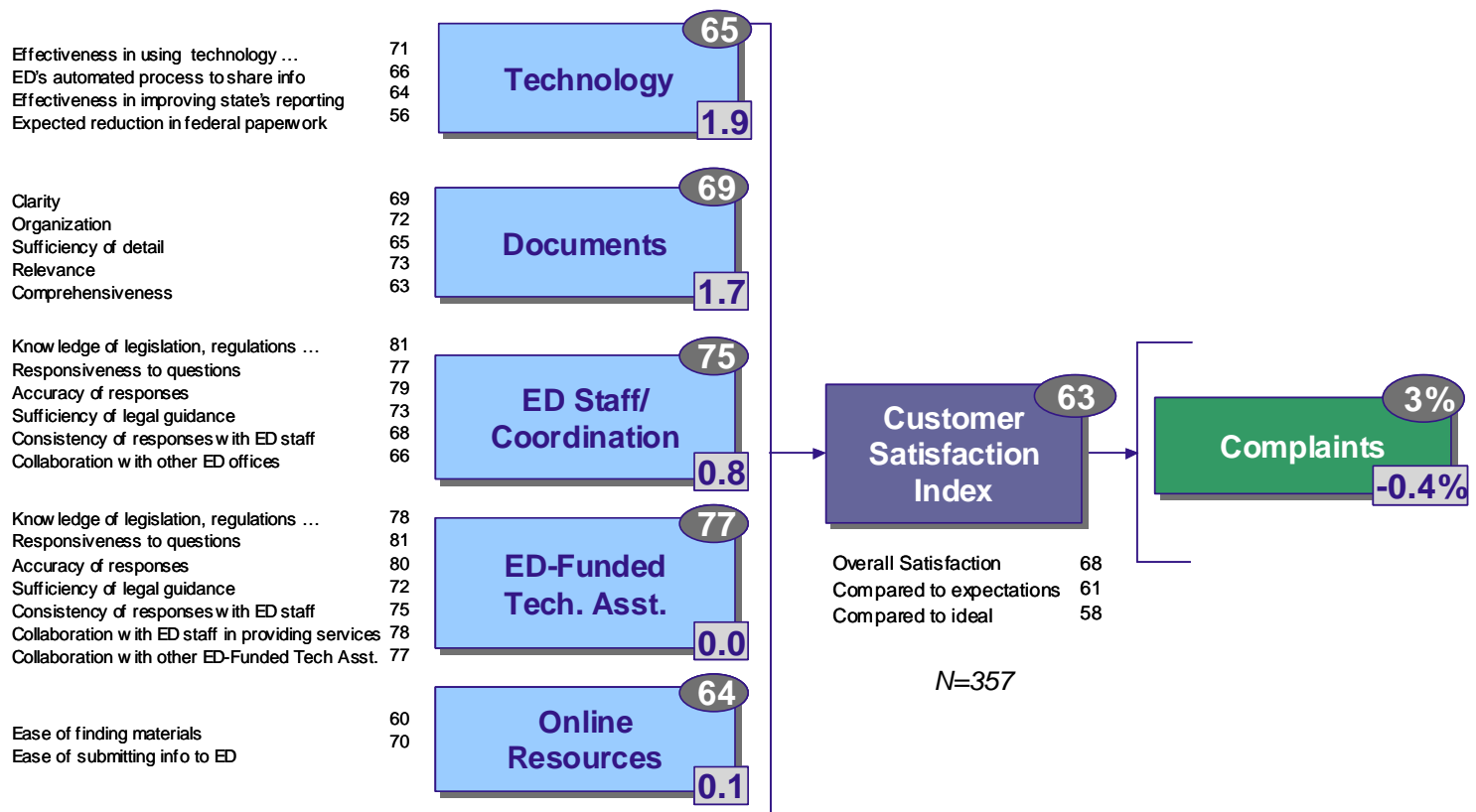CFI Group
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B. Customer Satisfaction Model

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 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.

2007 U.S. Department of Education Grantee Satisfaction Model

Effectiveness in using technology …	71
ED's automated process to share info	66
Effectiveness in improving state's reporting	64
Expected reduction in federal paperwork	56

Technology — 65 — 1.9

Clarity	69
Organization	72
Sufficiency of detail	65
Relevance	73
Comprehensiveness	63

Documents — 69 — 1.7

Knowledge of legislation, regulations …	81
Responsiveness to questions	77
Accuracy of responses	79
Sufficiency of legal guidance	73
Consistency of responses with ED staff	68
Collaboration with other ED offices	66

ED Staff/ Coordination — 75 — 0.8

Knowledge of legislation, regulations …	78
Responsiveness to questions	81
Accuracy of responses	80
Sufficiency of legal guidance	72
Consistency of responses with ED staff	75
Collaboration with ED staff in providing services	78
Collaboration with other ED-Funded Tech Asst.	77

ED-Funded Tech. Asst. — 77 — 0.0

Ease of finding materials	60
Ease of submitting info to ED	70

Online Resources — 64 — 0.1

Customer Satisfaction Index — 63

Overall Satisfaction	68
Compared to expectations	61
Compared to ideal	58

N=357

Complaints — 3% — -0.4%

Attribute scores are the mean (average) respondent scores to each individual question in the survey. Respondents are asked to rate each item on a 1-10 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 above 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 (69 to 74), the Customer Satisfaction Index would increase by the amount of its impact, 1.7 points, (from 63 to 64.7). Similarly, if the Customer Satisfaction Index were to increase by 5 points, "Complaints" would decrease by 0.4%. *(Note: Scores shown are reported to nearest whole number.)* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by 5 points, the related improvement in satisfaction will be the sum of the impacts.

C. Drivers of Customer Satisfaction
Technology
Impact 1.9

Technology has a high impact on Grantee satisfaction. Its impact of 1.9 was the highest among the driver areas measured. There have not been any notable changes in the Technology ratings from Grantees with the overall Technology measure at 65 this year, just one point higher than in 2006. 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. The U.S. Department of Education's automated process to share accountability information and effectiveness in improving state's reporting still received ratings in the low to mid 60s. The expected reduction in federal paperwork continues to be the lowest rated item in this area.

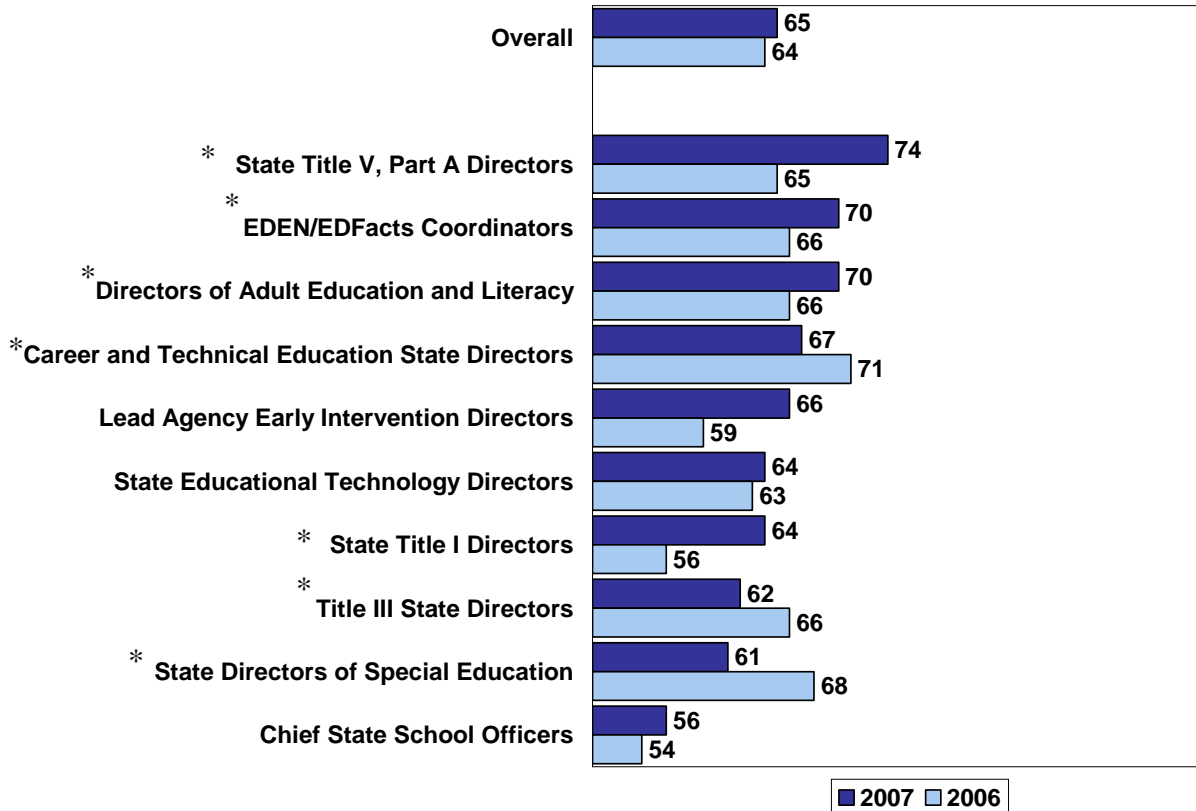### *Technology*
Aggregate Scores
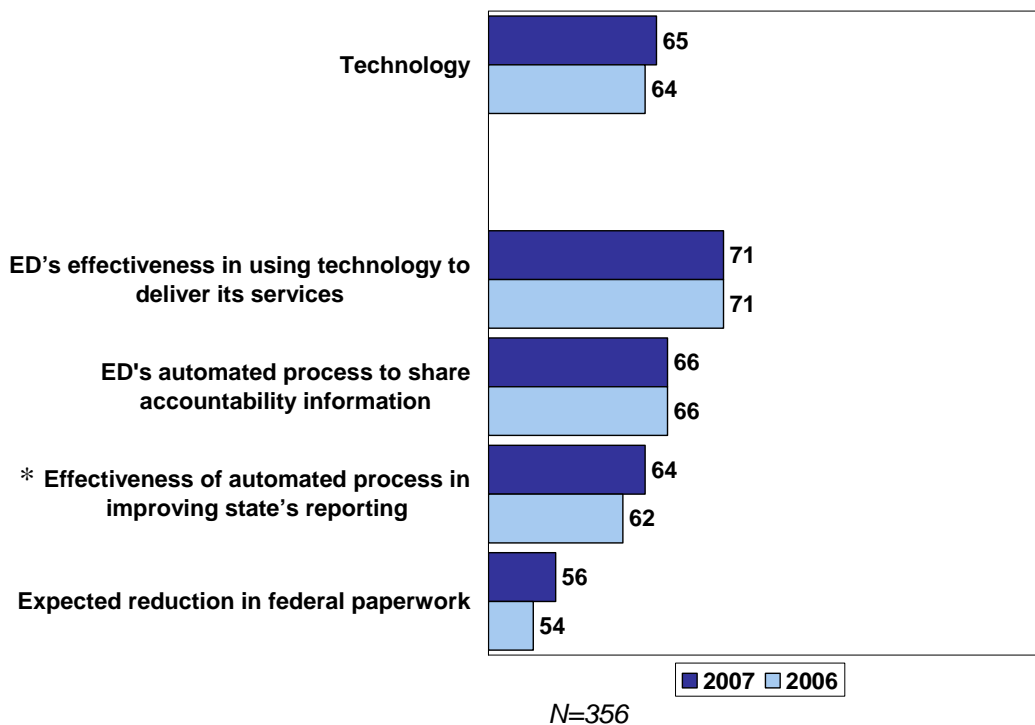
N=356

* Statistically significant difference from 2006 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 2006, many respondents mentioned increasing the use of conference calls and WebEx in order to promote better communication. Some respondents mentioned providing materials and handouts early enough before the calls to allow them the time they need to be better prepared. Improving the Web site and in particular, its search capacity was also mentioned. All verbatim responses can be found in Appendix D.

At an aggregate level, Grantees' evaluation of Technology did not show significant changes. However, when considering Technology scores for the U.S. Department of Education grouped by program, there are significant changes from last year. Those programs with respondents rating the U.S. Department of Education significantly *higher* in Technology in 2007 include Directors from the following programs: State Title V, Part A, EDEN/ED*Facts*, Adult Education and Literacy, and State Title I. The following are programs where the Directors gave significantly *lower* scores to Technology in 2007: Career and Technical Education, Title III, and Special Education.

Technology
Scores by Program

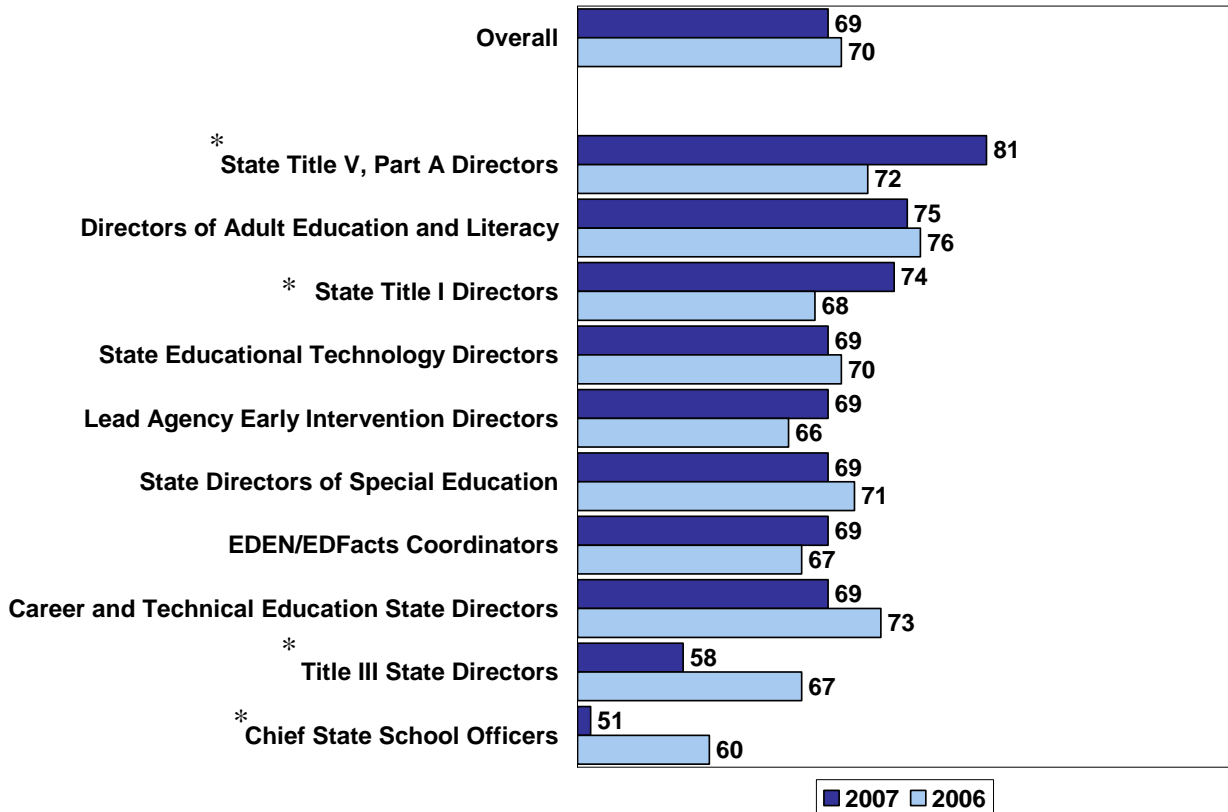| Program	2007	2006
Overall	65	64
* State Title V, Part A Directors	74	65
* EDEN/EDFacts Coordinators	70	66
* Directors of Adult Education and Literacy	70	66
* Career and Technical Education State Directors	67	71
Lead Agency Early Intervention Directors	66	59
State Educational Technology Directors	64	63
* State Title I Directors	64	56
* Title III State Directors	62	66
* State Directors of Special Education	61	68
Chief State School Officers	56	54

■2007 □2006

* Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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Those programs that rated the U.S. Department of Education highest in the area of Technology – Title V Part A, EDEN/ED*Facts* and Adult Education and Literacy not only gave higher ratings to the U.S. Department of Education's effectiveness in using technology to deliver its services, but also gave relatively positive ratings to the expected reduction in federal paperwork.

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 Directors	State Directors of Special Education	EDEN/ED *Facts* Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Technology	**56**	**62**	**64**	**64**	**74**	**66**	**61**	**70**	**67**	**70**
ED's effectiveness in using technology to deliver its services	59	61	69	66	82	73	73	76	73	74
ED's automated process to share accountability information	55	63	62	63	75	66	62	74	68	69
Effectiveness of automated process in improving state's reporting	56	64	60	64	73	65	59	60	67	71
Expected reduction in federal paperwork	44	58	57	59	62	47	48	67	49	62

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Documents
Impact 1.7

Documents continues to be a key satisfaction driver with an impact of 1.7. While the performance in this area has not changed significantly overall, there are a couple of items within Documents, sufficiency of detail to meet your program needs and comprehensiveness in addressing scope of issues, that have slipped two points from last year. Relevance to areas of need and organization of information remain the highest scoring items within Documents.

Documents
Aggregate Scores

	2007	2006
Documents	69	70
Relevance to your areas of need	73	73
Organization of information	72	73
Clarity	69	70
* Sufficiency of detail to meet your program needs	65	67
*Comprehensiveness in addressing the scope of issues that you face	63	65

N=357

* Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

Grantee ratings of Documents grouped by programs show that Title V, Part A respondents gave Documents a significantly higher rating, as did State Title I Directors. Conversely, Title III Directors and Chief State School Officers rated Documents significantly lower in 2007 than they did in 2006.

Documents
Scores by Program

Program	2007	2006
Overall	69	70
*State Title V, Part A Directors	81	72
Directors of Adult Education and Literacy	75	76
*State Title I Directors	74	68
State Educational Technology Directors	69	70
Lead Agency Early Intervention Directors	69	66
State Directors of Special Education	69	71
EDEN/EDFacts Coordinators	69	67
Career and Technical Education State Directors	69	73
*Title III State Directors	58	67
*Chief State School Officers	51	60

Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

Programs that rated the U.S. Department of Education highest in the area of Documents – Title V Part A, Adult Education and Title I, not only gave higher ratings the clarity and organization of the information, but also found the documents to be more relevant, sufficient in detail and comprehensive than other programs did. Title III State Directors in particular, found the documents to be lacking in comprehensiveness to address the scope of issues they face with a rating of 48 for the item.

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 Directors	State Directors of Special Education	EDEN/ED *Facts* Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Documents	**51**	**58**	**69**	**74**	**81**	**69**	**69**	**69**	**69**	**75**
Clarity	49	60	69	76	83	69	68	68	68	75
Organization of information	50	64	70	76	84	71	72	71	75	78
Sufficiency of detail to meet your program needs	48	52	68	69	80	66	66	67	65	70
Relevance to your areas of need	54	66	73	78	83	73	74	73	75	79
Comprehensiveness in addressing the scope of issues that you face	52	48	63	69	78	65	63	64	63	71

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ED Staff/Coordination
Impact 0.8

ED Staff/Coordination remains one of the higher-performing areas for the U.S. Department of Education. It has a modest impact on satisfaction with an impact of 0.8. There were no significant changes in scores in the area of ED Staff/Coordination at an aggregate level. Knowledge of staff with respect to legislation, regulations, policies and procedures, and accuracy of responses continue to be the highest rated items in this area. Collaboration with other ED offices and consistency of responses with ED Staff remain the lowest scoring items in the area of ED Staff/Coordination.

ED Staff/Coordination
Aggregate Scores

Item	2007	2006
ED Staff/Coordination	75	75
Knowledge of relevant legislation, regulations, policies, and procedures	81	81
Accuracy of responses	79	79
Responsiveness to your questions	77	75
Sufficiency of legal guidance in responses	73	72
Consistency of responses with ED staff	68	70
Collaboration with other ED offices in providing relevant services	67	65

N=355

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Respondents from two programs, Adult Education and Literacy and State Title I Directors rated ED Staff/Coordination significantly higher in 2007, while Career and Technical Education and Title III Directors rated ED Staff/Coordination significantly lower.

ED Staff/Coordination
Scores by Program
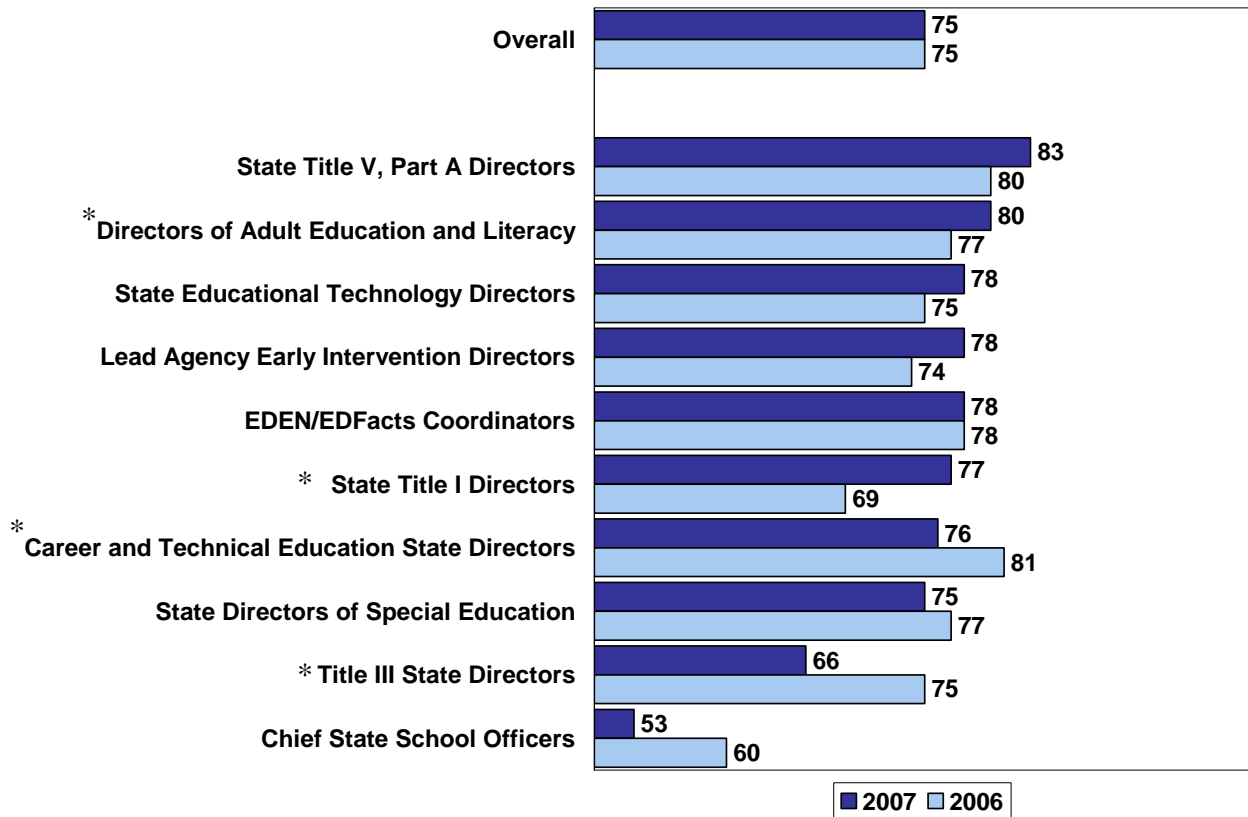
Program	2007	2006
Overall	75	75
State Title V, Part A Directors	83	80
*Directors of Adult Education and Literacy	80	77
State Educational Technology Directors	78	75
Lead Agency Early Intervention Directors	78	74
EDEN/EDFacts Coordinators	78	78
* State Title I Directors	77	69
*Career and Technical Education State Directors	76	81
State Directors of Special Education	75	77
*Title III State Directors	66	75
Chief State School Officers	53	60

■ 2007 □ 2006

Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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Respondents across most programs gave ED Staff high marks for their knowledge, responsiveness, and accuracy of responses. Those programs that rated the U.S. Department of Education lower in the area of ED Staff/Coordination – Chief State School Officers and Title III State Directors tended to give particularly low ratings to consistency with ED staff and collaboration with other ED offices in providing services.

ED Staff/Coordination
ED Staff/Coordination Attribute Scores by Program
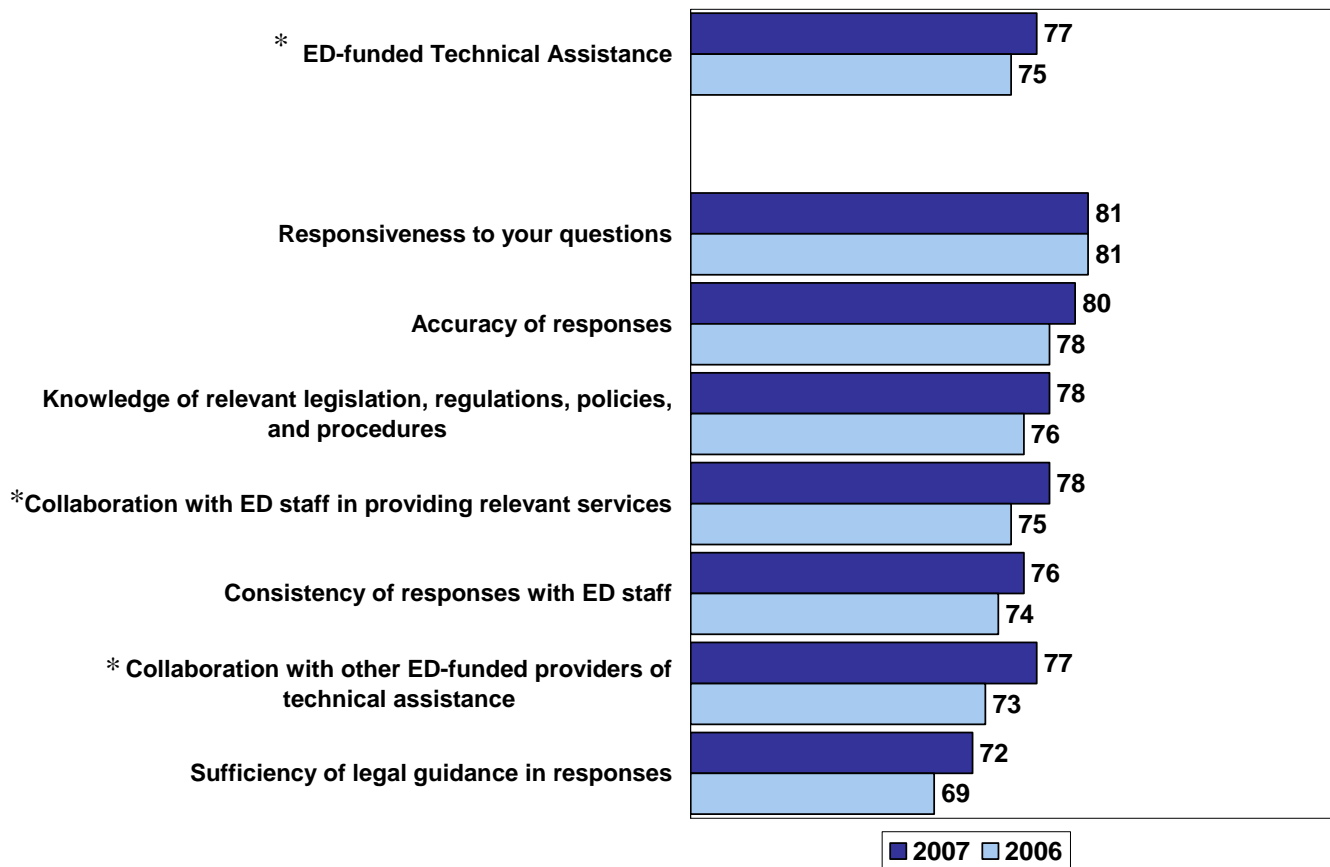
	Chief State School Officers	Title III State Directors	State Educational Technology Directors	State Title I Directors	State Title V, Part A Directors	Lead Agency Early Intervention Directors	State Directors of Special Education	EDEN/ED Facts Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
ED Staff/Coordination	**53**	**66**	**78**	**77**	**83**	**78**	**75**	**78**	**76**	**80**
Knowledge of relevant legislation, regulations, policies, and procedures	65	74	84	84	85	79	84	82	81	85
Responsiveness to your questions	55	74	80	75	83	78	73	83	78	82
Accuracy of responses	58	68	79	84	86	80	81	83	80	84
Sufficiency of legal guidance in responses	49	59	81	78	84	77	72	80	70	77
Consistency of responses with ED staff	44	52	74	70	79	69	66	71	75	77
Collaboration with other ED offices in providing relevant services	41	60	67	63	84	74	62	71	69	77

Online Resources
Impact 0.1

While Online Resources continues to be rated among the lowest scoring areas for the U.S. Department of Education, it also has a nominal impact (0.1) on satisfaction. Scores remain constant from last year with an insignificant one-point drop in this area. Ease of submitting information to ED via the Web remained less problematic than finding materials online.

Online Resources
Aggregate Scores

Online Resources: 64 (2007), 65 (2006)
Ease of submitting information to ED via the web: 70 (2007), 71 (2006)
Ease of finding materials online: 60 (2007), 59 (2006)

■ 2007 □ 2006

N=353
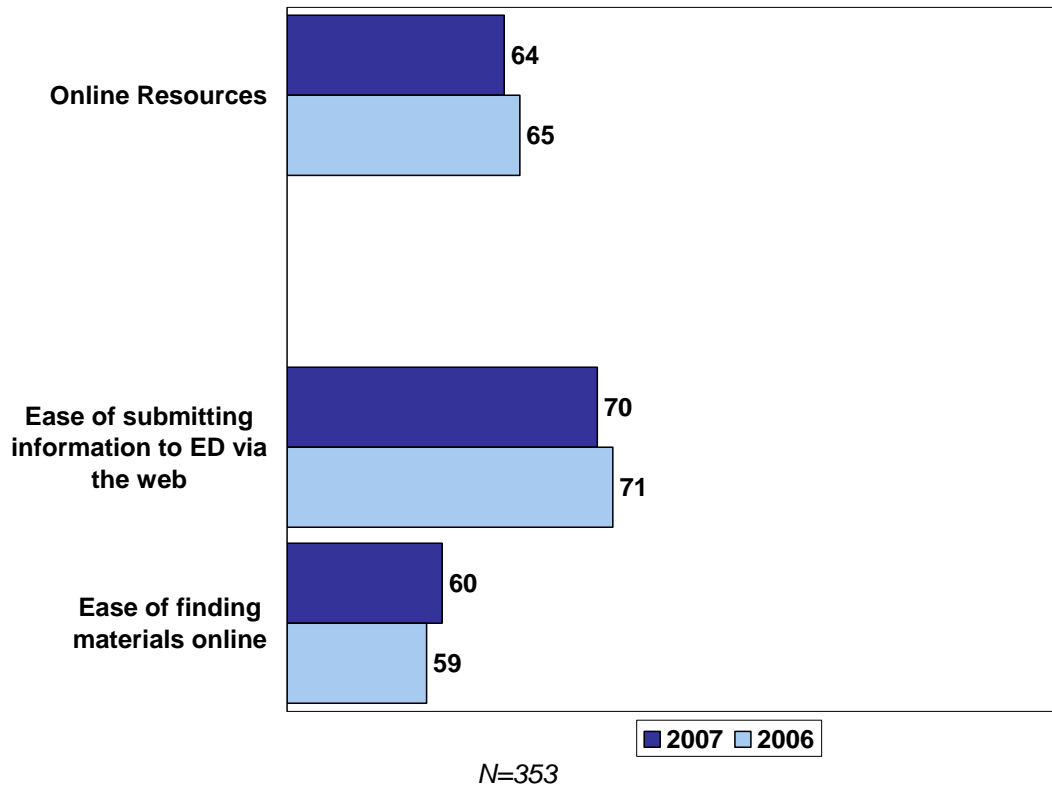
Two programs, Lead Agency Early Intervention Directors and Directors of Adult Education and Literacy rated the U.S. Department of Education's Online Resources significantly higher in 2007 than they did in 2006. Conversely, Title III, Title I, and Chief State School Officers rated the U.S. Department of Education significantly lower on Online Resources in 2007 than they had in 2006.

Online Resources
Scores by Program
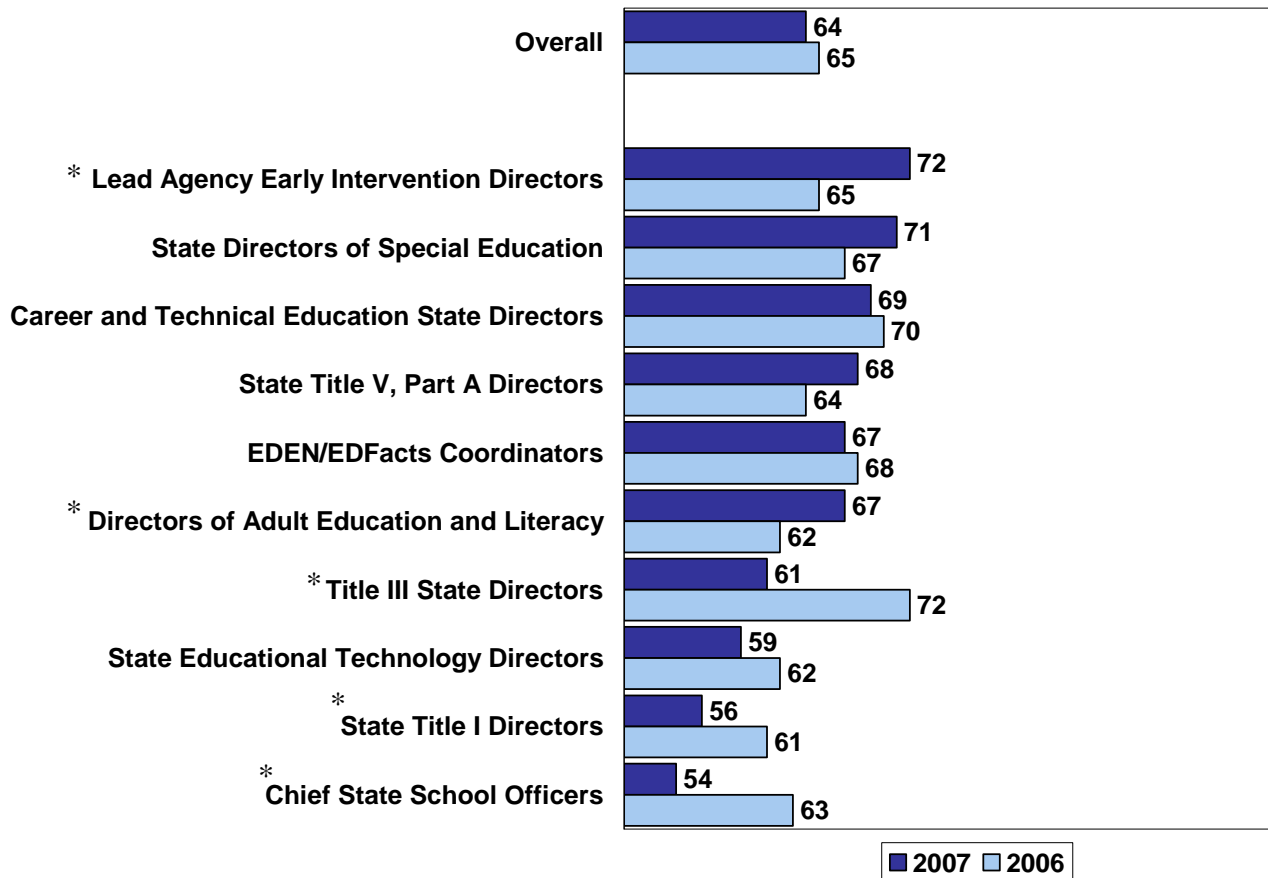
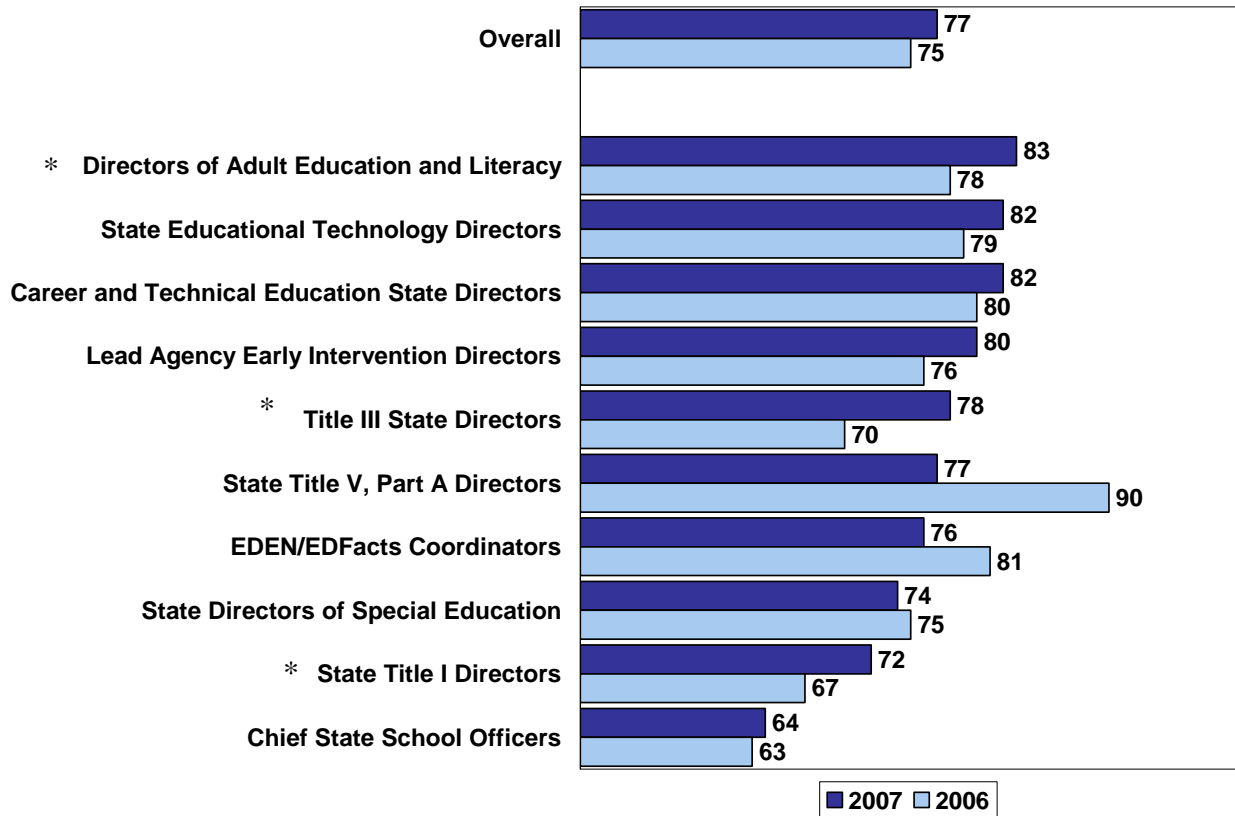| Program	2007	2006
Overall	64	65
* Lead Agency Early Intervention Directors	72	65
State Directors of Special Education	71	67
Career and Technical Education State Directors	69	70
State Title V, Part A Directors	68	64
EDEN/EDFacts Coordinators	67	68
* Directors of Adult Education and Literacy	67	62
* Title III State Directors	61	72
State Educational Technology Directors	59	62
* State Title I Directors	56	61
* Chief State School Officers	54	63

■ 2007 □ 2006

Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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State Directors of Special Education gave online resources highest marks for the ease of submitting information to ED via the Web, while Lead Agency Early Intervention Directors gave high ratings to the ease of finding materials online. For those programs scoring online resources the lowest (50s) – Chief State School Officers, State Education Technology Directors, and State Title I Directors, finding materials online was most problematic.

Online Resources
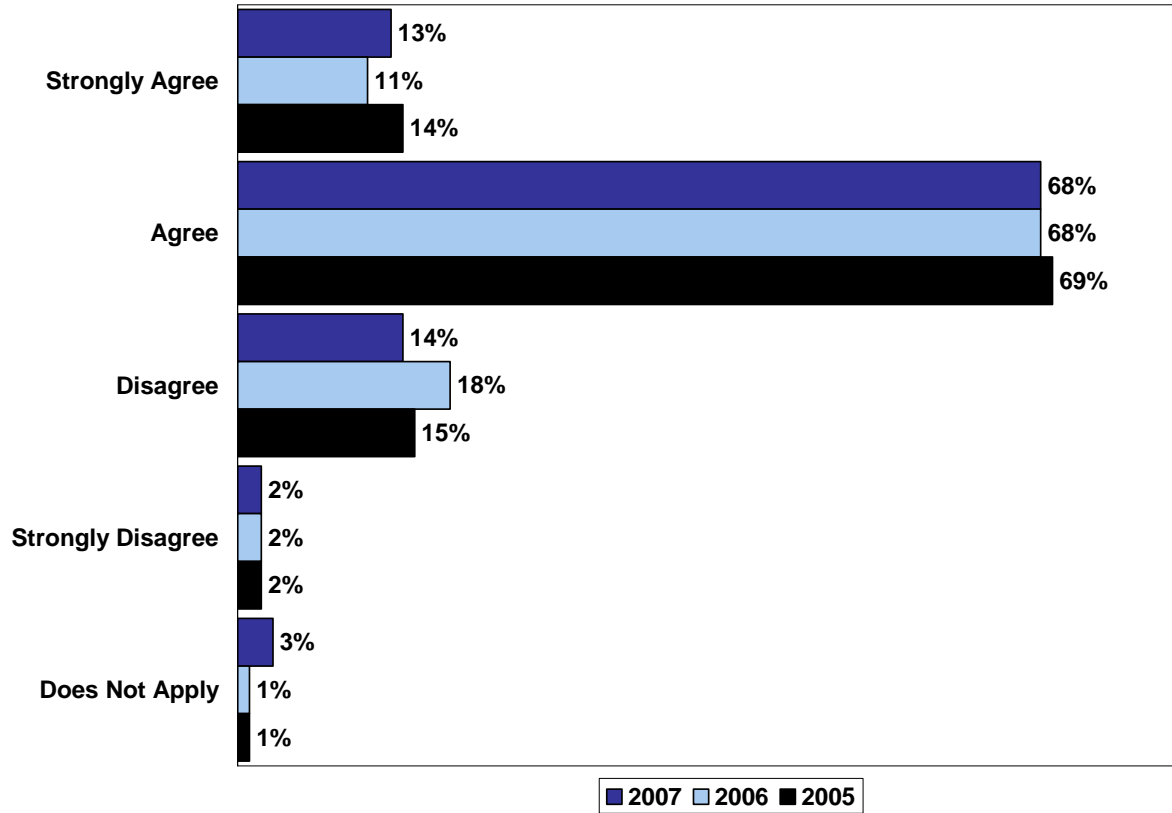#### Online Resources Attribute Scores by Program

	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 Directors	State Directors of Special Education	EDEN/ED *Facts* Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
Online Resources	**54**	**61**	**59**	**56**	**68**	**72**	**71**	**67**	**69**	**67**
Ease of finding materials online	50	58	57	49	63	69	61	67	64	61
Ease of submitting information to ED via the Web	55	64	64	66	73	76	82	67	76	73

ED-Funded Technical Assistance
Impact 0.0

ED-Funded Technical Assistance remains among the highest scoring areas for the U.S. Department of Education. While the impact of 0.0 indicates that an increase in performance in this area will not result in an increase in satisfaction, there were a couple of items where the U.S. Department of Education performed better than they had in 2006. Collaboration with ED Staff in providing relevant services was up three points and collaboration with other ED-funded providers of technical assistance increased by four points.

ED-Funded Providers of Technical Assistance
Aggregate Scores

	2007	2006
* ED-funded Technical Assistance	77	75
Responsiveness to your questions	81	81
Accuracy of responses	80	78
Knowledge of relevant legislation, regulations, policies, and procedures	78	76
*Collaboration with ED staff in providing relevant services	78	75
Consistency of responses with ED staff	76	74
* Collaboration with other ED-funded providers of technical assistance	77	73
Sufficiency of legal guidance in responses	72	69

N=279

* Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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Four programs gave a score of 80 or higher for the ED-Funded Providers of Technical Assistance. No program had a statistically significant drop in score in this area and three programs – Directors of Adult Education and Literacy, Title III State Directors, and State Title I Directors had significantly higher scores this year.

ED-Funded Providers of Technical Assistance
Scores by Program

Program	2007	2006
Overall	77	75
* Directors of Adult Education and Literacy	83	78
State Educational Technology Directors	82	79
Career and Technical Education State Directors	82	80
Lead Agency Early Intervention Directors	80	76
* Title III State Directors	78	70
State Title V, Part A Directors	77	90
EDEN/EDFacts Coordinators	76	81
State Directors of Special Education	74	75
* State Title I Directors	72	67
Chief State School Officers	64	63

■ 2007 □ 2006

* Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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ED-Funded Providers of Technical Assistance received positive ratings for their knowledge, responsiveness, and accuracy of responses across most programs. Sufficiency of legal guidance in the response was an issue for programs rating this area lower – State Title I Directors and Chief State School Officers. However, for nearly all programs this has been and remains a highly rated area. To that point, questions asking about collaboration and consistency in the ED Staff section typically score in the 60s and 70s, while for ED-Funded Providers these scores are typically in the 70s and 80s across programs, with Chief State School Officers being the exception.

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 Directors	State Directors of Special Education	EDEN/ED *Facts* Coordinators	Career and Technical Education State Directors	Directors of Adult Education and Literacy
ED-funded Technical Assistance	**64**	**78**	**82**	**72**	**77**	**80**	**74**	**76**	**82**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	70	80	83	69	76	83	77	74	81	83
Responsiveness to your questions	70	79	86	78	80	85	80	81	84	85
Accuracy of responses	69	80	86	75	80	83	76	78	81	85
Sufficiency of legal guidance in responses	59	74	79	64	73	71	71	68	76	81
Consistency of responses with ED staff	56	75	83	71	76	77	73	75	79	82
Collaboration with ED staff in providing relevant services	60	78	84	70	75	81	75	79	85	84
Collaboration with other ED-funded providers of technical assistance	61	79	81	71	81	81	68	71	85	83

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 retained in 2007. Respondents rated their satisfaction with all of the U.S. Department of Education's products and services on a 4-point scale. In 2007, 81% responded 'Agree' or 'Strongly Agree.' This is up slightly from last year's 79%, but does not represent a statistically significant increase.

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

Strongly Agree
- 13%
- 11%
- 14%

Agree
- 68%
- 68%
- 69%

Disagree
- 14%
- 18%
- 15%

Strongly Disagree
- 2%
- 2%
- 2%

Does Not Apply
- 3%
- 1%
- 1%

■ 2007 □ 2006 ■ 2005

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E. Complaints

Only 3% of all respondents reported that they had formally complained to the U.S. Department of Education within the past six months. As was the case in 2006, Chief State School Officers were most likely to complain as 21% of the CSSO respondents reported complaining to the U.S. Department of Education. No other program had more than 3% of respondents complaining to the U.S. Department of Education. Four programs, Title I, Title III, Title V Part A, and Directors of Special Education, had no respondents who complained to the U.S. Department of Education.

Complaints
Percentage by Program

Program	2007	2006
Overall	3%	3%
Chief State School Officers	21%	25%
State Educational Technology Directors	3%	0%
Lead Agency Early Intervention Directors	3%	11%
EDEN/EDFacts Coordinators	3%	0%
Career and Technical Education State Directors	2%	0%
Directors of Adult Education and Literacy	2%	0%
Title III State Directors	0%	0%
State Title I Directors	0%	2%
State Title V, Part A Directors	0%	3%
State Directors of Special Education	0%	3%

■ 2007 □ 2006

Chapter III
Summary and Recommendations

Grantee satisfaction has remained constant since 2005 with statistically insignificant changes in the U.S. Department of Education Customer Satisfaction Index during that time. However, three programs had significant changes in satisfaction with the U.S. Department of Education among their Directors from last year – Title V, Title I and Title III. Title V and Title I respondents had a signficant increase in satisfaction with the U.S. Department of Education from last year, while Title III respondents had a significant drop in satisfaction with the U.S. Department of Education. Complaints held at 3% for a third straight year with Chief State School Officers most likely to have complained.

Two areas were found to have the high impact on satisfaction – Technology and Documents.

Technology remains one of the lower rated areas with scores remaining constant from last year at least an aggregate level. Respondents gave moderate ratings to the U.S. Department of Education's use of technology to deliver services. They continue to be less positive about the automated process and expected reduction in federal paperwork. However, respondents from four programs rated Technology significantly higher this year than they did last year. This includes respondents from State Title V, Part A, EDEN/ED*Facts*, Adult Education and Literacy and State Title I. These respondents tended to be more positive about the expected reduction in federal paperwork. Given the high impact Technology has on satisfaction, higher ratings for Technology for Title V, Part A, and Title I respondents resulted in higher overall satisfaction. Conversely, three programs - Career and Technical Education, Title III, and Special Education, rated the U.S. Department of Education lower in the area of Technology.

Documents, the other high-impact area, had scores holding constant from last year with relevance and organization the highest rated attributes. However, a couple of items slipped slightly from last year at an aggregate level, the sufficiency of detail and comprehensiveness in addressing scope of issues. Compared to last year's ratings Title V, Part A and Title I respondents gave Documents a significantly higher rating. They found Documents meeting their needs with respect to being comprehensive in addressing the scope of issues they faced and providing sufficient detail. Title III Directors and Chief State School Officers rated Documents significantly lower in 2007 than they did in 2006.

ED Staff/Coordination continues to be rated as one of the U.S. Department of Education's strengths. Respondents found staff to be knowledgeable and responsive in providing accurate responses. Those programs that rated the U.S. Department of Education lower in the area of ED Staff/Coordination – Chief State School Officers and Title III State Directors found the areas of consistency with ED staff and collaboration with other ED offices in providing services to be more problematic.

ED-funded Technical Assistance and Online Resources had the lowest impact on satisfaction of the areas measured. ED-funded Technical Assistance was the highest rated area and scores showed a statistically significant increase over last year. In particular, areas involving collaboration either with ED staff or other ED-funded providers improved from last year. Highest ratings for ED-funded Technical Assistance were for responsiveness and accuracy. Online Resources scores held at 2006 levels. Finding materials online continues to be one of the more problematic areas.

Results by Program
• Chief State School Officers continue to be among the least satisfied with ED. They rated the areas of Documents and Online Resources significantly lower in 2007 than they did in 2006. Chief State School Officers were also more likely to have complained to the U.S. Department of Education than other programs were.

• OELA Title III State Directors are among the least satisfied with the U.S. Department of Education, with their satisfaction taking a significant drop in 2007. Ratings for the U.S. Department of Education in the key driver areas of Technology and Documents were down significantly as were scores in ED Staff/Coordination and Online Resources. On a positive note, they did rate ED-Funded Technical

Assistance significantly higher this year. In 2007, Title III State Directors were significantly less satisfied with the regional meetings allowing for input on the Biennial Report form and with the one-on-one consultations with Program Officers providing an interpretation of Title III.

- OESE State Ed Tech Directors continued to rate their satisfaction low (59). Their evaluation of the driver areas did not change significantly from last year. Nor did their rating of Ed Tech's custom questions show any significant change. State Ed Tech respondents did give positive ratings to the one-on-one consultations providing them an interpretation of Title II, Part D and thought the working relationship with EETT was mostly effective.

- OESE State Title I Directors had a significant gain in satisfaction in 2007. They had a significantly higher rating of the key driver areas of Technology and Documents as well as in the areas of ED Staff/Coordination and ED-funded Technical Assistance. This group rated the low-impact area of Online Resources significantly lower. Custom question ratings did not change significantly, with the highest scores going to the usefulness of training offered through Enhancing Program Performance Contract, information on monitoring Title I (with respect to availability and usefulness) and technical assistance on Homeless Education.

- State Title V, Part A Directors had the highest satisfaction among all respondents with significantly higher ratings of the U.S. Department of Education in the key driver areas of Technology and Documents. Ratings of the custom questions were very positive. Title V respondents found the one-on-one consultations very effective in providing an interpretation of Title V, Part A and with the implementation of it. The guidance document and national meetings rated favorably. The working relationship with the Title V, Part A program office also scored high. All of these areas mentioned were rated in the high 80s.

- Lead Agency Early Intervention Coordinators rated their satisfaction with the U.S. Department of Education among the middle of the program groups. Their evaluation of driver areas did not show significant changes from last year with the exception of Online Resources, which was up significantly. The Lead Agency Early Intervention Coordinators found the Technical Assistance Dissemination Centers to be more responsive to information requests this year. The Communities of Practice continues to receive lower ratings on its effectiveness of addressing improvement issues of the state.

- State Directors of Special Education rated their satisfaction with the U.S. Department of Education among the middle of the program groups. They rated the U.S. Department of Education significantly lower in the key driver area of technology, but no other driver areas showed significant changes. The State Directors of Special Education found the technical support from OSERS to be less responsive this year. The Technical Assistance and Dissemination Centers were found to be less responsive and less timely in the information disseminated.

- EDEN/ED*Facts* Coordinators' satisfaction with the U.S. Department of Education was also in the middle of program groups. They rated the U.S. Department of Education higher in the area of Technology this year and all other driver areas had no significant changes. EDEN/ED*Facts* Coordinators found the support provided by the EDEN/ED*Facts* team to be timely, useful, relevant, and accurate. Support from the Department's Partner Support Center was found to be excellent. The data submission process received moderate ratings for helping the Coordinators meet federal mandates, streamline, and improve the data collection and submission process.

- OVAE Career and Technical Education State Directors satisfaction with the U.S. Department of Education has slipped slightly but not significantly since last year. Ratings for the U.S. Department of Education in ED Staff/Coordination and Technology were down significantly this year. Custom questions received solid scores across most areas. However, scores for the federal monitoring process identifying and correcting compliance dropped this year. The State Plan Submission Guide was one of the lower rated items with respect to compatibility with state reporting systems.

- Directors of Adult Education and Literacy rating of satisfaction with the U.S. Department of Education was among the highest. Most driver areas received higher scores from the Directors of Adult Education and Literacy in 2007. Only Documents did not show a significant increase from last year. Among the custom questions, the federal monitoring process received modest ratings, while NRS (National Reporting System) and the national meetings and conferences received some of the highest ratings for being relevant, up to date and useful.

Recommendations

The Department of Education should focus on improving the high-impact, low-performing areas as a first priority. The grid below shows the performance and impact of each driver area and the change from last year for both. None of the changes in performance were particularly large with only ED-funded Technical Assistance having a statistically significant change of two points. Some of the impacts have shifted from last year. Most notably, Technology was found to have a higher impact on satisfaction, while ED Staff/Coordination has a lower impact this year. Documents remain a high-impact area.

Performance and Impact of Driver Areas
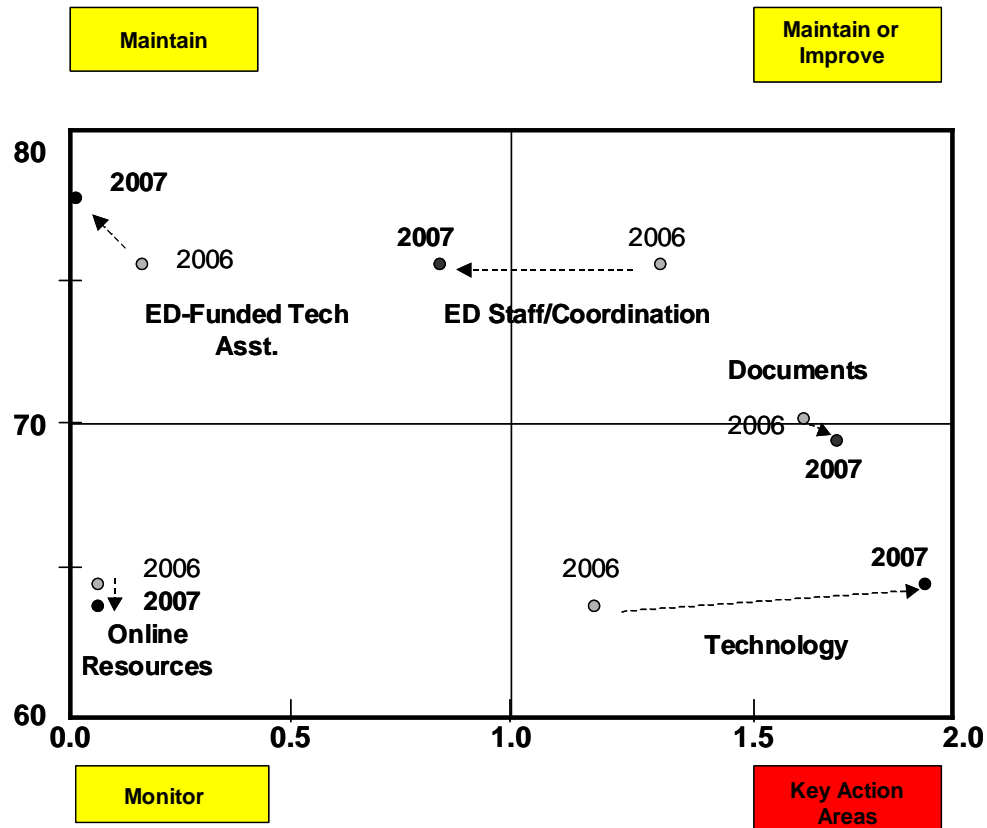
Performance scores for each of the areas are represented on the vertical axis. These are on a scale of 0 to 100 with 100 being the best possible score. The impact each area has on satisfaction is shown on the horizontal axis with the impact representing the expected improvement in satisfaction given a five-point improvement in that area. Both 2006 and 2007 are represented to show changes in performance and impact over the past year. Thus, shifts from left to right mean an area has a greater impact on satisfaction (conversely, shifts from right to left mean a lower impact), while shifts going up represent improved performance in that area.

Use of technology to deliver ED's services was actually the highest rated Technology item, however many verbatim comments mentioned the use of more frequent conferences, WebEx, and providing respondents with meeting materials early enough before the meeting. Using technology to deliver

services may be more of an opportunity with respondents from Title III, Title I, and Chief State School Officers. The effectiveness of the automated process to share information and improve state's reporting remains an opportunity to improve Technology with respondents from all programs.

Providing respondents with Documents that have more detail and are more comprehensive in addressing the scope of issues they face should also be priorities. While some of the respondents' open-ended comments address issues with guidance and communication, getting a better understanding of the level of detail and scope of issues not currently being covered will assist with developing documents that better meet Grantees' needs. One way to gather this information is to include open-ended questions on future Grantees' surveys to directly ask for comments about these areas. Online Resources is a lower scoring area, but it is also a low-impact area so efforts to improve the Web site may be appreciated by many Grantees but it will have nominal effect on satisfaction. The areas of ED Staff/Coordination and ED-funded Technical Assistance remain strengths and the current levels of performance should be maintained in these areas. As secondary priorities, the U.S. Department of Education should improve the consistency of responses with ED Staff and promote collaboration among ED offices.

APPENDIX A : SURVEY QUESTIONNAIRE

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U.S. Department of Education
Grantee Satisfaction Survey 2007

Introduction

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

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

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

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

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

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

Program Office

Q1.   Please indicate your current program office.

1.Chief State School Officers (ASK CSSO1.)

2.OELA – Title III State Directors (SKIP TO STAFF1)

3.OESE – State Educational Technology Directors (SKIP TO STAFF1)

4.OESE – State Title I Directors (SKIP TO STAFF1)

5.OESE – State Title V, Part A Directors (SKIP TO STAFF1)

6.OSERS/OSEP – Lead Agency Early Intervention Coordinators (SKIP TO STAFF1)

7.OSERS/OSEP – State Directors of Special Education (SKIP TO STAFF1)

8.OPEPD – EDEN/ED*Facts* 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

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

Q2.   Do you have regular contact with a senior ED officer who can respond to your policy and programmatic questions?

     1   Yes

     2   No

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

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

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

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

Q3.   Knowledge of relevant legislation, regulations, policies, and procedures

Q4.   Responsiveness to your questions

Q5.   Accuracy of responses

Q6.   Sufficiency of legal guidance in responses

Q7.   Consistency of responses with ED staff from different program offices

Q8.   Collaboration with other ED program offices in providing relevant services

(Ask Q9 only if Q8 is rated <6)

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

ED-funded Technical Assistance

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

     1   Yes

     2   No (SKIP TO WEB 1.)

     3   Don't know (SKIP TO WEB 1.)

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

Q11.   Knowledge of relevant legislation, regulations, policies, and procedures

Q12.   Responsiveness to your questions

Q13.   Accuracy of responses

Q14.   Sufficiency of legal guidance in responses

Q15.   Consistency of responses with ED staff

Q16.   Collaboration with ED staff in providing relevant services

Q17.   Collaboration with other ED-funded providers of technical assistance in providing relevant services.

Online Resources

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

Q18.   Ease of finding materials online

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

Technology

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

(Ask Q21 only if Q20 is rated<6)

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

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

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

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

Documents

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

Q25.   Clarity

Q26.   Organization of information

Q27.   Sufficiency of detail to meet your program needs

Q28.   Relevance to your areas of need

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

ACSI Benchmark Questions

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

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

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

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

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

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

1.   Strongly Agree

2.   Agree

3.   Disagree

4.   Strongly Disagree

5.   Does Not Apply

Closing

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

1   Yes
2   No

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

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

2007 – OELA – Title III State Directors Questions

Custom Questions – OELA – Title III State Directors

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

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

Q1.   Providing you an interpretation of Title III

Q2.   Helping you with your implementation of Title III in your state

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

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

Q4.   Providing you with the information you needed

Q5.   Helping you inform programs serving ELLs in your state

Q6.   Think about the <u>working relationship between Title III and Title I</u>.
          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 2006: Question omitted "First, think about the annual Title III State Director meeting. On a 10-point scale where "1" is," Poor" and "10" is "Excellent," please rate the usefulness of information provided at the meeting.

2007 – OESE – STATE EDUCATIONAL TECHNOLOGY DIRECTORS

Custom Questions – OESE – State Educational Technology Directors

Think about the particular ways in which you have received technical assistance from the Enhancing Education Through Technology Program (EETT). First, consider the one-on-one consultations with EETT program officers.

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

Q1.   Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)

Q2.   Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

Q3.   Think about the guidance document provided by the EETT program office. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate its usefulness.

Q4.   Think about the Educational Technology State Directors' national meetings (i.e., national technology conferences, SETDA meetings) where the EETT program office made a presentation. 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

Q7.   Think about your working relationship with 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 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 2006: None

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2007 – OESE – STATE TITLE I DIRECTORS

Custom Questions – OESE – State Title I Directors

Think about the <u>technical assistance</u> 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 <u>information on monitoring for Title I</u> 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 technology such as 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 technology 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 2006: None

2007 – OESE – STATE TITLE V, PART A DIRECTORS

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

Think about the particular ways in which you have received technical assistance from the Title V, Part A (Innovative Programs) office. First, consider the <u>one-on-one consultations</u> 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 <u>guidance document</u> 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 <u>national meetings and conference calls</u> (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 <u>federal monitoring process</u> 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 <u>working relationship</u> 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 2006: None

2007 – OSERS/OSEP – LEAD AGENCY EARLY INTERVENTION COORDINATORS

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

Think about the technical support provided by the Office of Special Education Programs and the Monitoring and State Improvement Planning Staff from the Office of Special Education and Rehabilitative Services (OSERS). 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 OSERS. 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. 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.

Q8. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Changes from 2006: None

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2007 – OSERS/OSEP – State Directors of Special Education

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

Think about the technical support provided by the Office of Special Education Programs and the Monitoring and State Improvement Planning Staff from the Office of Special Education and Rehabilitative Services (OSERS). 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 OSERS. 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.   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.

Q8.   What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Changes from 2006: None

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2007 – OPEPD – EDEN/ED*FACTS* COORDINATORS

Custom Questions – EDEN/ED*Facts* Coordinators

Think about the support provided by the U.S. Department of Education EDEN/ED*Facts* 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/ED*Facts* 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/ED*Facts* 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 ED*Facts* work?

Q13.   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?

Changes From 2006: Q3 and Q4 new this year. Q5-Q7 expanded questions about Data Submission Process. Q10 "EDEN/EDFacts" replaces "EDEN/PBDMI." Q11-13 new this year.

2007– OVAE – CAREER AND TECHNICAL STATE DIRECTORS

Custom Questions – OVAE – Career and Technical State Directors

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

Q1.   User-friendliness

Q2.   Compatibility with state reporting systems

If you have been monitored 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

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

Q5.   Being up to date

Q6.   Usefulness to your program

Q7.   Think about the audit resolution process as it concerns OVAE. On a 10-point scale, where "1" is "Not very significant " and "10" is "Very significant," please rate its contribution to program improvement.

Q8.   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.

Think about the State Plan Submission Guide as it concerns OVAE. On a 10 point scale, where "1" is "Poor" and "10" is Excellent," please rate the State Plan guide submission process on the following:

Q9.   User-friendliness

Q10.   Compatibility with state reporting systems

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

Changes From 2006: Q9 and Q10 new this year

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2007 OVAE – DIRECTORS OF ADULT ED AND LITERACY

Custom Questions – OVAE – Directors of Adult Ed and Literacy

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

Q1.   Ease of reporting using the NRS Web-based system.

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

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

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

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

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

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

Q10.   Usefulness of the products in helping your state meet AEFLA program priorities.

Q11.   How well the technical assistance provided through the national activities address your program priorities and needs? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."

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

Changes From 2006: Q1 "Ease of reporting" replaces questions about "User-friendliness" and "Compatibility with state reporting systems." Q3- Q6. Expanded questions about AEFLA grant. Q8 new this year. Q10 "of the products" added to question. Q11 new this year.

Questions about federal monitoring process as it relates to DAEL dropped this year.

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APPENDIX B: NON-SCORED RESPONSES

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

Sample Size   333   369   357

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APPENDIX C: ATTRIBUTE TABLES

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Aggregate Results Compared to 2006 Scores

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

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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Chief State School Officers
Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**51**	**51**	
How satisfied are you with ED's products and services	55	51	
How well ED's products and services meet expectations	49	51	
How well ED compares with ideal products and services	47	50	
ED Staff/Coordination	**60**	**53**	
Knowledge of relevant legislation, regulations, policies, and procedures	73	65	
Responsiveness to your questions	59	55	
Accuracy of responses	64	58	
Sufficiency of legal guidance in responses	56	49	
Consistency of responses with ED staff	49	44	
Collaboration with other ED offices in providing relevant services	51	41	
ED-funded Technical Assistance	**63**	**64**	
Knowledge of relevant legislation, regulations, policies, and procedures	67	70	
Responsiveness to your questions	68	70	
Accuracy of responses	67	69	
Sufficiency of legal guidance in responses	58	59	
Consistency of responses with ED staff	58	56	
Collaboration with ED staff in providing relevant services	62	60	
Collaboration with other ED-funded providers of technical assistance	63	61	
Online Resources	**63**	**54**	✔
Ease of finding materials online	57	50	
Ease of submitting information to ED via the Web	68	55	✔
Technology	**54**	**56**	
ED's effectiveness in using technology to deliver its services	63	59	
ED's automated process to share accountability information	54	55	
Effectiveness of automated process in improving state's reporting	49	56	
Expected reduction in federal paperwork	39	44	
Documents	**60**	**51**	✔
Clarity	62	49	✔
Organization of information	65	50	✔
Sufficiency of detail to meet your program needs	60	48	✔
Relevance to your areas of need	58	54	
Comprehensiveness in addressing the scope of issues that you face	54	52	
Complaint	**25%**	**21%**	
Issued a formal complaint about assistance received from ED staff member	25%	21%	
Sample Size	**28**	**19**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OELA - Title III State Directors
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**60**	**53**	✓
How satisfied are you with ED's products and services	65	59	✓
How well ED's products and services meet expectations	57	52	✓
How well ED compares with ideal products and services	59	48	✓
ED Staff/Coordination	**75**	**66**	✓
Knowledge of relevant legislation, regulations, policies, and procedures	80	74	✓
Responsiveness to your questions	81	74	✓
Accuracy of responses	82	68	✓
Sufficiency of legal guidance in responses	71	59	✓
Consistency of responses with ED staff	65	52	✓
Collaboration with other ED offices in providing relevant services	61	60	
ED-funded Technical Assistance	**70**	**78**	✓
Knowledge of relevant legislation, regulations, policies, and procedures	75	80	
Responsiveness to your questions	79	79	
Accuracy of responses	77	80	
Sufficiency of legal guidance in responses	70	74	
Consistency of responses with ED staff	69	75	
Collaboration with ED staff in providing relevant services	66	78	✓
Collaboration with other ED-funded providers of technical assistance	66	79	✓
Online Resources	**72**	**61**	✓
Ease of finding materials online	70	58	✓
Ease of submitting information to ED via the Web	77	64	✓
Technology	**66**	**62**	✓
ED's effectiveness in using technology to deliver its services	71	61	✓
ED's automated process to share accountability information	70	63	✓
Effectiveness of automated process in improving state's reporting	67	64	
Expected reduction in federal paperwork	66	58	✓
Documents	**67**	**58**	✓
Clarity	69	60	✓
Organization of information	72	64	✓
Sufficiency of detail to meet your program needs	60	52	✓
Relevance to your areas of need	74	66	✓
Comprehensiveness in addressing the scope of issues that you face	61	48	✓
Complaint	**0%**	**0%**	
Issued a formal complaint about assistance received from ED staff member	0%	0%	
Sample Size	**43**	**44**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OELA - Title III State Directors
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OELA – Title III State Directors	**72**	**66**	
Number of Respondents	(n=43)	(n=44)	
Providing you an interpretation of Title III (Program Officers)	79	67	✓
Helping you with your implementation of Title III in your state (Program Officer)	76	67	
Providing you with the information you needed (Web site)	77	70	
Helping you inform programs serving ELLs in your state	72	68	
Effectiveness of relationship between Title III and Title I in encouraging collaboration	49	53	
Helping familiarize you with the Biennial Report form	72	64	
Allowing for your input and comments for refining the Biennial Report form	76	59	✓
Sample Size	**43**	**44**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

OESE - State Education Technology Directors
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**61**	**59**	
How satisfied are you with ED's products and services	70	67	
How well ED's products and services meet expectations	59	58	
How well ED compares with ideal products and services	55	54	
ED Staff/Coordination	**75**	**78**	
Knowledge of relevant legislation, regulations, policies, and procedures	77	84	✓
Responsiveness to your questions	72	80	✓
Accuracy of responses	79	79	
Sufficiency of legal guidance in responses	79	81	
Consistency of responses with ED staff	71	74	
Collaboration with other ED offices in providing relevant services	70	67	
ED-funded Technical Assistance	**79**	**82**	
Knowledge of relevant legislation, regulations, policies, and procedures	85	83	
Responsiveness to your questions	88	86	
Accuracy of responses	84	86	
Sufficiency of legal guidance in responses	78	79	
Consistency of responses with ED staff	77	83	
Collaboration with ED staff in providing relevant services	78	84	✓
Collaboration with other ED-funded providers of technical assistance	80	81	
Online Resources	**62**	**59**	
Ease of finding materials online	56	57	
Ease of submitting information to ED via the Web	67	64	
Technology	**63**	**64**	
ED's effectiveness in using technology to deliver its services	65	69	✓
ED's automated process to share accountability information	65	62	
Effectiveness of automated process in improving state's reporting	65	60	
Expected reduction in federal paperwork	55	57	
Documents	**70**	**69**	
Clarity	69	69	
Organization of information	72	70	
Sufficiency of detail to meet your program needs	68	68	
Relevance to your areas of need	75	73	
Comprehensiveness in addressing the scope of issues that you face	67	63	
Complaint	**0%**	**3%**	
Issued a formal complaint about assistance received from ED staff member	0%	3%	
Sample Size	**39**	**40**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OESE- State Education Technology Directors
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OESE – State Educational Technology Directors	**70**	**74**	
Number of Respondents	(n=39)	(n=40)	
Providing you an interpretation of Title II, Part D	72	79	
Helping you with your implementation of Title II, Part D	67	74	
Usefulness of guidance document provided by the EETT program office	73	74	
Usefulness of the information presented at SETDA meetings	68	68	
Helping you with your compliance efforts	64	71	
Helping you to improve performance results	63	66	
Effectiveness of relationship with EETT program office	77	82	
Sample Size	**39**	**40**	

˅ *Statistically significant difference from 2006 scores at 90% level of confidence.*
For an explanation of significant differences in scores between years, see Appendix E.

OESE - State Title I Directors
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**58**	**67**	✔
How satisfied are you with ED's products and services	64	72	✔
How well ED's products and services meet expectations	55	65	✔
How well ED compares with ideal products and services	54	63	✔
ED Staff/Coordination	**69**	**77**	✔
Knowledge of relevant legislation, regulations, policies, and procedures	79	84	✔
Responsiveness to your questions	68	75	✔
Accuracy of responses	77	84	✔
Sufficiency of legal guidance in responses	69	78	✔
Consistency of responses with ED staff	58	70	✔
Collaboration with other ED offices in providing relevant services	52	63	✔
ED-funded Technical Assistance	**67**	**72**	✔
Knowledge of relevant legislation, regulations, policies, and procedures	66	69	
Responsiveness to your questions	70	78	✔
Accuracy of responses	70	75	✔
Sufficiency of legal guidance in responses	61	64	
Consistency of responses with ED staff	66	71	✔
Collaboration with ED staff in providing relevant services	66	70	✔
Collaboration with other ED-funded providers of technical assistance	63	71	✔
Online Resources	**61**	**56**	✔
Ease of finding materials online	52	49	✔
Ease of submitting information to ED via the Web	68	66	
Technology	**56**	**64**	✔
ED's effectiveness in using technology to deliver its services	62	66	✔
ED's automated process to share accountability information	59	63	✔
Effectiveness of automated process in improving state's reporting	56	64	✔
Expected reduction in federal paperwork	47	59	✔
Documents	**68**	**74**	✔
Clarity	70	76	✔
Organization of information	71	76	✔
Sufficiency of detail to meet your program needs	65	69	✔
Relevance to your areas of need	71	78	✔
Comprehensiveness in addressing the scope of issues that you face	62	69	✔
Complaint	**2%**	**0%**	
Issued a formal complaint about assistance received from ED staff member	2%	0%	
Sample Size	**46**	**48**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OESE - State Title I Directors
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OESE – State Title I Directors	**68**	**72**	
Number of Respondents	(n=46)	(n=48)	
Usefulness of the training offered through the Enhancing Program Performance Contract	70	78	
Usefulness of technical assistance on Neglected and Delinquent	67	73	
Usefulness of technical assistance on Even Start	74	74	
Usefulness of technical assistance on Homeless Education	73	77	
Availability of information on monitoring for Title I	72	77	
Usefulness of information on monitoring for Title I	72	77	
SASA's effectiveness in using technology to provide information	60	67	
SASA's effectiveness in using technology to enhance communication between ED and the State	62	65	
Sample Size	**46**	**48**	

⌣ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

OESE - State Title V, Part A Directors
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**66**	**73**	✔
How satisfied are you with ED's products and services	72	79	✔
How well ED's products and services meet expectations	64	71	✔
How well ED compares with ideal products and services	59	69	✔
ED Staff/Coordination	**80**	**83**	
Knowledge of relevant legislation, regulations, policies, and procedures	85	85	
Responsiveness to your questions	74	83	✔
Accuracy of responses	81	86	
Sufficiency of legal guidance in responses	77	84	
Consistency of responses with ED staff	81	79	
Collaboration with other ED offices in providing relevant services	71	84	✔
ED-funded Technical Assistance	**90**	**77**	
Knowledge of relevant legislation, regulations, policies, and procedures	89	76	
Responsiveness to your questions	91	80	
Accuracy of responses	90	80	
Sufficiency of legal guidance in responses	88	73	
Consistency of responses with ED staff	91	76	
Collaboration with ED staff in providing relevant services	90	75	
Collaboration with other ED-funded providers of technical assistance	87	81	
Online Resources	**64**	**68**	
Ease of finding materials online	56	63	
Ease of submitting information to ED via the Web	72	73	
Technology	**65**	**74**	✔
ED's effectiveness in using technology to deliver its services	75	82	✔
ED's automated process to share accountability information	66	75	✔
Effectiveness of automated process in improving state's reporting	62	73	✔
Expected reduction in federal paperwork	51	62	
Documents	**72**	**81**	✔
Clarity	74	83	✔
Organization of information	76	84	✔
Sufficiency of detail to meet your program needs	67	80	✔
Relevance to your areas of need	72	83	✔
Comprehensiveness in addressing the scope of issues that you face	69	78	✔
Complaint	**3%**	**0%**	
Issued a formal complaint about assistance received from ED staff member	3%	0%	
Sample Size	**33**	**21**	

✔ *Statistically significant difference from 2006 scores at 90% level of confidence.*
For an explanation of significant differences in scores between years, see Appendix E.

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OESE - State Title V, Part A Directors
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OESE - State Title V, Part A Directors	**76**	**85**	✔
Number of Respondents	(n=33)	(n=20)	
Providing you an interpretation of Title V, Part A	80	87	
Helping you with your implementation of Title V, Part A	76	88	✔
Usefulness of the guidance document	79	86	
Usefulness of the information presented at national meetings	83	87	
Helping you with your compliance efforts	72	78	
Helping you to improve performance results	69	76	
Effectiveness of relationship with Title V, Part A program office	77	88	✔
Sample Size	**33**	**21**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

OSERS/OSEP - Lead Agency Early Intervention Coordinators
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**59**	**64**	
How satisfied are you with ED's products and services	65	68	
How well ED's products and services meet expectations	57	62	
How well ED compares with ideal products and services	54	60	
ED Staff/Coordination	**74**	**78**	
Knowledge of relevant legislation, regulations, policies, and procedures	77	79	
Responsiveness to your questions	76	78	
Accuracy of responses	75	80	
Sufficiency of legal guidance in responses	71	77	
Consistency of responses with ED staff	69	69	
Collaboration with other ED offices in providing relevant services	66	74	
ED-funded Technical Assistance	**76**	**80**	
Knowledge of relevant legislation, regulations, policies, and procedures	75	83	✔
Responsiveness to your questions	86	85	
Accuracy of responses	82	83	
Sufficiency of legal guidance in responses	53	71	✔
Consistency of responses with ED staff	76	77	
Collaboration with ED staff in providing relevant services	74	81	
Collaboration with other ED-funded providers of technical assistance	73	81	✔
Online Resources	**65**	**72**	✔
Ease of finding materials online	58	69	✔
Ease of submitting information to ED via the Web	73	76	
Technology	**59**	**66**	
ED's effectiveness in using technology to deliver its services	71	73	
ED's automated process to share accountability information	63	66	
Effectiveness of automated process in improving state's reporting	56	65	
Expected reduction in federal paperwork	40	47	
Documents	**66**	**69**	
Clarity	62	69	
Organization of information	66	71	
Sufficiency of detail to meet your program needs	67	66	
Relevance to your areas of need	74	73	
Comprehensiveness in addressing the scope of issues that you face	61	65	
Complaint	**11%**	**3%**	
Issued a formal complaint about assistance received from ED staff member	11%	3%	
Sample Size	**18**	**29**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OSERS/OSEP - Lead Agency Early Intervention Coordinators
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OSERS/OSEP - Lead Agency Early Intervention Coordinators	**69**	**78**	
Number of Respondents	(n=18)	(n=28)	
Staff responsiveness to answering questions	74	79	
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	76	81	
Dissemination of accurate information	71	79	
Dissemination of information in a timely manner	57	67	
Centers' responsiveness to answering questions	69	82	✓
Centers' responsiveness to information requests	74	81	
Effectiveness in addressing systems improvement issues of the state	47	57	
Sample Size	**18**	**29**	

✓ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OSERS/OSEP - State Directors of Special Education
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**63**	**63**	
How satisfied are you with ED's products and services	69	69	
How well ED's products and services meet expectations	62	61	
How well ED compares with ideal products and services	59	58	
ED Staff/Coordination	**77**	**75**	
Knowledge of relevant legislation, regulations, policies, and procedures	84	84	
Responsiveness to your questions	82	73	✓
Accuracy of responses	83	81	
Sufficiency of legal guidance in responses	69	72	
Consistency of responses with ED staff	71	66	
Collaboration with other ED offices in providing relevant services	62	62	
ED-funded Technical Assistance	**75**	**74**	
Knowledge of relevant legislation, regulations, policies, and procedures	77	77	
Responsiveness to your questions	83	80	
Accuracy of responses	77	76	
Sufficiency of legal guidance in responses	65	71	
Consistency of responses with ED staff	74	73	
Collaboration with ED staff in providing relevant services	75	75	
Collaboration with other ED-funded providers of technical assistance	74	68	
Online Resources	**67**	**71**	
Ease of finding materials online	61	61	
Ease of submitting information to ED via the Web	73	82	✓
Technology	**68**	**61**	✓
ED's effectiveness in using technology to deliver its services	76	73	
ED's automated process to share accountability information	67	62	
Effectiveness of automated process in improving state's reporting	65	59	
Expected reduction in federal paperwork	54	48	
Documents	**71**	**69**	
Clarity	73	68	
Organization of information	74	72	
Sufficiency of detail to meet your program needs	70	66	
Relevance to your areas of need	74	74	
Comprehensiveness in addressing the scope of issues that you face	65	63	
Complaint	**3%**	**0%**	
Issued a formal complaint about assistance received from ED staff member	3%	0%	
Sample Size	**36**	**38**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

CFI Group
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OSERS/OSEP - State Directors of Special Education
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OSERS/OSEP - State Directors of Special Education	**77**	**71**	
Number of Respondents	(n=36)	(n=37)	
Staff responsiveness to answering questions	84	75	✓
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	82	74	
Dissemination of accurate information	80	72	✓
Dissemination of information in a timely manner	69	58	✓
Centers' responsiveness to answering questions	75	74	
Centers' responsiveness to information requests	76	77	
Effectiveness in addressing systems improvement issues of the state	60	63	
Sample Size	**36**	**38**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OPEPD - EDEN/EDFacts Coordinators
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**63**	**62**	
How satisfied are you with ED's products and services	69	67	
How well ED's products and services meet expectations	61	57	
How well ED compares with ideal products and services	59	59	
ED Staff/Coordination	**78**	**78**	
Knowledge of relevant legislation, regulations, policies, and procedures	83	82	
Responsiveness to your questions	81	83	
Accuracy of responses	80	83	
Sufficiency of legal guidance in responses	74	80	✔
Consistency of responses with ED staff	73	71	
Collaboration with other ED offices in providing relevant services	72	70	
ED-funded Technical Assistance	**81**	**76**	
Knowledge of relevant legislation, regulations, policies, and procedures	75	74	
Responsiveness to your questions	87	81	
Accuracy of responses	82	78	
Sufficiency of legal guidance in responses	75	68	
Consistency of responses with ED staff	82	75	✔
Collaboration with ED staff in providing relevant services	83	79	
Collaboration with other ED-funded providers of technical assistance	78	71	
Online Resources	**68**	**67**	
Ease of finding materials online	65	67	
Ease of submitting information to ED via the Web	72	67	
Technology	**66**	**70**	✔
ED's effectiveness in using technology to deliver its services	75	76	
ED's automated process to share accountability information	72	74	
Effectiveness of automated process in improving state's reporting	53	60	✔
Expected reduction in federal paperwork	63	67	
Documents	**67**	**69**	
Clarity	67	68	
Organization of information	69	71	
Sufficiency of detail to meet your program needs	64	67	
Relevance to your areas of need	70	73	
Comprehensiveness in addressing the scope of issues that you face	64	64	
Complaint	**0%**	**3%**	
Issued a formal complaint about assistance received from ED staff member	0%	3%	
Sample Size	**33**	**30**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OPEPD - EDEN/ED*Facts* Coordinators
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OPEPD - EDEN/ED*Facts* Coordinators	**74**	**82**	✔
Number of Respondents	(n=33)	(n=30)	
Timeliness of the support	82	90	✔
Usefulness of the support	--	88	
Accuracy of information	79	85	✔
Relevance of the support	--	88	
Federal mandates for data collection and submission	68	65	
Streamline Federal data collection and submission processes	61	67	
Improve State data collection and submission processes	--	62	
Expected reduction in federal paperwork because of the EDEN data submission process	64	63	
Expected improvement in education performance measurement	67	65	
Training provided by the EDEN/ED Facts team	79	76	
Department's Partner Support Center	--	94	
Sample Size	**33**	**30**	

✔ *Statistically significant difference from 2006 scores at 90% level of confidence.*
For an explanation of significant differences in scores between years, see Appendix E.

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OVAE - Career and Technical Education State Directors
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**65**	**62**	
How satisfied are you with ED's products and services	69	67	
How well ED's products and services meet expectations	65	62	
How well ED compares with ideal products and services	62	56	✔
ED Staff/Coordination	**81**	**76**	✔
Knowledge of relevant legislation, regulations, policies, and procedures	84	81	
Responsiveness to your questions	81	78	
Accuracy of responses	85	80	✔
Sufficiency of legal guidance in responses	77	70	✔
Consistency of responses with ED staff	81	75	✔
Collaboration with other ED offices in providing relevant services	75	69	
ED-funded Technical Assistance	**80**	**82**	
Knowledge of relevant legislation, regulations, policies, and procedures	81	81	
Responsiveness to your questions	87	84	
Accuracy of responses	84	81	
Sufficiency of legal guidance in responses	71	76	
Consistency of responses with ED staff	84	79	
Collaboration with ED staff in providing relevant services	86	85	
Collaboration with other ED-funded providers of technical assistance	81	85	
Online Resources	**70**	**69**	
Ease of finding materials online	59	64	
Ease of submitting information to ED via the Web	79	76	
Technology	**71**	**67**	✔
ED's effectiveness in using technology to deliver its services	75	73	
ED's automated process to share accountability information	72	68	
Effectiveness of automated process in improving state's reporting	75	67	✔
Expected reduction in federal paperwork	58	49	✔
Documents	**73**	**69**	
Clarity	71	68	
Organization of information	73	75	
Sufficiency of detail to meet your program needs	72	65	✔
Relevance to your areas of need	77	75	
Comprehensiveness in addressing the scope of issues that you face	71	63	✔
Complaint	**0%**	**2%**	
Issued a formal complaint about assistance received from ED staff member	0%	2%	
Sample Size	**37**	**41**	

✔ Statistically significant difference from 2006 scores at 90% level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.

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OVAE - Career and Technical Education State Directors
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OVAE – Career and Technical State Directors	**75**	**72**	
Number of Respondents	(n=37)	(n=41)	
User-friendliness	75	76	
Compatibility with state reporting systems	71	68	
Identifying and correcting compliance issues in your state	88	77	✓
Helping you to improve program quality	83	73	
Being up to date	78	78	
Usefulness to your program	76	75	
Audit resolution process contribution to program improvement	74	71	
PCRN's usefulness to your program	71	70	
User-friendliness	--	70	
Compatibility with state reporting systems	--	60	
Sample Size	**37**	**41**	

✔ *Statistically significant difference from 2006 scores at 90% level of confidence.*
For an explanation of significant differences in scores between years, see Appendix E.

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OVAE - Directors of Adult Education and Literacy
Core Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
Customer Satisfaction Index	**68**	**70**	
How satisfied are you with ED's products and services	72	74	
How well ED's products and services meet expectations	68	69	
How well ED compares with ideal products and services	62	67	✔
ED Staff/Coordination	**77**	**80**	✔
Knowledge of relevant legislation, regulations, policies, and procedures	81	85	✔
Responsiveness to your questions	77	82	✔
Accuracy of responses	81	84	
Sufficiency of legal guidance in responses	75	77	
Consistency of responses with ED staff	78	77	
Collaboration with other ED offices in providing relevant services	74	77	
ED-funded Technical Assistance	**78**	**83**	✔
Knowledge of relevant legislation, regulations, policies, and procedures	80	83	
Responsiveness to your questions	81	85	
Accuracy of responses	79	85	✔
Sufficiency of legal guidance in responses	77	81	
Consistency of responses with ED staff	76	82	✔
Collaboration with ED staff in providing relevant services	79	84	✔
Collaboration with other ED-funded providers of technical assistance	73	83	✔
Online Resources	**62**	**67**	✔
Ease of finding materials online	58	61	
Ease of submitting information to ED via the Web	65	73	✔
Technology	**66**	**70**	✔
ED's effectiveness in using technology to deliver its services	74	74	
ED's automated process to share accountability information	69	69	
Effectiveness of automated process in improving state's reporting	64	71	✔
Expected reduction in federal paperwork	58	62	
Documents	**76**	**75**	
Clarity	76	75	
Organization of information	79	78	
Sufficiency of detail to meet your program needs	74	70	
Relevance to your areas of need	79	79	
Comprehensiveness in addressing the scope of issues that you face	72	71	
Complaint	**0%**	**2%**	
Issued a formal complaint about assistance received from ED staff member	0%	2%	
Sample Size	**56**	**47**	

✔ *Statistically significant difference from 2006 scores at 90% level of confidence.*
For an explanation of significant differences in scores between years, see Appendix E.

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OVAE - Directors of Adult Education and Literacy
Custom Questions Results Compared to 2006 Scores

	2006 Scores	2007 Scores	Significant Difference
OVAE – Directors of Adult Education and Literacy	**78**	**79**	
Number of Respondents	(n=56)	(n=47)	
Ease of reporting using the NRS web-based system	--	78	
Usefulness of the training offered by OVAE through its contract to support NRS	83	84	
Being well-organized	--	70	
Providing pre-planning adequate guidance	--	68	
Setting expectations for the visit	--	70	
Using state peer reviewers in the federal monitoring process	--	71	
Relevance of information	--	85	
Being up to date	83	87	
Usefulness to your program	80	83	
Usefulness of products helping your state meet AEFLA program priorities	80	76	
Technical assistance provided addresses your program priorities and needs	--	71	
Sample Size	**56**	**47**	

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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.

Accountability and curriculum alignment.

I can't answer that at this time, but my office works with all other offices in this agency.

Title 2B

We are currently assigning all programs to work together as members of district oversight teams when districts are not meeting AYP.

We coordinate our staff that develops academic standards with our testing and assessment division so that each has knowledge of implementation issues.

We listen to districts and schools, including superintendents, and try to make the adjustments in our administration of the law that are needed. We are transparent in our operations.

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

Consider regional conference calls. Sometimes too many people on call. People are hesitant to speak up.

Meetings are sometimes called with only a day or two advanced notice. It appears that ED believes states have nothing to do but wait for them to call a meeting. Nonetheless, the more technology can be used (with good notice) the better. Flying in and out of Washington is not a good use of taxpayer's money nor of busy administrator's time.

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

Clarity of Requirements/Transparency

Clarify and simplify grant guidelines and Edgar.

They must determine to operate in the open, with transparent decision-making, or they have no legitimacy with states.

They need to start writing in a format that is user friendly. The use of Standard English rather than extensive use of jargon and legalese would be greatly appreciated.

Consistency

Be more consistent with peer review findings.

Partnering

Be a partner. Invest more resources in the regional resource network. There is too much investment in national technical assistance centers at the expense of the RRC network. The RRC network provides the practical, state relevant assistance in implementing ED's requirements.

We frequently have to resend the same information due to staff turnover at ED or because they don't seem to understand our information. We do not view ED as a partner but as an agency to fear and an agency that creates mandates with confusing and ever-changing standards that we must meet. Please start acknowledging the positive work states are doing and the gains that have been made in changing our expectations for children and give us time and some resources to get the job done.

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Responsiveness

I really don't have any complaints. Continue to provide a listening ear. Continue to be responsive to the progress of state education agencies.

Quicker resolutions to comments on their findings. Faster turnaround in resolution on responses to reports on their findings and our reports on those findings. A faster resolution when there is a disagreement in their findings and our findings. This regarding the monitorings.

Timeliness in responses. It takes a long time to get responses. Coordination among the office in ED particularly program offices and fiscal. More emphasis on best practices as opposed to compliance. They often give response on local level and they don't include the state, so they need to include us before they give their responses to the local level.

When there is questions and issues that there are no answers for they should let us know. Provide answers in a timely fashion, so as a state we can meet their deadlines. In terms of No Child Left Behind there needs to be more flexibility and financial support in terms of the definitive directions.

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.

Collaboration across instructional programs.

Collaboration and shared staffing between Wisconsin DPI Office of Educational Accountability (assessment) and Content & Learning Team (curriculum & instruction) on academic standards, assessment development, professional development, and technical assistance.

Collaboration between the various content areas to design instructional programs for students or collaboration between programs to provide professional development to teachers.

Collaboration between Title I and Title III

First of all, if ED thinks collaboration is essential between Title I and Title III, they should not have moved OELA's office physically to another building. It makes collaboration much more difficult. Aside from that, in many states there are consolidated monitoring efforts among the NCLB programs. It often appears that ED decisions are made in isolation without any consultation among the programs.

Good collaboration between federal programs and Title III office.

Project collaboration between the Office of Language Acquisition and the Office of Reading

Teacher Quality Grant or Title II

With Title I office

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

Consistent opportunities for conference calls on specific topics.

Ed.gov site is a little more user-friendly now (changes made in last two years), but the biennial report has had problems that hopefully will be resolved. Also, I do not like to use resources that are so outdated, so I rarely use those with statistics/demographics, etc. It is good that many documents are available in Spanish as a model for seas and leas to follow for parental involvement and equity purposes

I would like to see frequent WebEx trainings and bi-weekly or monthly conference calls for SEA directors. It would help build the community we need for success.

More Web-based videoconferencing.

Provide more written guidance via email and make more written policy available on an official Web site.

Search engine specific to Title III

The problem is a timing issue. It is hard to take advantage of this. There would need to be an incredible amount of lead-time prior to the conference they were holding.

Use technology - now only use emails.

Video conferencing and Web conferencing rather than conference calls. In each of these cases, limit the agenda so there is time for interaction rather than 80% presentation.

Web conferences, more accessibility to staff through on line meetings, other on line tools providing guidance on data collection, program implementation.

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

Accurate and timely provisions of information. To be consistent.

Clarification and focus on regulations that change constantly. Guidance for AMAO, ELLs in Special Ed, etc. Also, the new assessment regulations bring concerns to states not knowing how these regulation will assist ELLs in learning English. These are just some issue.

Consider having open forums (using technology) with Title III Directors regarding ongoing challenges being faced by seas in terms of NCLB requirements

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Continue to allow reasonable flexibility for English language learners where accountability is concerned; continue providing financial support for states to do research that can be used sensibly to increase the academic success of ELLs in the U.S.

Continue to be wonderful partners as they have been.

Continue to provide timely updates on any changes being considered in this program

Fill the large gaps of the law, with logical and understandable guidance.

Finalize the framework for standards and assessments. Address issues from the first lap partnership meetings.

Focus more on the year-four implementation and provide samples on what to do

Give more Title III funds.

Guidance in policy in procedures - manual, uniformity applied equally to all states.

I want to have monthly sea WebEx or conference calls focused on different topics that are concerns to the SEAs.

Issuing any guidance would be helpful. I fear that we've been building assessments for language for the past 4 years without any true guidance and we'll all find out that we've been wrong.

Just remain consistent in the service that they provide to us.

More guidance on LEP/Special Education students.

More training and resources in the area of on-site monitoring of Title III Grantees.

OELA can continue responding to e-mails and clarifying issues such as consortiums.

OELA needs to develop a clear AMAO guidance document for Title III. States are still waiting for it and now we are moving into year four of AMAOs without ever having been provided with guidance. In addition, we have had to implement and craft state policies without any comprehensive guidance document from OELA. This is truly unfortunate.

OELA needs to provide the technical assistance promised through the lep partnership before they write states up for non-compliance in areas for which guidance is pending, particularly in the areas of aligning state standards to the English proficiency test (EPT) and LEP standards with content standards. Sec 3113(b)(2) is not clear in this area, but states are receiving findings during Title III monitoring visits for not complying with alignment of lep standards to the EPT and LEP standards to content standards.

OELA will be successful to the extent that it tailors its own technical assistance and program improvement to the realities of the different states. All efforts to listen carefully to the collective and individual voices of sea directors, adopt sensible and realistic policies, address problematic issues faced by SEAs and LEAs, and provide access to high-quality resources and educators will help us to meet our TA and program improvement needs. The most important aspect of this equation is having a two-way relationship between federal and state levels.

OELA would benefit by gathering lead researchers and practitioners in the field to help develop appropriate guidance on lep requirements.

Offer guidance on all the issues affecting states: AMAOs, development of cohorts, target setting, sanctions to LEAs, accurate assessments for ELLs, etc.

Produce guidance on school improvement clarify expectations

Provide additional non-regulatory guidance-printed question and answer with policy in writing. Provide flexibility to states in providing AMAO.

Provide better examples about what OELA will accept, as well provide local technical assistance that local districts can expect.

Provide clear, written guidance on Title III requirements. Very little guidance is provided in writing. Also, responses to documentation submitted would help a lot. Although we often submit a great deal of documentation to support our activities, we have never received any written feedback on whether or not our documentation is accepted, rejected, or requires clarification.

Provide consistent written policy to all states and be consistent in monitors from one state to another! Especially be consistent in requirements - consistent!! Eliminate favoritism for some states in specific

consortiums!! Eliminate favoritism for Florida. If there is something available to them - make it available to everyone, and let them know it's available.

Provide more guidance on AMAOs. Provide more guidance on AMAOs.

Provide more guidance on issues that Title III Directors have asked for.

Provide more models from other states for the implementation of the provisions of Title III. Effective accountability systems, effective professional development models, monitoring protocols, etc.

Provide research on new methodologies to teach the English language to speakers of other languages.

Provide timely and accurate guidance; be responsive to requests for clarification or information. The staff is not knowledgeable about the various facets of implementing Title III programs, especially in the areas of data collection, assessment, ELL students with special needs etc.

Provide timely and consistent guidance and information.

Reduce requests for information. Streamline monitoring process.

Sustain consistent requirements and guidance so as to limit changes from year to year. Provide longer timelines and announcements of events and reporting requirements.

The overall implementation to proved information and the support that we need.

The reporting has changed to annual instead of biannual. Had we know this we wouldn't have changed.

Timely updates on changes to rules, regulations, procedures, and laws.

To be specific in the guidance that they give rather then it be vague and broad and they should focus on specific guidance that would make us more accurate in our implementation

To give us clear guidance.

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

A session on the intersection at a LEP partnership meeting. A WebEx to discuss the issues that are common.

Agreement on assessment constructs regarding English language learners.

As mentioned earlier, being in the same physical location (offices) would be a good place to start.

By addressing the issues that affect ELL in both Titles in a comprehensive and collaborative way; guiding by example.

Communication needs to improve.

Develop partnership workshops between Title I and Title III administrators, and open up a better dialogue between Title I and Title III.

Establish expectations for sharing of information and collaboration at both the federal and state levels.

I believe the encouragement/mandate to collaborate must come from the top. The secretary needs to make it a priority at the federal level, which would help prioritize it at the state level

I think they could provide a guidance document on the other states and combine that collaboration.

Modeling such collaboration at the federal level. Provide successful models of collaboration used successfully by others.

More communication and collaboration.

More understanding within Title I to Title III issue.

Provide opportunities for SEAs to pair reps from both programs where appropriately linked; give incentives/awards to states that are good models for improving the working relationship between them

The partnership needs to work with both being equal partners- for example we see Title III represented at the LEP partnership meetings with minimum representation from Title I. Title III looks like the poor country cousin of Title I.

The two offices could do joint monitoring of states, not separate visits. This may at least get the conversation going between the offices.

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They could establish a relationship - there does not appear to be one right one, e.g., the LEP Partnership doesn't have any participation from OELA.

Their needs to be joint meetings between the Titles

Title I at the federal level appears to have a power complex. I do not perceive that they fully recognize the expertise of Title III staff related to issues of language proficiency and culture. The Title I program doesn't apply its own requirements for validity and reliability to assessments of academic achievement for ELLs. They continue to insist that students with limited time in the US and schooling take tests that measure knowledge that other English-speaking students have had years to develop. This does not always reflect the school or district's quality of educational services. There is a wide range of ELL populations and their different needs should be reflected fairly and accurately in any assessment and accountability system. How can Title I assist the Title III program and truly collaborate with them to make sure this happens? That's what I'd like to see.

We need to collaborate formerly. Provisions of guidance need to be consistent for Title I and Title III.

Whatever working relationship exists between Title I and Title III is not apparent to me - so it's hard for me to comment on improvement.

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

Provide states with practical models of highly evolved systems of accountability, professional development, and district supports. These should not be theoretical but practical and as direct as possible, given the limitations of dissemination of information via meetings and Web casts, etc. States need to see highly effective models for implementing and overseeing language assistance programs.

Sharing of effective practices between states.

Communication

As much as advanced notice to meetings training Webinars, as much advance notice as possible.

By opening a broader dialogue with ED agencies regarding services, they are providing the ED agencies there providing the students. The key term is dialogue discussion.

More frequent communication with program officer.

Coordination/Collaboration

Better coordination among program offices, let ED staff provide guidance to states, speed up the review of guidance to states so it has some timeliness to it.

I have asked them for peer-to-peer mentoring for Title III. It would be helpful for the states to have common interests. It would be helpful to me to deal with other states that have the same interests.

There are some incredibly committed, talented, and knowledgeable people who work for OELA. I think that ED needs to support and listen to them carefully, especially given the fact that ELLs are one of the fastest growing student groups in the country. A collaborative approach with states and leas is more beneficial than a top-down, paternalistic approach.

Guidance

By providing, more clear, logical, and understandable guidance.

ED needs to allow states more input into the guidance they issue before it is published.

Guidance on implementing Title III

Having more timely guidance available

More guidance on ELL issues raised at Title III Directors meetings.

More timely guidance.

OELA needs to develop an AMAO guidance document for all states.

Providing better guidance on implementation of Title III for consistency across all states, so that things aren't always changing in the middle of trying to implement. .

They could provide more timely guidance with the items that need to meet know not just in the future. Also, improve help with the primary language

We need guidance. But, of course, we need guidance that makes sense. Guidance that is based in research and best practice, along with legislation. OELA has focused on details, without looking at the bigger picture, changed interpretations and has been silent on significant things. A good start would be to put efforts into developing the guidance we desperately need, using researchers and experts in the field and put a moratorium on monitoring until they develop the guidance and we understand what they want.

We need more communication and discussion followed by written guidance. We need to have less to send it and more time to work within our state to improve problems.

Regulations

Clarification and focus on regulations that change constantly.

Timely updates on rules, regulations, laws, and other changes.

Responsiveness/Timeliness

Be more responsive to clarifications requested. Be more thoughtful in their interpretation on policy-sometimes you get three different interpretation if you call three different specialists. Clear guidance on implementation of NCLB as it applies to ELLs. More transparency in the working of the department. Information needs to flow more freely between OELA and State Title III Directors. What might come down the pike should not be a mystery.

Continue being receptive to our expertise and experience as the population of ELLs expands; avoid politics in decision-making (e.g., report on research supporting bilingual education that was discounted)

ED products seldom seem to be timely.

Providing the information in a more timely manner, usually we get it a couple days before we act on it, more time should be giving to us.

Technical Assistance

Ongoing availability of technical assistance, both to SEAs as a group, and to individual SEAs.

Provide more technical assistance training to the SDE. Be more specific when interpreting NCLB.

Use survey results

By acting upon the results of these surveys and feedback received.

Once the results from this survey are evaluated, I would like to see those changes implemented.

Web site

I think the search engine on the Web site is a little difficult to use. It doesn't always pull up the information I'm looking for.

Other comments

I don't have time to respond to this at this time. Thank you for asking

Just what I said earlier.

Not familiar enough to offer comment.

Nothing

Please see prior notes.

Providing increased state funding.

To follow the example of the Title III OELA with regard to providing assistance in a supportive and personal manner.

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.

I think my state also has experienced difficulty in collaborating across offices. It is not limited to ED. We have limited collaboration in this state across offices. The best example is our Consolidated Application for federal funds.

Initially, there were efforts made to combine some conversations between Title I and Title II D (Enhancing Education Through Technology) but these were not continued. This was disappointing because encouraging this type of collaboration helps states to leverage the best of both programs.

NJDOE's Office of Educational and Information Technology is about to release a collaborative discretionary grant entitled INCLUDE (Implementing New Curricular Learning with Universally Designed Experiences), in partnership with the Office of Special Education Programs. INCLUDE is designed to ensure that all students in the general education classroom, including those with mild to moderate disabilities, struggling students and English language learners, are provided the necessary accommodations in the general mathematics classroom that will support their achievement of the NJ Core Curriculum Content Standards.

School Improvement, Title IA/D, IC, II A, II D, III, V, and REAP/ARLIS are all on one team. This allows for better connection of programs for services, monitoring, and targeting the students most in need. It helps the SEA to provide NCLB clarity to districts as they implement Continuous Improvement Planning. http://www.ode.state.or.us/schoolimprovement/cdip/07-09revisedcipuide.doc

The cooperation we had between Title I and Title IID, several phone calls

The state funded Technology In Motion program provides technology training to LEA Technology Coordinators who implements the EETT Title II, Part D funds. Collaboration between the two program and individuals who manage programs, better goals and targets are set together for the LEA professional development training.

We do an annual conference called Leading Change that focuses on preparing leaders in our schools and districts. Ed Tech, ESL, Reading First, School Improvement, and the Wallace Grant all work on this conference together. The Dept of ED to do some leadership conferences that through from all these other areas.

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

ED initiates very little contact with us. Perhaps periodic conference calls, whether to our office or to the Ed tech community, could be established to provide updates and to find out what we are doing.

More frequent communication with all states via listserv, blog, or other.

Put the FAPU online.

Some of the conference call capabilities we have, telephone bridges and other types of things. Have DOE acquire these things. Use own system rather then using other peoples systems.

They could be using WebEx or similar technologies to deliver program updates or requirements changes, and to archive these types of sessions so people can readily access them when they cannot attend.

Truly use technology. The Web site and is very unusable is very outdated. We need a means to better communication, have ED tech guys focus on the Web's needs mutual to include ed tech to help change the Web. And add new tools. I'm glad they changed the Web site colors it is much nicer.

We don't really get a lot of communication through the relevant office that I work through.

We have a monitoring coming up, but the communication has been poor. They called and requested how to connect the state system and subsequently they called and asked the information. They need to be efficient on what they get as far as information and where they go with it.

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

More frequent contact, with more information -- guidance documents, memoranda, conference calls, etc. -- about key issues, upcoming deadlines, future plans. It often seems that staff are unable to say anything of substance unless it's been through several weeks or months of internal review, by which time the information is too late or less meaningful.

Probably more frequent contact from the ED department. By the time we get the information, the grants had already been issued.

The new person, (Name Deleted) is fairly new and is a breath of fresh air, seems to be able to get things done and answer questions. Many of the EdTech presentations are disjointed and are often uninformative.

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

A collection of best practices in terms of state applications and projects would be extremely helpful.

Additional guidance on expectations for showing success of the program.

Allow states to continue the Estep model of evaluation by using the funds for districts to evaluate districts.

Be prepared to provide early guidance on this program or a new educational technology program that may evolve under reauthorization of the elementary and secondary education act. Make more connections to other programs specifically Title I A and Title II A because each of these programs (including II D) are critical for providing learning environments that truly help our students increase in academic achievement and prepare for the work world they will enter after school.

Be willing to put more things in writing.

Better define what is expected of both the 8th grade technology literacy and the teacher technology literacy expectations in the law.

Clarify in detail what reporting requirement expectations are.

Communicate periodically with us other than presentation at SETDA meetings.

Continue to best practices for E2 T2 best practices guidance.

Continue to worth with SETDA to help increase consistency and collaboration among the states.

Continue virtual meetings where we can send supporting documents and have our federal program representative in attendance.

Fund EETT at FY 2005 levels. The current level of funding is not enough to effectively integrate technology in schools nor is it enough to carry out all the administrative and reporting requirements. Provide consistent and accurate information in writing regarding statute interpretation and program requirements.

Get on board or make the program more effective, make the necessary changes so that we have a better program in place.

Give us helpful information to improve what we are doing and to assure future funding. Ask us what guidelines work, so we can give them the best results. The poor initial accountability measures set up for EETT did not really show the importance of the work that we do. Whatever happens in the future put the accountability measures in place that truly measure our effectiveness.

Have funding be awarded over multiple years and allow us to continue with 100% competitive grants. To supply the states with competency assessments aligned to the nets standards.

Have more meetings and keep updating us about EdTech info e.g. The secretary roundtable discussion

It may be nice to have regular call-in times to go over any questions, concerns, and new items for all educational technology directors/coordinators.

It would be nice to have more training and to see what other states are doing. A list of best practices.

Keep us informed as to what is happening and the results of the date coming in from all the various projects. Disseminating information on those that seem to be successful.

Make contact.

More WebExs, more downloaded trainings online

Next year more frequent contact and check to see if everyone is on the same page like the timelines. The sooner we get the guidance so that too much time doesn't pass by.

On site visitation, rather than just by conference call. More briefings at national meetings.

Provide additional guidance on specific reporting requirements if necessary.

Provide more and better technical assistance to the new reauthorization. Have regional meetings so the group will be of size to not only manage, but be more personable.

Provide more regular communications, conference calls, updates on the status and activities of eett legislation, funding initiatives, etc. The office should be providing communications to the field on a regular basis (like a listserv?). In addition, the EETT program office should work more closely with the OET office to push the Ed tech agenda. OET should be providing updates to the field on a regular basis as well. Both eett program office and OET should leverage SETDA more to communicate regularly with the field. There are numerous topics surrounding eett that would be beneficial to simply have conference calls on (i.e. Tech plans (state and LEA), competitive grants (and what states are doing), etc. Both EETT and OET need to be in a more pro-active role with states than the current reactive role. Thank you!

Provide regularly scheduled meetings - not add-ons to other meetings.

Provide specific and customized assistance in data collection on tech literacy.

Research on learning improvement through integrating technology as part of constructivist learning environment.

Send periodic e-mail updates

The last meeting we had was the most organized, providing us with documents needed for guidance and implementation.

Timely communication. Meaning full communication. Communication at a sight where people can meet at the same. I understand they are understaffed and have a large workload. I understand that the NCLB puts a lot of workload on us and that the budget is tight all over. While I appreciate DOE conferencing of conference calls as follow up information to meetings where everyone could not attend. I do not appreciate the calling of an official meeting on short notice to be held at a national conference where many state directors are unable to attend due to budget restrictions and short notice.

To clarify EDEN performance reports better, so the need to improve the clarity and info that given

To continue timely telephone conversations prior to request for written information. To make sure we have plenty of lead-time before any changes in documentation is required. When the program was four or five years old, we had a session on program evaluation that should have been conducted on or before the programs inception.

We need additional funding. The funding level is not adequate to meet all the LEA.

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

Best Practices

More oversight and reporting of results for the efforts being made by the various state. Dissemination of practices that work in states.

Per the previous comments, ED could be more pro-active in reaching out to states. Sharing what ED considers as 'best practices' would be very helpful to all states.

Consistency

A consistency in management. When one program officer learns the program, they switch to another. We need a tremendous amount of lead-time would be wonderful. Overall dealing with ED staff, dealing with individuals on a one-to-one basis even if they are new, we are very appreciative of them. I think they honestly do the best they can. The one works very well for us.

A little more consistent in answering questions with long term requirements but they don't get a clear of insurance or information and that consistency needs to be improved. And getting states better prepared as a cohesive unit. And everybody must be comfortable on reporting to us ASAP it is really critical on

being updated sooner. And we encourage them to report to us as fast as possible. They said the info is supposed to be in the EDEN database, but other states might be in a worse spot. We are not griping that the indicator is in the guidance, we should expect us to report it and know we are pushing really hard to meet the requirement of EDEN. I do like putting our input in EDEN, but either way we are going to not be able to turn in into them at this time.

Federal government has the same sort problems as state government in providing service, but on a larger scale. There are many balls in the air and not many people to juggle them. Positions change too often to have people who are well versed in the programs that they manage and that makes it difficult to get good service. The problem is the nature of government service, not ED. All government service is slow to change and every state claims that they are different from the others, which makes it difficult for you to make them all happy.

Provide consistent and accurate information in writing (not verbally only, as is current practice in many cases) regarding statute interpretation and program requirements.

Collaboration

I don't even know what ED's services are, other than those related to our program. It would be helpful to learn more about what the products and services are.

When they present at national association meeting have the information practice clearly in sync and well thought out, most presentations seem 'thrown together' and disjointed, acknowledge the collective professional background of the group. Ask us, for input and not always tell us. It would be nice to see a more cohesive relationship between the office that over sees the EETT and the office of educational technology. Utilize the Ed tech leaders of the states more often to gather data and to conduct focus groups.

Communication

I believe that us doe has talented staff members who are capable and interested in assisting the state departments of education, however workloads and internal restrictions on the staff appear to be detriments to providing services needed by the state. Please let us know if there are special communication needs with any member of the DOE staff. By better understanding the special communication needs of those we work with we can tailor our communications to meet the best modality. For example in some situations e-mail communications (or written communications) is the best mode for insuring that information has been communicated effectively, efficiently and in a timely manner. If there I do believe the DOE staff are capable individuals who are existing within the best of their ability within a bureaucratic structure.

Initiate contact, be available, and return calls, or respond to requests in a timely and complete manner.

Keeps communications open.

More clarity and timeliness of information.

The more communication the better. The more and the faster it can come out the better.

Guidance

Clearer and more specific guidance -- there's been too much vague responding to our queries. It makes it look like program officials are under a 'gag order' not to say too much. Speaking freely and openly would go farther than being overly cautious.

Clarify reporting requirements.

Support the programs that are available, give reliable data on performance of the programs.

Technology

Continue to use technology to deliver information, technical assistance, and program guidance.

Easier to use US DOE Web site. Adoption of H.323 video technology for better video conferencing.

More WebExs and downloadable trainings

Searching the Web site for documents is frustrating. Unless you know exactly what you are looking for, and you know the exact program, grant or table name, you are unlikely to find it. If ED was an online retail store selling these products or services, they would already be out of business.

That there would be more meetings and frequent videoconferences.

The Web site is massive and it is often difficult to find the information one needs. In addition, some information does not get updated on a timely basis; i.e., awards to states for E2T2 for each federal fiscal year. In addition, current program officer contact information for each state would be useful. On the other hand, the program officers I have dealt with for the Title II D program are always responsive and have been helpful when I have had questions.

They are doing okay. Continue to use the technology to continue to share information to various stakeholders.

Timely responses

Continue the responsiveness to key questions. Most of my interactions/needs from ED have been in regards to questions from the field that do not clearly fall under guidance or legislation. ED has always been helpful in getting an answer for me so that I can share it with the districts.

See above comment. They need to be willing to answer more questions in writing. I don't think we have gotten called and got a timely response or been greeted friendly. I appreciate their Ed tech services.

Send earlier notification or 'reminders' out to program leads SCU as when local drawdowns are going to miss a deadline.

Timeliness.

Timely release of important information especially reporting requirements.

Other comments

Continue to give us an opportunity to give you feedback.

Provide more timely information about upcoming survey questions that would involve prior action to be taken (such as an evaluation of a program)

Weekly electronic newsletters?

No comment

My problem is that I do not ask for much help from ED, therefore to suggest or complain is not fair.

No comment.

No comments at this time.

None at this time.

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.

Collaboration with our Special Ed and RTI grant and reading first grant.

Consolidated monitoring and collaboration.

Her school improvement effort is their example.

I don't have one.

NCLB consolidated application that includes 8 formula program grants.

No Child Left Behind. They are not segregated off as much as ED is.

Our monitoring.

Private school issues.

Programs are all housed in the same department. Coordination is an every day event. Program directors meet together several times per week for short (30-45 minutes) meetings to ensure all are aware of issues in programs affecting leas. From these short meetings, longer planning meetings are held to work out details of implementation activities of the various programs. We hold coordinated meetings/trainings with LEAs and IEAs.

Qualify teachers with Title I and Title III.

We have the various in field all in the same office and we meet regularly to collaborate.

We provide technical assistance to our school districts across all formula-funded NCLB programs through a consolidated application process, a consolidated monitoring process, and one office with an executive director, that's MEL that coordinates all programs.

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

ED could use a great deal more technology in working with this agency. In the last year, we have had only one conference call about changes in the rules and yet there have been many changes and new guidance. As new guidance is approved, the ED should use some form other than an e-mail to help us understand. Also, some of their interpretations from the GAO are just plain silly.

Follow through.

Improve their Web site. Improve their search engine.

Make the Web site more accessible, especially the search function.

Nothing.

The SASA office could use Web casts and other such technology to provide more information to state directors.

The tele-conferences have not been very organized. Begin on time. Send handouts prior to the tele-conference.

They could use WebEx or Web cast more frequently. They could communicate more frequently to the state directors by e-mail.

Their Web site could use a lot of work and have trouble finding things and she does use it a lot

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

By Web cast, WebEx and to send out e-mail to state directors.

Not sure, they can.

Use it more! More email messages to state directors and Web casts, WebExs...

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

Conduct 'training' of state Title I coordinators. Updates from ED staff during other conferences is needed and appreciated, but just not enough for state level staff in the implementation of such a complex program.

Continue to provide up to date guidance, especially on targeted assistance programs. We appreciate the Web casts or teleconferences--they could be done more frequently. The staff is especially good about answering questions and responding to our questions.

Continue to work on clear reporting requirements across all programs, make sure EDEN & CSPR data elements match, and decide on data elements to be collected before the school year in question, not several months after it is over.

Continue with Web cast detailed information the USDA Web site about monitoring requirements and technical assistant tool kits. Resources that can be shared with school districts and parents.

Examine the number of request from contractors regarding data requests for individual program reviews.

Facilitate discussions between states on how they handle technical assistance and program improvement with their LEAs. Guide the discussions from a standpoint of compliance and research or evidence-based.

Finish guidance on targeted assistance schools.

Hold roundtable discussions periodically with states via phone conferences.

I can't think of anything.

I don't know the answer; don't know if there is anything they can do to help at this point.

I don't work at all with SASA.

I think that they need to be consistent in developing and communicating policy and flexibility decisions. They need to place a greater flexibility on technical assistance and less on compliance.

If they would survey states to see what is more critical to that state as far state support of LEAs.

Improve their technical assistance that they would provide for us. We have asked for assistance for targeted assistance programs. They don't have control. It gets caught up in the OMB. It slows the process down.

Just to continue to remit more information. It helps a lot.

Larger terms of technology in terms of Web cast. More use of Web casting and those types of things.

Make us aware of what their expectations are for all states, so we know what they are looking for.

More frequent communication through technology.

More personalized technical assistance to deal with state issues that are particular to a state. Assistance with school wide programs to answers questions with issues that have never been resolved.

More training. In fiduciary areas and entity, also more training in monitoring.

More Web casts. Improvement of listservs.

Offer multiple opportunities for the technical assistant for technology. I need faster responses to questions.

Provide a lot more information in different formats. Use more telephone meetings, v-tel, and Web applications. Web applications would include putting out a training on the Web that could be viewed at any time we have.

Provide as many concrete examples as possible. More information via listservs.

Provide more clarification on issues instead of repeating the guidance in a way that does not apply to the situation.

Send us the targeted assistance guidance!

They need to be more flexible. The answers are too rigid.

They need to be more responsive to specific questions in regards to school improvement funding. It is often difficult to receive a response in writing. Sometimes they will tell what they want, but they won't put it in writing. They need to say yes you can do that or no, you can't do that. It is very frustrating.

They need to continue their current level of support.

We have repeatedly asked for information on secondary schools in the improvement process. Secondary schools successfully implementing school choice and supplemental educational services.

We need an independent voice to help with improvements and help us to get the best information and help out to the kids.

Q35. Finally, please describe how ED can improve its service to you.
Collaboration
If all the program offices would coordinate and talk. Even though ED has individual program offices, most states have centralized program offices.
States receive data requests from a number of contractors under contract with the ED for conducting program reviews. It would be extremely beneficial if states were aware of the kinds of data that are going to be requested and a list of contractors so that data can be collected in such as way that allows for a more timely response.

Communication
As more interpretation comes out, just keep the information coming. Share those various grants information more timely. They are too isolated for the various offices.

Continue the level of communication sent to Title I State Coordinators that we have seen over the last few weeks. The updates are appreciated and I feel more informed.

More frequent telephone conversations on key implementation issues in CLB.

More opportunities to interact with staff.

More regular communication.

Consistency
Consistency and transparency, when they are telling one state something tell all the states the same thing.
Providing assistance that is meaningful and purposeful as we try to meet the needs of No Child Left Behind and to accurately reflect the consistent compliance with all the states.

Guidance
Be more timely in providing guidance and information.

Continue with guidance tool kits and resources.

Continued frequent guidance in writing.

I would like them have staff that are designated specifically to reading first issues. I would like for them to have fully designated staff to administer the reading first program. I would appreciate informed and knowledgeable staff to provide guidance and assistance, as was formerly the case.

More guidance.

Provide clear guidance on issues that arise in a timely fashion. Ask staff to leave an 'out of office' message on voice mail or email so that we know whether to expect an immediate reply to a question.

The Title III office is also in my shop and this is the office that has issued the most confusing communication and guidance. The inaccuracy and conflicting messages coming from OELA has produced a lot of wasted effort in our state and have taken our focus off ensuring that limited English proficient students are receiving the services they need from out state schools to achieve academically.

Technology
Change the Web site so that information is more easily accessible.

Just more frequent communications on using technology.

More concrete examples and more listserv info.

More concrete examples and more listservs information.

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They need to improve their Web access and organization of other documents.

To being able to access information and find related documentations on the Web site.

Timely responses

Faster response time. One month to a year is not acceptable to get a response to us. We know the rules, regs, and statute. When we ask a question, we need a response quickly.

Improve the response time it takes to respond to questions. Sometimes the timeline to return information back to the ED is not reasonable.

Just more communication and response time. It takes too long to get a return call to an answer.

Speedier in getting out guidance and the like

The immediate thing is to be more timely with guidance. Many of the things I would like them to do they can't do. They do a pretty good job for the Title I considering.

Timely response to e-mail questions.

When I seek assistance, I have found ED to be responsive.

Other comments

I am fine with the services they are providing. I am not sure what they can do.

It would be helpful to have more technicians specifically for regulation issues. Especially to Title I.

Not at this time.

Quit using an attitude and realize most of us are trying to do the best we can and do not appreciate some of the members of ED staff concentrating on silly items that really do not change a program.

The same as the answer above.

Their interpretation of the law needs to be more flexible

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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.
I don't have any

Q21. Please describe how ED could better use technology to deliver its services.
Provide more information via the listserv. For instance, provide monitoring documents to the listserv far ahead.

Q8 (Title V). Please describe how your working relationship with the Title V, Part A program office could be improved.
NO VERBATIM 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 doing the quality work that they are doing. Love their involvement with the NAT. Title V steering committee meetings!!!! [NAME DELETED] and staff are doing a great job, especially in being responsive to the field via their leadership!

Continue the great help they are already providing. It is especially beneficial to be with them at the two national steering committee meetings.

Continue to participate in the national steering committee meetings. The last couple of years of ED program office's participation has been incredible helpful.

Continue to support and be involved with the national steering committee's conferences.

I don't know of anything at their late date.

I'd like to see a strong commitment to have access to have opportunity to meet with the steering five committee.

Just continue to provide the high level of service that they have always had.

No suggestions at this time, but I am very comfortable contacting my program manager with requests.

Nothing comes to mind other than give us more money.

Nothing.

Offer more specifics about supporting and monitoring districts' in the appropriate use of Title V funds.

Provide a monthly update on Title V issues. Provide legal issues, performance report. All can be done electronically, bi-monthly conference call concerning the state.

Provide more information via the listserv. For instance, provide monitoring documents to the listserv far ahead.

Provide states with agendas and monitoring documentation at least three months ahead of time. Ask each state if there is one person who usually coordinates federal monitoring.

Support Title V as much as possible to DOE administrators and congress.

There needs to be clarity on the formulas that are used on the Title V budget.

They are providing assistance at a level that is very effective.

They can continue the presentation at the Title V national steering committees. Provide technical assistance through conference calls and information sent in the form PowerPoint, memo etc. Continue to be responsive to inquiries from the states.

We have meetings that they attend and provide information. I don't know at this time.

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

The information and materials they share with Title V coordinators at Title V steering committee meetings should be mailed or e-mailed to state Title V coordinators that do not attend the meetings.

Coordination

All ED programs need to be coordinated. There appears to be a major disconnect between NCLB programs, Special Ed programs, and Career/Tech programs. Please remember that, at least at our State, SEA staff from all of these areas actually know one another and talk to each other and participate in the same leadership team weekly meetings. Because of a lack of connection among USED programs, our major programs are forced into 'silo' situations. If you take this to an LEA level, it is even worse. Often in many of our districts with 2,000 or fewer students (and that is MOST of ours), there is only one person with the responsibility of managing/operating ALL of the above mentioned programs. It drives us all a little crazy when processes, dates, definitions, procedures, etc. are even minimally different. I understand that a major reason for this is legislation. However, SOMEONE at ED must have some connection with legislative offices/language. ED could provide some leadership in coordinating how all of these programs work together. The end result will be apparent very quickly, especially at the local level, when people can actually spend more time targeting improvement in student achievement rather than figuring out what is allowable/possible with each different program/rules/regs/guidance/statute and when differing pieces of data must be collected.

Guidance

Be clearer with guidance. Non-regulatory documents are not too helpful.

Technology

Searching for documents on the Web site could be easier if a search could be done by title and date.

Continue to offer conference calls or attend conferences

ED needs to upgrade its technology in order to be more state of the art in the delivery of virtual monitoring visits. In our case, the state had the most up to date technology but ED did not which resulted in poor quality and other problems.

They can provide more contact information on the ED Web site. Some way to capture the results from different state coordinators. Provide a Title V bulletin or every other month update that can be sent out electronically with any issues.

A more user-friendly Web site.

To make the Web site a little more user-friendly. It is difficult with their search engine to access information pertaining to the programs. I'd like to see them improve the grant process. It needs more clarity.

Timely responses

At times, the turnaround time for getting a confirmed answer to a tricky question could be faster. (I know the delay results largely from ED's need for several layers of consultation and confirmation in these instances.) The way that Title V is evaluated could be better aligned with the legislative intent of the program.

The MSP office has 'misplaced' my submitted annual reports requiring that I resubmit; that is an inefficient use of my time.

We had a virtual monitoring a year ago and they never sent any follow up. I think it's really hard to get a person to answer the phone to get an answer.

Title program offices need to talk with each other, coordinate activities, and read each other's guidance documents.

Other comments

I can't think of any way they could do their job better!

Continue to provide the high level of service that they have always had.

I have no comment for that.

Fully implement EDFacts.

None.

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.

GSEG grant

State Interagency Coordinating Council

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

More advance notice and materials.

Not read PowerPoint presentations; promote more interaction and discussion.

Q8 (OSERS). What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Better guidance re: SPP/APR on expectations.

Certainly, the OSEP state contacts are primary in providing TA and support to states and this year we have had excellent rapport and problem solving sessions. Many times we feel that the information we have received is always changing-so frequently that on one publication it states one thing and then on a TA conference call we hear another. It is frustrating when working to develop performance plans, gather accurate data and analyze progress as baseline information is changing! OSEP could also praise states for outstanding practices and provide monetary incentives when exceeding in particular indicators! We do feel the release of determination info has been an attempt to do just that. Additionally, meeting held regionally instead of always in DC as we are under tremendous travel constraints. Thanks!

Continue to contract with experienced and capable TA groups such as NECTAC. Continue to guide us in accessing resources and provide us with clear expectations and clarity on compliance requirements. Discontinue frequently changing expectations or the way in which we must show compliance.

Continue to provide technical assistance; support the availability of ED projects to work with us; when national meetings are held, have an extra day or two reserved for state meetings so there is time to talk in person. Have meetings start mid-week rather than on a Sunday so we can come in early to meet with OSEP staff.

ECO is currently strong. NECTAC is helpful. Regional Resource Center is not helpful at all.

Find out more what the smaller states need. The information we have the funding goes to the cities with more money. We need answers in more timely manner.

Focus on quality services vs. quality data. Work with states to determine better data points. Collect annual data instead of day in time. Demonstrate that OSEP understands that even the smallest data change is very costly and creates much time and work for states and local providers and that it takes about three years of new data point collection to see complete and quality data.

Get accurate information out in a timely manner.

Maintain current reporting requirements and do not change them every year - this is very burdensome for states to implement.

More focus on Part C.

Reduce reporting requirements.

Support improvement activities that are making improvements but may not put a state in compliance - strength of improvement activities do not seem supported.

The above should be more structured and widely publicized.

The TA provided by our State Contact – [Name Deleted] has been excellent. We appreciate the OSEP conference calls and face-to-face meeting opportunities. Sometimes publications seem to focus mostly on Part B - for example, training materials for IDEA 2004 were developed for Part B but we don't typically see these same kind of resources developed for Part C.

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

I would like consistent contact, weekly or bi-weekly.

Monthly TA calls on particular topics, indicators etc.

OSERS/OSEP have been very responsive to our State needs. Continued individual state support through our state contact, along with the topical/issue specific conference calls and face-to-face meetings will be helpful.

Consistency

Consistency, adequate time to meet ongoing and rapid federal changes, evidence of funding discussion between congress and DOE secretary related to Part C, early intervention services, reduction in paper work and process as it is now to the point of overwhelming and seems to be created after the plane is flying.
Provide consistent direction; there have been so many changes it is difficult to keep up with the required actions.

Technical assistance is inconsistent across project officers and states are not supported in what they are doing, only in what they are not doing. Comments from ED are coming from legal group and not from a program improvement perspective. There is much less focused on real program improvement in the last 4-7 years. Even regarding data, there is not enough time or money to set up data systems to capture data quickly enough to show progress quickly enough to be able to make real improvement.

Timely response

Mainly timeliness. We can't afford to wait a long time for answers.

More timely technical assistance especially in the months prior to the submission of the APR. Much of the guidance is late.

Web site

Sometimes it is difficult to find all products/services in one place online. That would be helpful.

Other comments

Follow some of our recommendations when they ask for feedback on the service. They send comments into them and they should follow our recommendations.

Re-evaluate role and objectives, assess effectiveness of individual Regional Resource Centers, and hold them accountable. ED seems to roll out new initiatives without appropriate preparation and understanding of implications for states. States need at least as much time to implement directives as it takes ED to promulgate.

Understand that the Virgin Islands is a different locale and that programs have to function within those differences, such as having limited local pools of specialized EIS personnel, being a very small entity statistical compliance formulas do not always present the accurate picture, and functioning within local jurisdiction-level funding limitations.

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.

Can't think of one.

Collaboration between Special Ed and assessment.

Coordination and collaboration between the ESEA/NCLB, assessment, & special education units.

Cross-division meetings to draft consistent and timely responses.

Cross-team work with NCLB on numerous issues including assessment, AYP, etc.

Current work surrounding response to intervention.

I am not sure how to respond to that.

Implementation of assessments and implementation of RTI.

State personnel development grant.

We have monthly team meeting with title and curriculum staff. We have quarterly meetings with staff to discuss schools in need of improvement. Title and Special Education. Try to collaborate on technical assistant offered to the district and we also have done more joint presentation at the state level and a big one title and curriculum were brought in with our RTI work group, so that we could plan together to best implement the RTI process in our state. Special Education and assessment all work together on an assessment team.

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

Make certain that notice of conference calls are timely, not just one day before hand. Make certain that the conference line mutes out everything but the speaker, not relying on individuals to mute their own phones.

One conference call I was on allowed individuals across the nation to speak and interrupt without controls centrally. It was very distracting and essentially derailed the call. I believe that has been corrected, but if not, correcting that would be essential. I also think Web-based conference calls would be better than just audio.

The telephone calls with so many participants is challenging. Getting the handouts so late is very difficult. Many times the calls do not offer information that couldn't have been delivered via an email.

Q8 (OSEP). What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

Ask the states what we need rather than telling us what we need and allow for flexibility for individual states rather than the same thing for every state. On a positive note, the support provided by the regional resource centers is extremely helpful.

At times, we struggle to get information from OSEP; i.e. we ask questions but responses are often delayed or not provided unless we follow up. So, timeliness in responding would be helpful. It is also difficult to get direction on some policies, as well as consistent information, at times. Improvement in these basic areas would be welcome. Thank you.

Being able to offer more detail and technical assistance regarding IDA. Looking at more collaboration between Special Ed TA center and General ED TA centers.

Continue the conference calls and continue to support the technical assistant centers. Continue the regional and national conferences. Continue to allow easy access to the state contacts.

Continue to seek input from state's on specific needs and continue with the conference calls.

Continue to use technology rather than relying on meetings; consistency in state's program staff contact.

I would like to see their Web site more user-friendly. The people at OSEP have done an outstanding job getting answers to me in a timely and accurate manner. Especially for federal allocations, the APR and the SPP.

No suggestions at this time.

Not make any changes.

Not off the top of my head. Just continue to work on programmatic systems as related to the states performance plan.

Prompt consistent, accurate, technical assistance.

Provide clarity, state performance plans requirements. Recommend processes. If they have a specific process in mind that they want states to collect end reports, let us know what process to take. The more clarity they can give us the better it is for us.

Provide consistent information in a timely manner, the same information to all the states. Sometimes the information is variable to the liaison.

Provide directions and information on the monitoring and data systems.

Reduce duplication of statewide assessment reporting by special education when it is already required by NCLB. Reduce reporting requirements that go beyond the law, such as the NCSEAM parent surveys, etc.

Reduce reporting reduce paperwork.

The monthly TA calls have been useful.

The timelines for the requirements of the data need to take in consideration. They need to give us a two or three year time line to set up our system. System contractors need lead times to change code.

There is overlap in some of the issues being addressed by the centers (more than one center addressing the same issues), and they don't always give us the same information or interpretation. The duplication is wasteful and there needs to be information coordination/validation before dissemination because it only confuses us.

They are pretty much on tract. They need to continue their conference calls. They need to keep updating there Web page and if necessary information relevant that Web page. It is ida.gov.

They can provide for additional stakeholder input. They can put consistent directions.

This survey is problematic as it asks for information I do not have. For instance, I do not have information on how well my federal office is working with other federal offices. Also, I do not consider paper that is virtual to be any less paperwork. I think OSEP should be reducing the number of Indicators that require response for our State Performance Plans, and all data required should be fully coordinated with other US DOE offices and not asked for from one office and again for another.

Try to respond in a more timely manner - which would require cooperation from OGC. OGC appears to be the main reason for responsiveness problems.

Very specific and worded correctly directions, related to only required reports.

We need more consistent and timely information on the states performance plans an annual performance reports.

We would like to have our state contacts for both Part C and Part B to come to our state to review and verify our capabilities and capacity to provide valid and reliable data. The previous verification visit was in 2002 and I believe the state contacts at that time were pleasantly surprised by our capabilities. We have now been given the OSEP designation of 'meets requirements.' We do not want to be ignored or overlooked because we are doing well. Let your staff get to know their states well enough to be familiar with the difficulties that exist in the state. When I tell you that my state is unique among the states, I mean for you to understand that uniqueness.

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

Provide models and templates that states could use for the posting of data. Additional funding and the opportunity to apply for the general enhancements grants.

CFI Group
Claes Fornell International

Collaboration/Coordination

Coordinate the information being given out by the various areas - ESEA/IDEA, etc. Provide much more timely notice to seas of things affecting them on the OSERS/OSEP side, quit changing the rules of the game while the ball is in play, meaning constantly changing its mind of what data it wants, in what form, how much. It just keeps getting piled higher and deeper and there is no 'reduction' in paperwork, collecting and reporting of data, etc. It's become ridiculous.

Work across sectors to support SEA efforts.

Communication

Just keeping the line of communications open and to keep in touch through e-mails and conference calls.

Provide more stakeholders in decision making. Provide comprehensive disseminations of information that affects states. The questions regarding the ED-funded technical assistance staff and OSERS staff questions were rated not applicable, because some of them are better than others.

Seek key stakeholder input before issuing policies.

Consistency

Consistency of information in a timely manner. So that there is not a biased message to the states.

Information/Knowledge

Frequently the person that I am able to have the most contact with is not able to answer the questions.

I find OSEP to be far too dependent on OGC in relation to program issues, which prompts a real rigidity in responding to TA requests. I find OSEP to be unrealistic in its understanding of how things work in the real world and therefore, overly bureaucratic. Some OSEP staff are extremely capable, but some are not --- that means asking for assistance can be a gamble resulting in overly prescriptive and intrusive federal 'assistance.' I don't ask for anything if I can help it.

Notification

More advance notice on TA activities; one day notice is not reasonable, state staff have other obligations/commitments.

Timely response

Get things in a timely manner to the states. Don't go above the law in the requirements.

I don't think my concerns are about a staff member, it is a lack of understanding how the manner and timeliness in dissemination of information impacts a state. It appears that responsiveness is not a high priority.

Ideally, I would like materials that are provided prior to required implementation dates that are complete and provide detailed information.

Improve timeliness of guidance provided.

Just keep up with the exchange of timely information. It's just all types of information on financial.

More timely issuance of final regulations (e.g., the 2% reg took more than a year and a half to finalize.)

Provide prompt, accurate, consistent responses. The questions on this survey regarding ED-funded technical assistance and the question regarding the OSERS staff were rated not applicable, because some are better than others, so it was not fair to rate them all the same.

Provide sufficient support/resources to OGC so that responses from OSEP to the state directors can be more timely.

Quicker response in writing to questions that we have.

Review their multiple requests for data.

Web site

To make the general Web site more user friendly because I can never seem to find documents in a timely fashion.

Other comments

I don't really have anything at this time.

I think they are doing the best they can do. I am highly satisfied with the work they are doing, because a lot of it is out of their control.

Nothing.

Please see earlier statement.

Indexing their services. There is a ton of it there. We get distracted trying to find it. They need an indexing for all services.

Reduce reporting. Reduce paperwork.

See my earlier comments.

CFI Group
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OPEPD - EDEN/ED*Facts* Coordinators

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

The collaboration between EDFacts and the Special Education office that allowed for states to become 'EDEN only' for certain collections is one all program offices need to emulate to ensure states submit complete EDEN data and reduce the reporting burden.

The collection of all the data that goes to the EDEN report.

The EDFacts Coordinator working with the Title I NCLB division to build and submit EDEN data.

With the federal office last year for expanding the AFEX program.

Q21. Please describe how ED could better use technology to deliver its services.
Their list concerns could be more useful more up to date. Their Web site can be more interactive. The applications can be done electronically.

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?
Additional elements as required by EDEN was added to our data collections. This is a very beneficial project but very time consuming.

An increase in the number of people and amount of time devoted to the reporting process.

Assessing what data is available & what needs a new collection

Data systems (my division) is now involved in data collection efforts we have never been involved in the past. Divisions within the agency reported directly to ED before EDFacts.

Greater coordination between program offices within the SEA.

Have created data flow and work flow processes to submit the EDEN files. And have designated a full time EDEN coordinator.

Having one person at the state compile data from various sections within the sea greatly improves consistency and quality of data.

Having to consolidate different program area data.

Higher workload.

Increased timeliness reporting.

It has been the consolidation of our collection records within the district.

Lack of resources.

Little or none. Until more resources are provided to states, states will be unable to fully realize the potential of reporting to EDFacts. Ed needs to provide funds to states for 1 to 2 FTE's (minimum) so that states can really commit to EDEN and realize the untapped benefits. Files are added so fast to EDEN that states cannot keep up. The scope of EDEN is so large that most states are not making any real progress.

Mandatory requirements for submission.

None to this point.

Propelled implementation of statewide comprehensive student data warehouse system.

Shifting collections from the aggregate to the student level -- it is the only way to be able to produce many of the EDEN files. Also training program area staff on how to create data files (versus completing forms).

Stream lining and getting everything together.

The burden of the collection which is unfunded by ED. Although the data are collected through EDFacts, the same processes and procedures must be followed to collect the data from LEAs. The burden in increased, rather than reduced.

The coordination across multiple divisions to provide consistent and accurate data.

The demand for a lot more data.

The support team has been there immediately to assist us with any problems with us we have had. We have a problem with the phones they are there to help us. As a result a personal relationship has developed, so we don't feel we get a phone number.

Very little change. We have a statewide management information system that already collects these data at the state levels. Our change has been in manipulating the files to submit to EDEN.

We are better able to explain needs for requests for information.

We are having to automate processes that were not automated before. We have also had to change data collection instruments to meet new requirements. We have also had to build the capacity to create the files needed for EDEN, which is a significant effort.

We know more where data is collected within a department.

We now collect a majority of data at the student level. More conversation among program areas for consistency of definitions, etc.

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

An EDFacts coordinator should be funded for each state. In addition, EDFacts requirements and specifications should be issued more timely. We hope that the collection will be 'frozen' for several years to allow states time to institutionalize the new requirements.

As we consolidate our data collection instruments, we have found that the timelines of when data is needed by different US Dept. of ED programs do not always coincide. At the state-level, we try to ask for a piece of data only one time and for all relevant data at the same time (i.e. All student level data in one collection), we have found this challenging in light of different deadlines by us dept of ed program offices. Additionally, earlier publication of federal requirements for data would be helpful as some new requirements require changes to information systems at both the local and state level and require additional resources. Having a set of requirements frozen for a few years would also cut down on the need to continually revamp data collection instruments to meet new requirements.

Continue working with other educational organizations to reduce the burden on the sea of providing data to them.

Desperate need for more federal funding for more staff with expertise in data collection/analysis/reporting.

Ed needs to provide funds to states to hire 1 to 2 FTE's (minimum) so that states can begin to make progress. Given state and local responsibilities, most states are unable to dedicate enough resources to EDEN efforts. Establish fixed objectives. Develop and publish a priority list and stick to it. Align processes whenever possible. Pick a specific set of important files and help states meet that objective first, before creating new files and expanding EDEN further.

File specs must be released in advance of the school year for which the data is required to be submitted. Any changes to the collection must be communicated (at minimum) 18 months before the data would have to be collected. This is needed to give seas time to request the change of their districts.

Funding is always good and we have to have dedicated staff to make that funding work.

I am new to our state's EDEN coordinator position. I have asked for help on varies things at different times, but there really is not any training available that covers the EDEN 101 basics. The conference in Dallas was helpful in some respect, but there are a lot of things I am still not familiar with. I would really like to see some kind of training or an instruction book on how to access all the tools available within the EDEN submission system and how to read and understand the reports. The same thing for the EDFacts reporting system. I am not sure what everything means or where to go to find out.

I can't think of anything else.

I think they are right on target; it's just a matter of the data that we have to collect from different program areas not available, as we need it to report to EDEN. We are working on different time lines and are try to coordinate our calendars for timely submission of data.

Keep improving the timelines that will have changes so that we have lead-time to get things relay to submit.

Listen to (and act upon) the comments submitted by states in regards to the 07-08 EDEN OMB package.

Longer lead times, more prompt responses related to program questions

More service needs to be provided to the data sources to allow them access to information provided by them as well as their colleagues. Their interaction is not only necessary for validation, but it also would give them a sense of ownership.

Posting file specs earlier, letting us know if the same data is required by US DOE from other platform, providing different methods and techniques in testing the data specially reconciling EDEN & DANS.

Provide comprehensive file specifications earlier and all files at once; consistently use applicable file number, not just data group or file name.

Provide information about what data is needed, pointing out when which EDFacts submissions will be replacing which previous submissions, when submissions will be collected from both EDFacts and previous method, which EDFacts are completely replacing previous methods. In short, as EDFacts coordinator I am not always aware of what collections my EDFacts submissions are replacing. If would help to know this when interacting with the sea program staff.

Provide timely specs and keep changes to a minimum

Providing funding for at least one full-time position to handle all the requirements.

Relay final data requirements in a timely manner. Stabilize the date collected. Be an advocate for funding of EDEN position.

Resolve the small 'n' issue.

Show me the money. We need some financial support.

Stop changing formats.

There should be a way to submit data at the lowest requested level and then the data should roll-up without us having to submit other files. Example: if the request is for three files school, lea and sea. We would submit the school level and the other two files EDFacts should roll-up itself. I understand if the data from school to district had changes but if not it should not be requested.

There was some talk of funding an EDEN position and that would be nice.

To analyze the data and the costs of the data and the value of the data before you to start the process. Congress acts too much like a local school board.

To do what ever possible to make sure that CSPR and CCD are brought completely under the EDFacts umbrella.

Up to date knowledge of requirements.

Q35. Finally, please describe how ED can improve its service to you.
Communication
Earlier notification of new data reporting requirements. Better communication across program offices and the EDFacts office to ensure the EDEN collection truly reflects the data (and only the data) needed and used by the program offices. More centralized organization of resource documents on the Web site for EDFacts. Increase the number of program offices that agree to dissolve their current collections if SEAs meet a certain bar of data quality regarding their EDEN files = reduction of reporting burden.

ED still has work to do in regards to clear and open communication and expectations within it's own program offices in regards to EDEN.

Feedback from the user group meetings on how the results of those meetings on the problems that we noted to them.

Consistency
Consistency among definitions.

Coordination

By improving coordination between the program offices and EDFacts to ensure that data requested is absolutely necessary and relevant. Also, that the data requested and published by EDFacts truly reflects individual states.

In the area of data collection, more dialogue needs to take place between EDFacts, Program Office staff, and states. That dialogue needs to address the goals of the program offices and how they can be met with data submitted through EDFacts. Some of the indicators used by ED program offices today are not relevant, and may be proxy indicators for data that they think are not available. By starting with the questions program offices need to answer, states can suggest the right data to answer those questions.

Reports

More timely, comprehensive feedback related to data submissions.

Provide reports of the data transmitted to EDEN. Other than record counts, there are no reports to show the data as EDEN has interpreted it except for CSPR. More reports are definitely needed.

Simplify documentation/requirements

Although I didn't send a formal complaint, I did make my comments known in the discussions at the recent coordinators meeting. Also, I sent emails to partner support regarding it too. My suggestions were to simplify the documentation, and to provide organizational structure showing how information is related. There still seems to be redundancy in the data collection. Finally, as stated elsewhere in this survey, we need to get the people who are the data sources, more involved. The data we collect will only be tracked if it is important to the people inputting the information.

ED could consolidate all of the DOE reporting requirements into one electronic tool.

Keep data changes to a minimum.

Letting states know about the changes earlier, more scenario based examples on file layouts, posting file specs earlier, providing testing techniques to test reconciliation of EDEN & DANS, EDEN metadata, online submission of transition and submission plan.

The EDEN/EDFacts system has resulted in mushrooming data collection/reporting requirements, many of which are unrealistic for school/lea staff to be able to meet. In order to meet expanded demands on staff time, more funding is necessary, both for schools/LEAs and for the State Education Department.

They need to give more thought to what it costs all the districts in the nation and how they are going to use it before they collect the data.

Training/Information

Better training and information for new coordinators just coming onboard.

Have October training be as comprehensive as possible - we learned about some things in the spring training or the MIS conference that we should have learned about at the October training. For example - supplemental edit reports.

Provide funding for at least one additional full-time staff at the sea level to coordinate the EDFacts /EDEN process. Then, provide comprehensive training. Finally, really listen to and apply the input you receive from SEAs.

Other comments

Continue what they are doing. It is working.

Help states that may not have the resources to submit files in different formats.

I don't really have any recommendations for improvement. They are busy and we are busy. At this point they are meeting my needs.

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

It seems like the EDFacts team (federal DOE, CCSSO, and Partner Support Center) are doing a good job and have a good overall attitude in this relatively new and still evolving effort. They have also been especially patient with SEAs getting submissions up to speed. Continue this.

They can really work to improve the work they do to Title IV and Title V.
To stay more detailed. Menu of what they offer.
We have had no problem with them. They are most accommodating to us.

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.

Cooperation between the Division of Teaching and Learning, Special Education, The State Board of Education and CTE in the high school redesign project.

Cross functional teams to work on initiatives, for example, a team that works on high school reform consisting of CTE, special ed, Title I, etc.

Joint conferences and we are able to have all of the selected units at one place to connect and converse.

We have a coordinating council that needs to coordinates with a lot of other groups.

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

Webinars on a quarterly basis that are archived in case we cannot attend.

I would recommend more Web casts only later in the week and available 24/7.

Conference calls are often hard to follow the 'strand' of the conversation and also 'body language' often says more than words. Perhaps it would be more appropriate to have video-conferencing.

Technology where you are doing a Web conference is too slow to be effective. I would prefer there on site conferences. Technology does not help that.

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

Be responsive to the feedback from the states. Technical assessments are a big problem.

Continue to keep working with us as a valuable resource through the states planning process and implementation.

Continue to provide updates, when needed, for Perkins IV.

Continue to support us in the area of accountability and data collection.

Every time I have called with a question, I have gotten prompt service, felt comfortable with my answers. If I felt I needed additional help in that conversation, additional responses they would respond to my responses or things I didn't understand. I appreciate that willingness to answer questions.

Get it right the first time when you issue guidance and manage the message so we get one opinion. Overall OVAE staff are great and really do want to make it easy for the field. It's the legislation that is the problem as well as congress (never mind the president).

I would consider them effective in providing me technical assistance. Keeps dates informed of state contacts.

Increase leadtime for submission deadlines

It is important that when a state call there is better response time. Most of the assistance applies to large states and does not relay as well to the issues of small states. That small states' limited federal funds restricts the states' ability to implement federal requirements such as skill assessments.

More guidance on technical skill attainment.

More timely and frequent non-regulatory guidance.

Most of the problems that exist are at the state-level. They need to establish the standard systems and let the state adjust to that. It can take us at least two years to make that transition. To get the calls and policies changed and appropriations to do that.

Our main need for assistance is with the student assessments. Developing, providing clearinghouse of so all states not reinventing, training in effective use

Provide answers to questions instead of responding 'that's a good question.'

Provide clear guidance on an acceptable skill proficiency measure.

Provide for regional meetings to allow states to share problems and solutions face to face.

Provide more clarity and resolution to the confusing items within the new Perkins legislation. This includes but is not limited to defining and providing a solution (or begin development of a solution) to technical skill assessments, also solidifying a definition for completers, etc. On all indicators. In general provide as much clarity & specifics on all ambiguous areas or areas in which OVAE has said they have to go back and evaluate. And doing this soon so that we can begin working on implementing.

Provide more clear-cut information as to what is expected with the assessment indicator.

Provide more specific and direct technical assistant. Have more flexible due dates or timelines.

Provide more specific detail answers to inquiries and give more specific guidance.

Provide quicker 'final' guidelines for items that must be addressed in the state plan and for implementing the state plan.

Provide specific answers to specific questions as it relates to Perkins IV.

Provide technical assistance regarding new Perkins legislation in a timely way and based on individual state needs

Specific detail guidance. There are still too many unknowns.

Straighten out issues relating to accountability definitions, etc.

Support development of a national, 'turn-key' system for automated employment follow-up using DOL wage and hour data; negotiate and underwrite a national agreement for no-cost state access to national student clearinghouse postsecondary education data. Develop a comprehensive database of industry-based, nationally-validated standards, assessments, and certifications for CTE programs of study. Support research and development projects exploring concurrent completion secondary/postsecondary CTE programs that accelerate transition into and completion of postsecondary education and prepare students for careers in a 'high creativity' economy.

The data quality and accountability issues need to be resolved.

The technical assessment issue at both the secondary and postsecondary levels will be a major challenge for our state.

To continue the conference calls relating to the performance indicator definition to continue the data quality institutes.

We all have some questions yet to be answered about technical assessments in secondary and post-secondary education. We hope the states and OVAE can work on solutions. There is some confusion about what the law state in regard to 'programs of study' and what the OVAE staffs are encouraging as far as the 16 clusters. The law is silent on the 16 clusters and the pathways within the clusters are not necessarily 'programs of study'. The work to be compliant with the law has to be accomplished at the local level to develop programs of study with the linkages needed from secondary to post-secondary. The 16 clusters are a nice framework, but they are too broad to be operational at the local level and to be compliant with the law. My fear is that states may adopt a broad cluster and a pathway and say they have implemented a program of study but it is much more than this and takes a lot of work and detail at each LEA. We sometimes feel like there are mixed messages from the OVAE staff as to what is expected and it seems that the technical assistance message needs to help the states take the national cluster frameworks but the clusters cannot be simply adopted without a great deal of work at the local level. I think the states are mislead at times by what will 'count' as a program of study in secondary and post-secondary. The data quality workgroups have been great, but it is frustrating at the same time.

Working with states to help states to find match and maintenance strategies would be helpful.

Provide guidance in a timely fashion - it is important we receive these policy decisions before we complete the bulk of state program development. The need for internal review is appreciated, but the late release times are having a negative impact on the ability of state staff to complete quality work.

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

This goes to the need for various offices to enhance communication among the offices. Those in higher education do not always seem to be aware of messages covering the same topic.

To assign a staff person that represents our state that we can go to find answers to get information.

When I have a question just keep answering it.

Guidance

States either need to have final rulings/guidelines/interpretations of laws/acts prior to the submission to ED or more time for development and submission. States have certain procedures they must follow at the state-level when submitting reports/plans to ED.

Timely response

A better response time to an issue that is critical to a state when it happens.

Accessibility and staff returning phone calls in a timely manner.

Provide leadership by giving answers to questions instead of responding 'that's a good question.' Also, providing information in a more timely manner.

Timeliness of information. Notice of allocations.

Web site

Make the Web site more user-friendly. Take advantage of some Internet video conferencing technology.

Make the Web site more user-friendly.

Provide a way for automatic reminders to be sent when up-to-date information is posted on Web sites.

Put the directory of staff on the front page of ed.gov

Re-think the role of the Web site. For those of us around the country, this is a primary source of information. As currently designed, it is extremely limited in its usefulness for program development or support.

Other comments

Accept feedback and modify requirements.

Assign the Inspector General to investigate apparent waste, abuse, and outright fraud and corruption, on a massive, unprecedented scale, in the use of Special Education funds in the District of Columbia.

Continue to be a valuable resource in developing all processes to be implemented as mandated for our states.

Finalize interpretation of the Perkins Act.

Nothing specific.

Nothing.

Provide more specific direct assistance to our state.

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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.
I can't answer that.

None at this time, many projects are in process. None are currently exemplary.

Our collaboration is between adult education and special education.

There is none.

Transitions to post secondary education.

Working on an adult career pathways initiative involving more accessible transition steps for adult education students into postsecondary occupational programs. Involves AEFLA funded staff and Perkins funded staff. Also involves collaboration with WIA Title I agency.

Q21. Please describe how ED could better use technology to deliver its services.
A better designed, organized, and user-friendly Web site.

Better use of conference calls, Web cast. There is a lot more of information that they could post on there Web site and have available to people who have the right passwords.

Compile resources in one location rather than using my time to search.

Update Web-based program for end of year statistical report.

Webinars, Web conferencing.

Q12 (DAEL). What can DAEL do over the next year to meet your state's technical assistance and program improvement needs?
Be more available for regional or individual conference callings.

Change its leadership.

Communicate better with the finance office in the state. Allow 2 way conversations regarding issues. Use common sense in analyzing the outcome of the review. Prepare all parties to be reviewed with more advance notice. Evaluate in a timely manner after reviews.

Continue doing what they have been doing with the conferences and there contracts.

Continue to seek info from directors to inform planning.

DAEL and air staff has provided excellent technical assistance to our state.

Financial training for our financial staff. We have new people working with the grant. I wish there was a Webinars on training for new state staff on selective topics where people could set in to get answers to their questions on that topic.

I am new and I would like to understand more or learn more about NRS terminology and filling of the NRS report.

I am so new; I don't have any ideas at this point.

I am too new to position to answer intelligently, but the assistance I have received to date has been very helpful.

Identifying replicable models. Identifying research base practices. Focus on outcome results.

I would like them to consider either regional meetings for smaller group discussions or topic specific meetings that we select or choose to attend. We would like more in depth discussion on fewer topics.

Keep up the good work.

Math training.

Not limit national leadership projects to only a few states.

Nothing.

Provide additional information on pay per for performance. Including costs, professional development, and infrastructure.

Provide regional workshops based on the identified needs specified by state directors by regions.

Providing information as thing become available. Products. Resources, etc. Access to the demonstrations products as they come out. Improving the turnaround time as those things are coming. From the vetting process to the actual dissemination time.

Subsidize costs.

They need to respond to questions, they need to give an adequate time for turnaround and they need to address all states.

Q35. Finally, please describe how ED can improve its service to you.
Best practices/Templates

Provide templates for such items as grants, state plans, end of year reports and project templates.

Communication

All levels of the agency communicate and reason together.

Involve state administrators more meaningfully in planning. Provide a more realistic lead-time when establishing a new requirement so that states have the necessary time to make the necessary adjustments.

More regular interaction with regional representatives. Research base replicable. If that person could recognize and identify those.

Guidance

I think they could improve services by putting more guidelines in writing.

Information

I think they do a good job with information flow, but sometimes it is better to put out more information instead of not enough.

Timely response

I find OVAE helpful and very responsive.

They need to respond to questions and give an accurate answer.

Timely, definitive, and consistent responses to questions.

Web site/Technology

Improve the Web site so things are easier to find. The NRS Web site is much easier to use than the ED Web site. Take a lesson from NRS.

The more that they can use technology to delivery the training and information and communication the better. The Webinars is very important, but I really like the targeted information on specific topics from the technical support and it is very convenient.

Other comments

All their projects and grants should come with funding.

Change the DAEL leadership.

I don't have a suggestion right now.

Nothing at this time. I just don't know what I would do to change things. I am not sure what I would want them to do for me. Continue to be the advocate for the state and seek added financial support.

The service is fine

Unknown at this time. I am too new. The real thing would be appropriate training for the staff.

APPENDIX E: Explanation of Significant Difference Scores

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The charts depicted throughout this report compare 2007 to 2006 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.