

**U.S. Department of Education  
Office of the Chief Financial Officer  
Grantee Satisfaction Survey**

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Final Report  
September 2006





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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.

#### **A. Overview of ACSI Methodology**

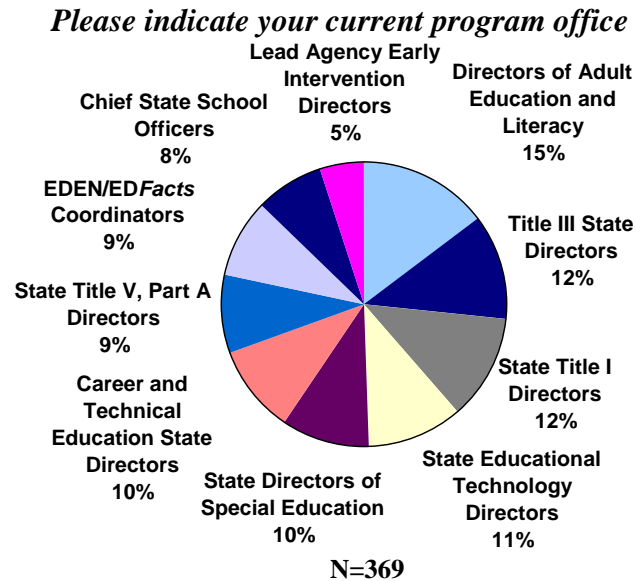
The model on page 9 illustrates the multi-equation, cause-and-effect econometric model that the ACSI uses. Data that is used to run the model comes from surveys of customers of each measured company/agency. For private sector industries, company scores for the satisfaction index and other model components are weighted by company revenues to produce industry indices. Industry indices are weighted by industry revenues to produce economic sector indices. The sector indices, in turn, are weighted by the sector's contribution to the Gross Domestic Product (GDP) to produce the national ACSI. For the public sector (i.e., the federal government agencies), each agency is weighted by the budget expended on activities for the chosen customer segment to produce a federal government ACSI score. The ACSI for the private sector is updated on a rolling basis, with data collected each quarter from 1-2 sectors to replace data from the prior year. Each company or agency is measured annually.

Every federal government agency serves many segments of the public and interacts with both internal and external users. For the first year of ACSI measurement, each agency was asked to identify a major customer segment central to its mission for which to measure satisfaction and the causes and effects of satisfaction. In the years following the initial measurement, government agencies continue to focus on customer segments of similar importance in their studies of customer satisfaction.



## B. Segment Choice

A total of 10 groups, composed of nine program offices and Chief State School Officers, participated in the 2006 Grantee Satisfaction survey. Nine of the groups had participated in the 2005 Grantee Satisfaction survey, with one new group, State Title V, Part A Directors, added this year. The chart below indicates the proportion of respondents from each office. (*Note: Due to rounding percentages in chart add to over 100%.*)



## C. Customer Sample and Data Collection

Each of the participating programs compiled a sample list of state level contacts. The programs provided a total of 571 contacts. Data were collected from June 20, 2006 through August 30, 2006. Surveys were initially sent via e-mail with reminder e-mails and phone calls placed to non-responders. Of the 571 who were contacted either via e-mail or phone, a total of 398 responded for a 70% response rate. Of those who responded, 369 provided valid responses that were used in analysis. Twenty-nine respondents indicated that they were not affiliated with a program office within the last 12 months, and were therefore disqualified from the remainder of the survey. Appendix B contains a table showing percentage of respondents by program and frequencies for selected questions.

Program Office	2006		2005	
	Number of Responses	Response Rate	Number of Responses	Response Rate
State Title I Directors	46	87%	42	83%
Title III State Directors	43	83%	39	79%
State Educational Technology Directors	39	72%	47	91%
Directors of Adult Education and Literacy	56	71%	43	78%
Career and Technical Education State Directors	37	69%	36	73%
State Title V, Part A Directors	33	65%	-	-
EDEN/ EDFacts Coordinators	33	60%	30	67%
State Directors of Special Education	36	58%	42	72%
Chief State School Officers	28	49%	22	39%
Lead Agency Early Intervention Directors	18	33%	26	48%



## **D. Questionnaire and Reporting**

The questionnaire used is shown in Appendix A. The core set of questions that were asked to all program offices remains the same as the one that was developed and used in 2005. Each agency had the opportunity to include a set of questions specific to their program. While many programs used the custom questions developed in 2005, some custom questions were revised or added in 2006. These questions are also provided in the Appendix A. The results for these questions are provided in Appendix C. Score tables in Appendix C provide all scores separated by program. An aggregate score table is provided as well. Significant differences from 2005 scores are shown at a 90% confidence level.

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. All responses are included in the back of the report in Appendix D. Comments are separated by Program.



## **Chapter II**

### **Survey Results**

#### **A. Model Indices**

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 Department of Education Grantee Customer Satisfaction model – illustrated on page 9, 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.

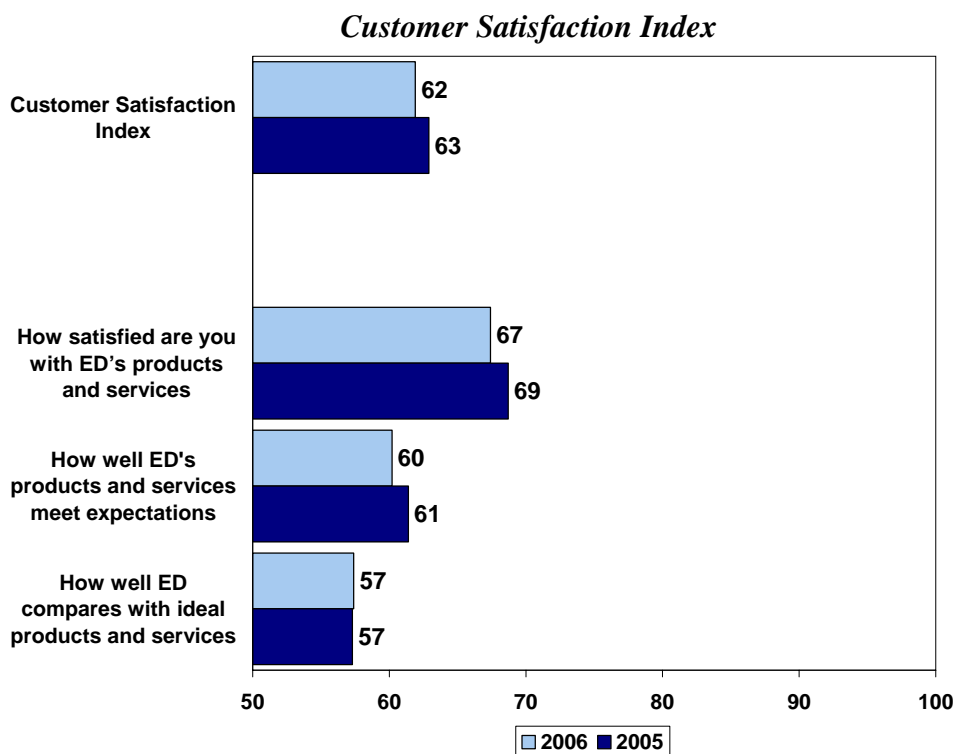




## B. Customer Satisfaction (ACSI)

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 model assigns weights to each question to maximize the ability of the index to predict changes in agency outcomes (at the right of the model on page 9).

**The 2006 Customer Satisfaction Index (CSI) for the Department of Education Grantees is 62.** This reflects a statistically insignificant change of 1 point from 2005. At the aggregate level, grantees are reporting the same level of satisfaction that they had last year.



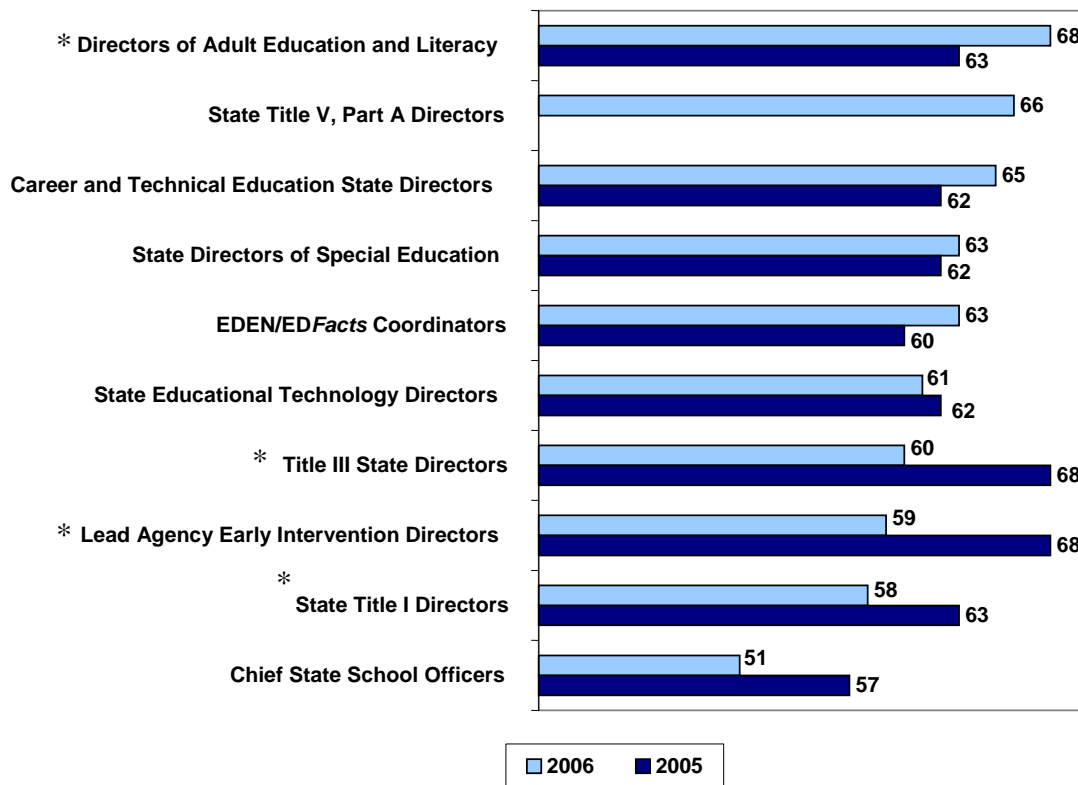
While the score of 62 is 9 points below the current Federal Government average, the Customer Satisfaction Indices for other Federal Government agencies that deal with grantees have been found to range from the high 50s to high 60s.



At the program level, a comparison of this year's scores to last year's scores shows that three programs, Title III State Directors, Lead Agency Early Intervention Directors, and State Title I Directors had statistically significant drops in score. Two of these groups, Title III State Directors and Lead Agency Early Intervention Directors, were among the most satisfied groups in 2005, with scores of 68.

One program, Directors of Adult Education and Literacy, had a significant increase in score. The remaining five programs that were surveyed last year did not have statistically significant changes (at a 90% level of confidence). Chief State School Officers remain the least satisfied of all groups, with a score of 51.

**Satisfaction Index – Scores by Program**

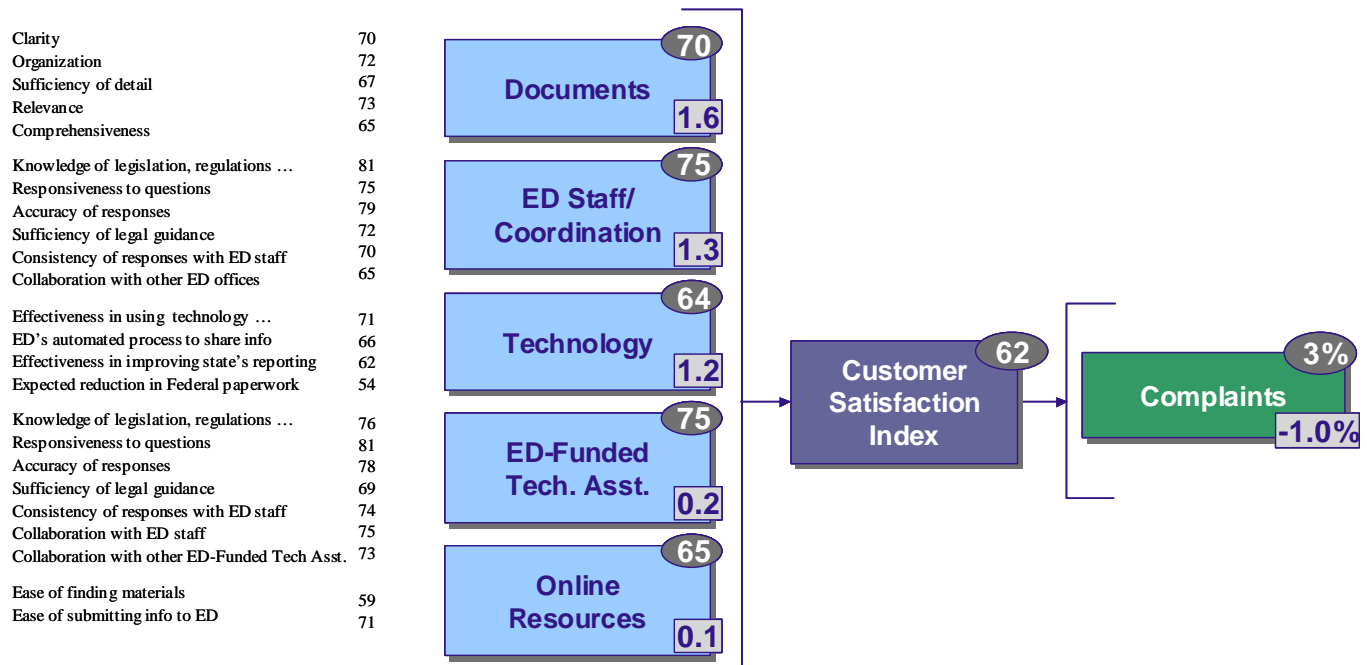


\* Statistically significant difference from 2005 scores at 90% level of confidence.



### C. Customer Satisfaction Model

#### 2006 Department of Education Grantee Satisfaction Model



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 0-100 scale. It is important to note that these scores are averages - 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 (70 to 75), Customer Satisfaction would increase by the amount of its impact, 1.6 points, (from 62 to 63.6). Similarly, if Customer Satisfaction were to increase by 5 points, ‘Complaints’ would decrease by 1%. (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.



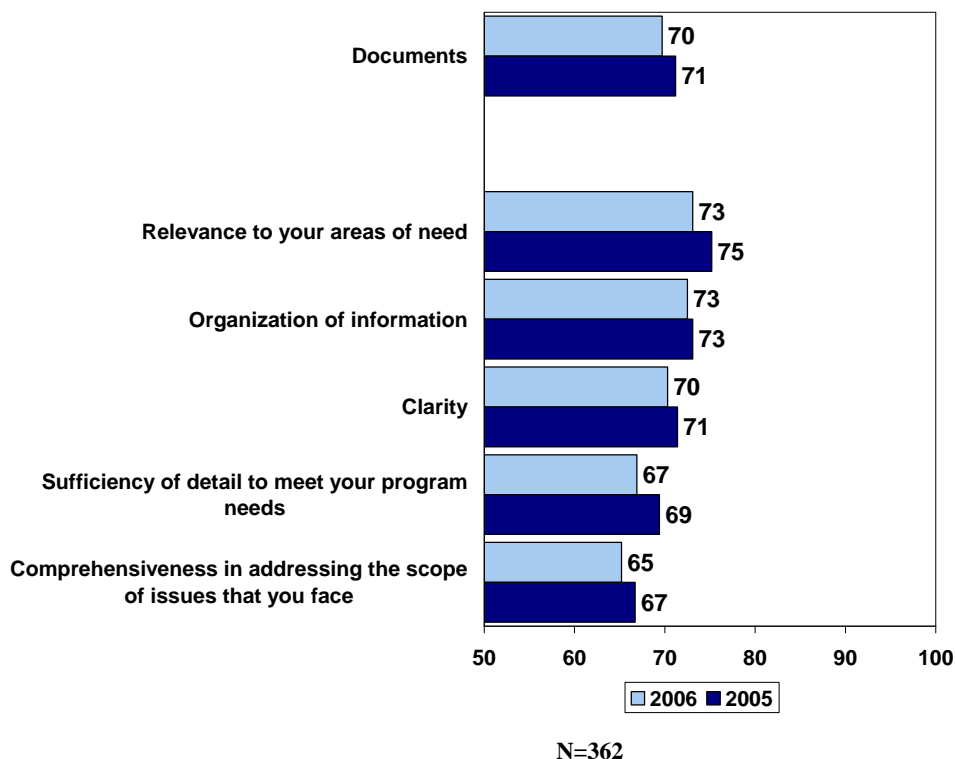
## D. Drivers of Customer Satisfaction

### Documents

#### *Impact 1.6*

The area of Documents is a key driver of satisfaction for Grantees. Its impact of 1.6 is higher than that of any other component. Grantees gave Documents the highest ratings for ‘Relevance to areas of need’ and ‘Organization of information.’ ‘Comprehensiveness’ and ‘Sufficiency of detail’ were among the lowest rated attributes of Documents. At an aggregate level, none of the changes from last year are statistically significant at a 90% level of confidence as scores only changed by 1 or 2 points.

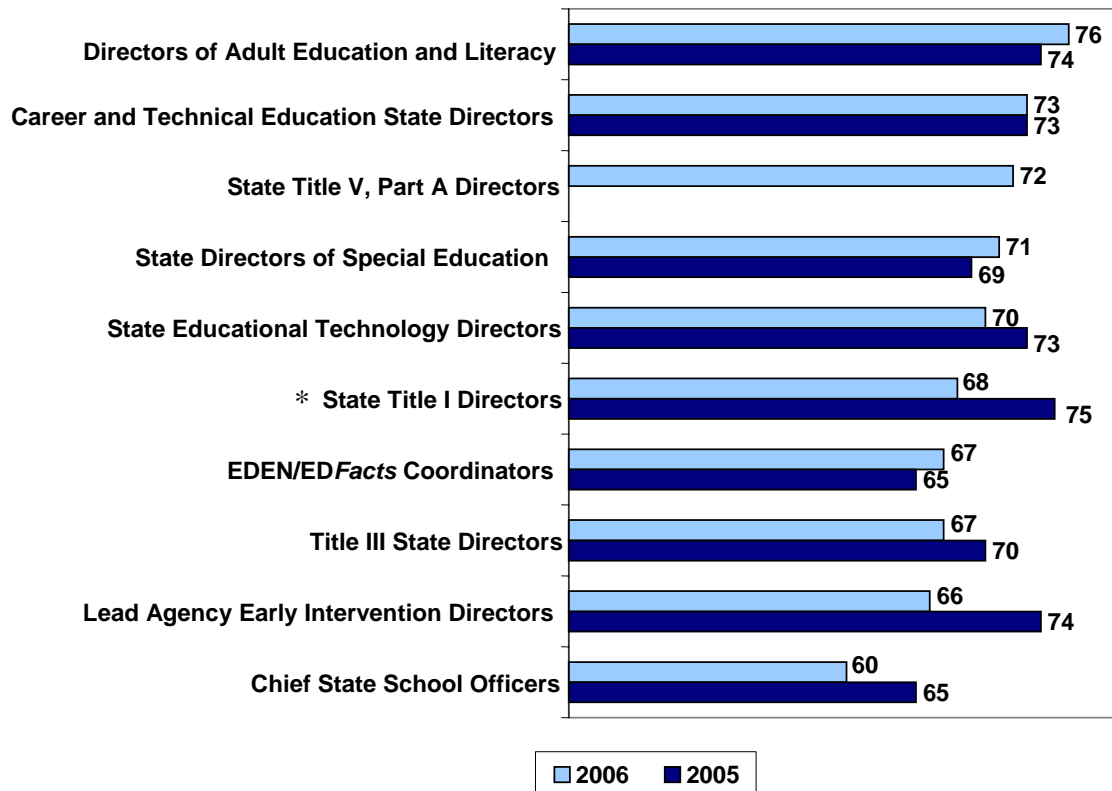
*Documents – Aggregate Scores*



Verbatim comments also reflected the desire for more comprehensive guidance documents, as well as templates and samples to follow. All verbatim responses are included in Appendix D, sorted by question and program.



### *Documents – Scores by Program*



\* Statistically significant difference from 2005 scores at 90% level of confidence.

Only one of the groups, State Title I Directors, had a statistically significant change in their rating of Documents compared to last year. The 7-point drop for State Title I Directors was significant at a 90% level of confidence. While Lead Agency Early Intervention Directors decreased by 8 points in Documents, the change is considered less-than-significant at the 90% confidence level because of the smaller sample size of this group.



Comparing across programs, Documents appear to be providing relevant information to all programs, with the exception of Chief State School Officers, as ‘Relevance to area of need’ scores in the 70s for nine of the ten groups. Chief State School Officers rated ‘Relevance’ considerably lower, at 58. Most programs also feel similarly about how the information is organized. Programs varied more on their opinions of the ‘Comprehensiveness’ and ‘Sufficiency of detail’ of the Documents. Title III State Directors, Lead Agency Early Intervention and Title I all rated the ‘Comprehensive’ of the Documents in the low 60s, and Chief State School Officers rated it 54. Directors of Adult Education and Literacy and Career and Technical Education State Directors rated ‘Comprehensiveness’ in the 70s. ‘Sufficiency of detail’ received ratings in the 70s from Directors of Adult Education and Literacy and Career and Technical Education State Directors. However, Title III State Directors and Chief State School Officers found ‘Sufficiency of detail’ to be lacking; both rated the item at 60.

**Documents – Scores by Program**

	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDEN/EDFacts Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>Documents</b>	<b>76</b>	<b>72</b>	<b>73</b>	<b>71</b>	<b>67</b>	<b>70</b>	<b>67</b>	<b>66</b>	<b>68</b>	<b>60</b>
Number of Respondents	(n=56)	(n=32)	(n=37)	(n=36)	(n=33)	(n=39)	(n=43)	(n=18)	(n=46)	(n=28)
Clarity	76	74	71	73	67	69	69	62	70	62
Organization of information	79	76	73	74	69	72	72	66	71	65
Sufficiency of detail to meet your program needs	74	67	72	70	64	68	60	67	65	60
Relevance to your areas of need	79	72	77	74	70	75	74	74	71	58
Comprehensiveness in addressing the scope of issues that you face	72	69	71	65	64	67	61	61	62	54

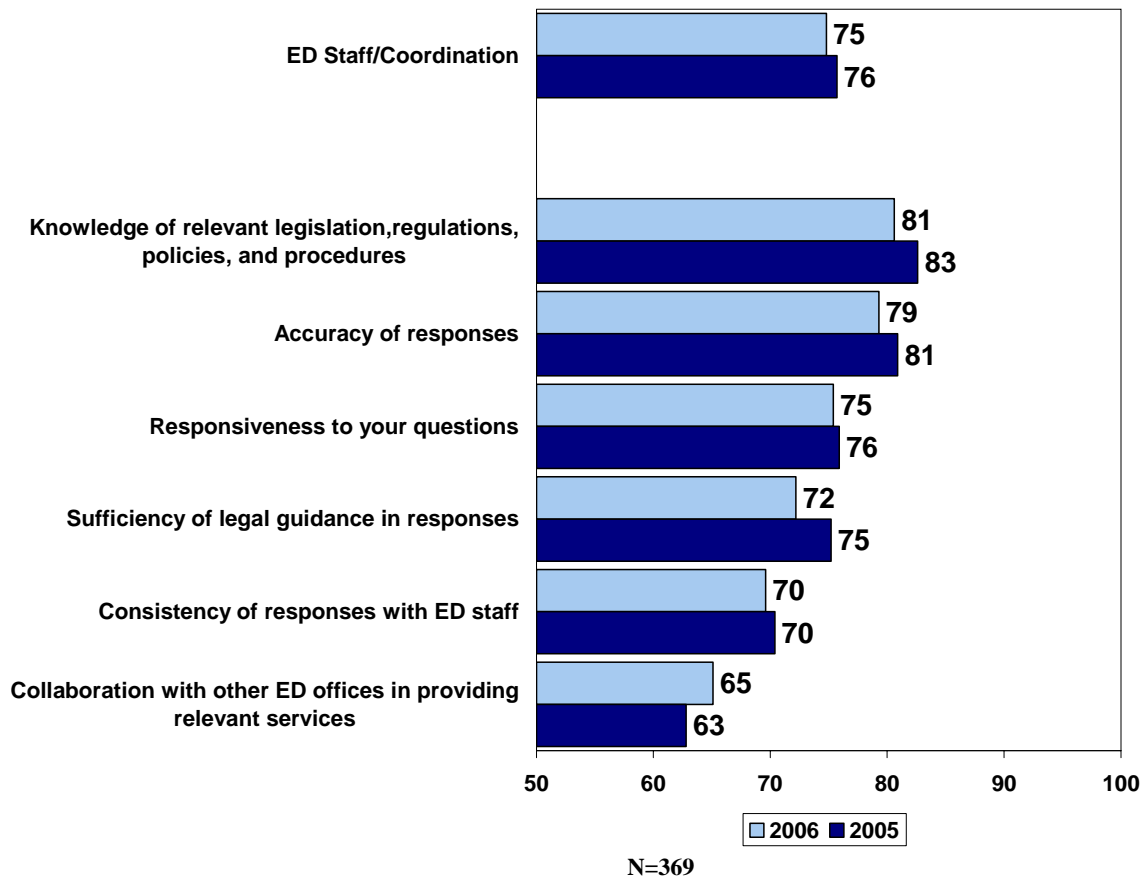


## ED Staff/Coordination

### Impact 1.3

The ED Staff also has a strong effect on the satisfaction of Grantees with an impact of 1.3. At the aggregate level, there were no significant changes in score for ED Staff/Coordination or related questions. ED Staff still receive the highest scores for their ‘Knowledge of legislation, regulations, policies and procedures’ as well as the ‘Accuracy of responses.’ ‘Collaboration with other ED offices in providing services’ remains the lowest rated area.

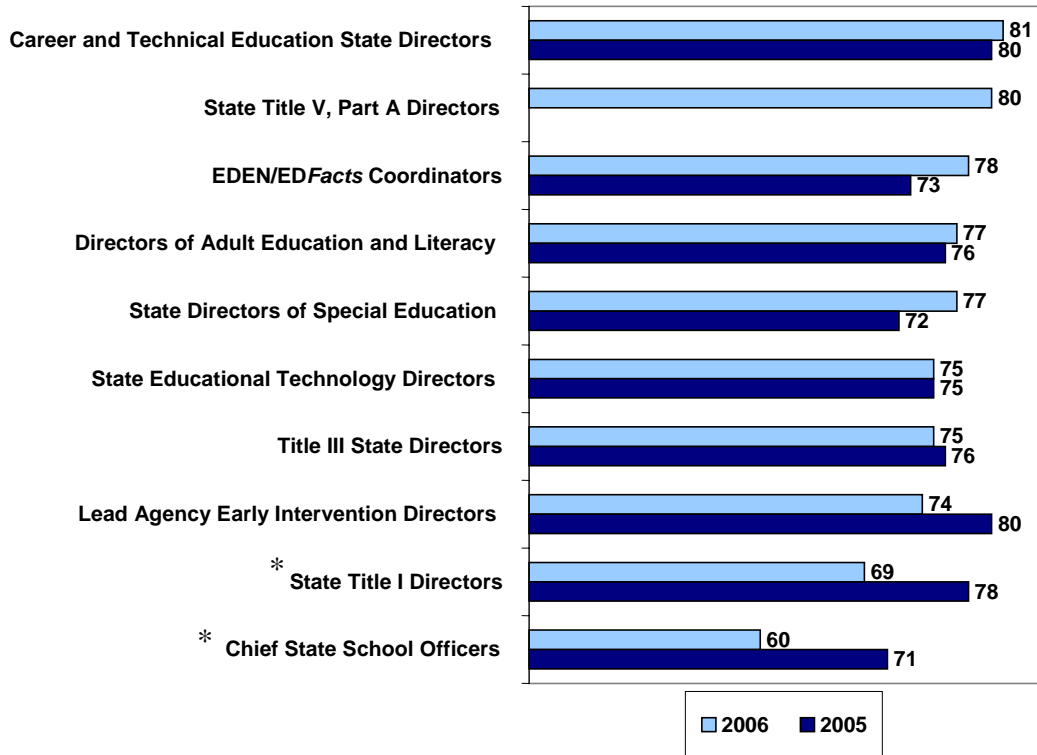
*ED Staff/Coordination – Aggregate Scores*



While ‘Guidance’ and ‘Responsiveness’ scored in the middle of the ED Staff/Coordination items, many verbatim comments reflected a need to address these areas. The issue of ‘Collaboration/cooperation’ among programs also was frequently mentioned. These comments can be viewed for each program in Appendix D.



### *ED Staff/Coordination – Scores by Program*



\* Statistically significant difference from 2005 scores at 90% level of confidence.

State Title I Directors and Chief State School Officers had statistically significant drops in their rating of ED Staff/Coordination compared to last year. The respective 9-point and 11-point drops put these two groups at the bottom with respect to their rating of ED Staff/Coordination. All other groups rate ED Staff/Coordination in the mid 70s to low 80s in the cases of State Title V, Part A Directors and Career and Technical Education State Directors.





Across all groups, ED Staff was found to be knowledgeable. None of the programs rated ‘Knowledge’ lower than 73. With the exception of Chief State School Officers, all programs gave ‘Accuracy of responses’ high marks as well.

Programs varied more on the lower rated ED Staff/Coordination items. ‘Collaboration with other ED offices’ and ‘Consistency of responses with ED Staff’ were the lowest rated items among ED Staff/Coordination. However, not all programs found these areas to be problematic. ‘Collaboration’ was found to an issue with State Title I Directors and Chief State School Officers as these group rated ‘Collaboration’ in the low 50s. However, half of the groups, including Adult Education and Literacy, Title V Part A, Career and Technical Education, EDEN/EDFacts and State Educational Technology Directors rated ‘Collaboration’ in the 70s. ‘Consistency of responses with ED’ was most problematic for Chief State School Officers, with a rating of 49. However, six of the groups rated this area 70 or above, with Title V, Part A and Career and Technical Education rating ‘Consistency’ 81.

***ED Staff/Coordination – Scores by Program***

	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDEN/EDFacts Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>ED Staff/Coordination</b>	<b>77</b>	<b>80</b>	<b>81</b>	<b>77</b>	<b>78</b>	<b>75</b>	<b>75</b>	<b>74</b>	<b>69</b>	<b>60</b>
<b>Number of Respondents</b>	<b>(n=56)</b>	<b>(n=33)</b>	<b>(n=37)</b>	<b>(n=36)</b>	<b>(n=33)</b>	<b>(n=39)</b>	<b>(n=43)</b>	<b>(n=18)</b>	<b>(n=46)</b>	<b>(n=28)</b>
Knowledge of relevant legislation, regulations, policies, and procedures	81	85	84	84	83	77	80	77	79	73
Responsiveness to your questions	77	74	81	82	81	72	81	76	68	59
Accuracy of responses	81	81	85	83	80	79	82	75	77	64
Sufficiency of legal guidance in responses	75	77	77	69	74	79	71	71	69	56
Consistency of responses with ED staff	78	81	81	71	73	71	65	69	58	49
Collaboration with other ED offices in providing relevant services	74	71	75	62	72	70	61	66	52	51

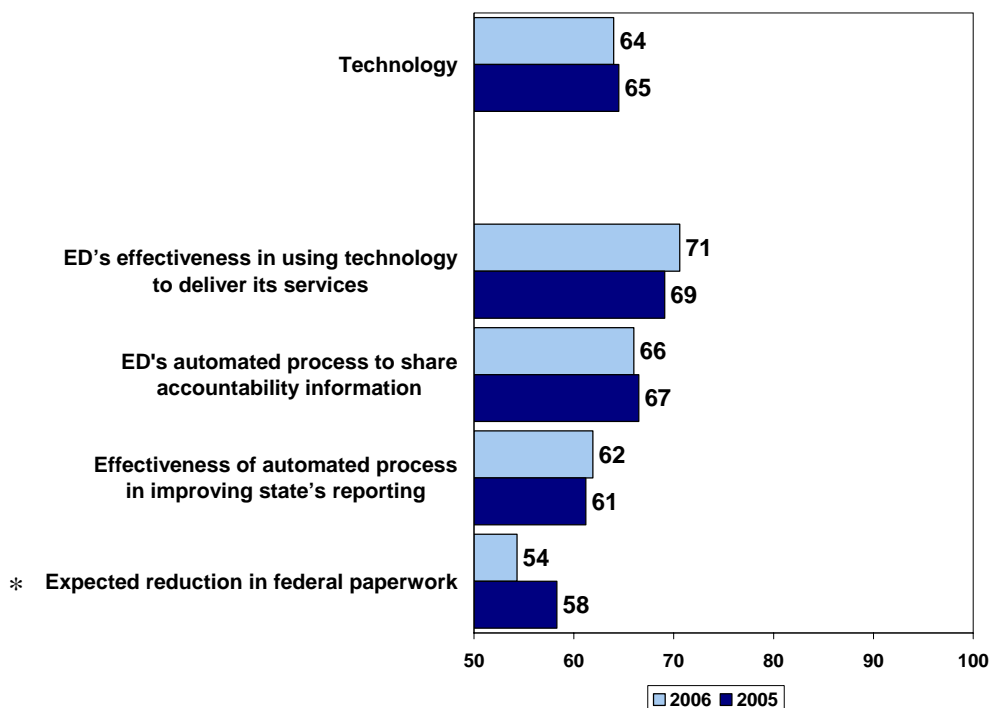


## Technology

### Impact 1.2

With an impact of 1.2, Technology is the third key driver of Grantee satisfaction. However, Technology remains the lowest rated area with a score of 64. In particular, ‘Expected reduction in federal paperwork’ was rated 54. This represents a statistically significant drop of 4 points from last year. The ‘Effectiveness of the automated process’ and its ability to share accountability information received scores of 62 and 66, respectively. Neither score is significantly different from last year’s. ED’s use of technology to deliver its services was again the highest rated area in technology, however, the gap is widening between this score and the other scores in technology that evaluate the automated process.

*Technology – Aggregate Scores*



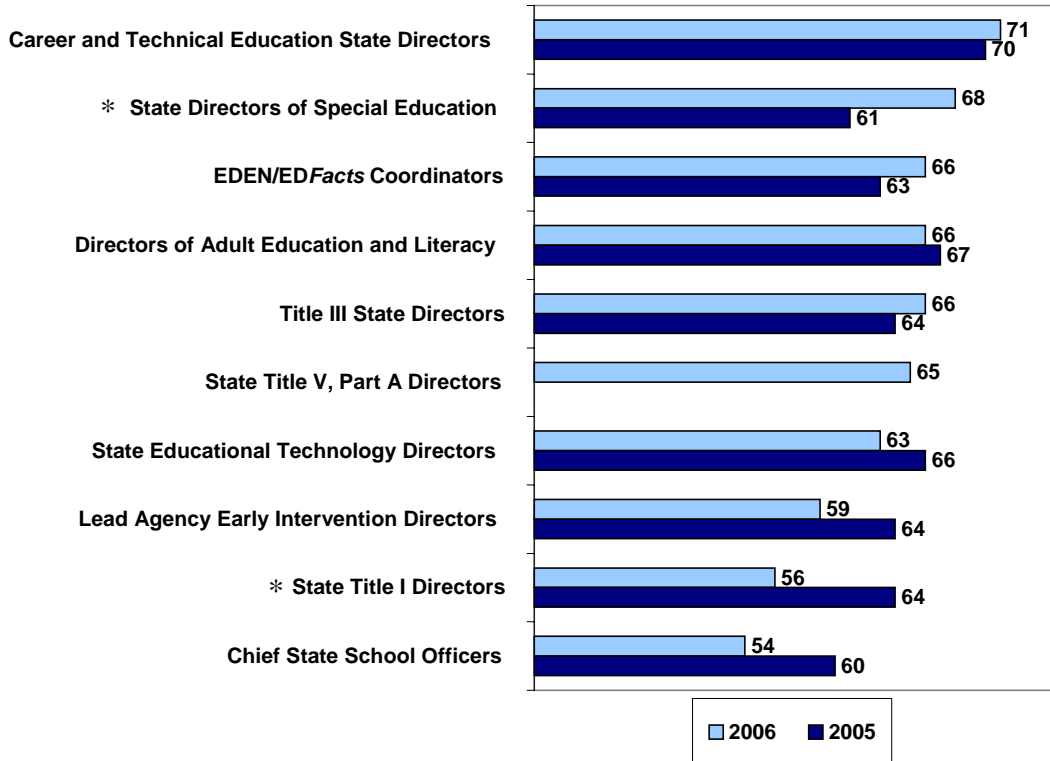
*\* Statistically significant difference from 2005 scores at 90% level of confidence.*

Respondents were asked how ED could better use technology to deliver its services. The most frequently mentioned suggestions included: wider use of videoconferencing/WebEx instead of phone only or in-person, more communication through listservs, and more testing prior to launching or implementation. All verbatim comments can be viewed in Appendix D.



While State Title I Directors had a statistically significant drop in their rating of Technology compared to last year, State Directors of Special Education rated Technology a statistically significant 7-points higher than last year. Career and Technical Education State Directors gave Technology the highest rating with a score of 71. Chief State School Officers, State Title I Directors and Lead Agency Early Intervention Directors were among programs rating Technology the lowest, with scores in the 50s.

***Technology – Scores by Program***



\* Statistically significant difference from 2005 scores at 90% level of confidence.



Across programs, Grantees were fairly consistent in their assessment of ‘ED’s effectiveness in using technology to deliver services.’ Programs varied considerably more on the ‘Effectiveness of the automated process in improving state’s reporting.’ EDEN/ED*Facts*, Lead Agency Early Intervention and Title I Directors rated this area in the 50s, and Chief State School Officers rated it 49. Career and Technical Education were most positive about the automated process improving states’ reporting. EDEN/ED*Facts* were more positive about ED’s working with the states to develop the automated process (72) than about its effectiveness in improving reporting (53). At an aggregate level, programs were negative about the ‘Expected reduction in paperwork.’ This is especially true for Chief State School Officers (39), Lead Agency Early Intervention (40) and Title I Directors (47).

**Technology – Scores by Program**

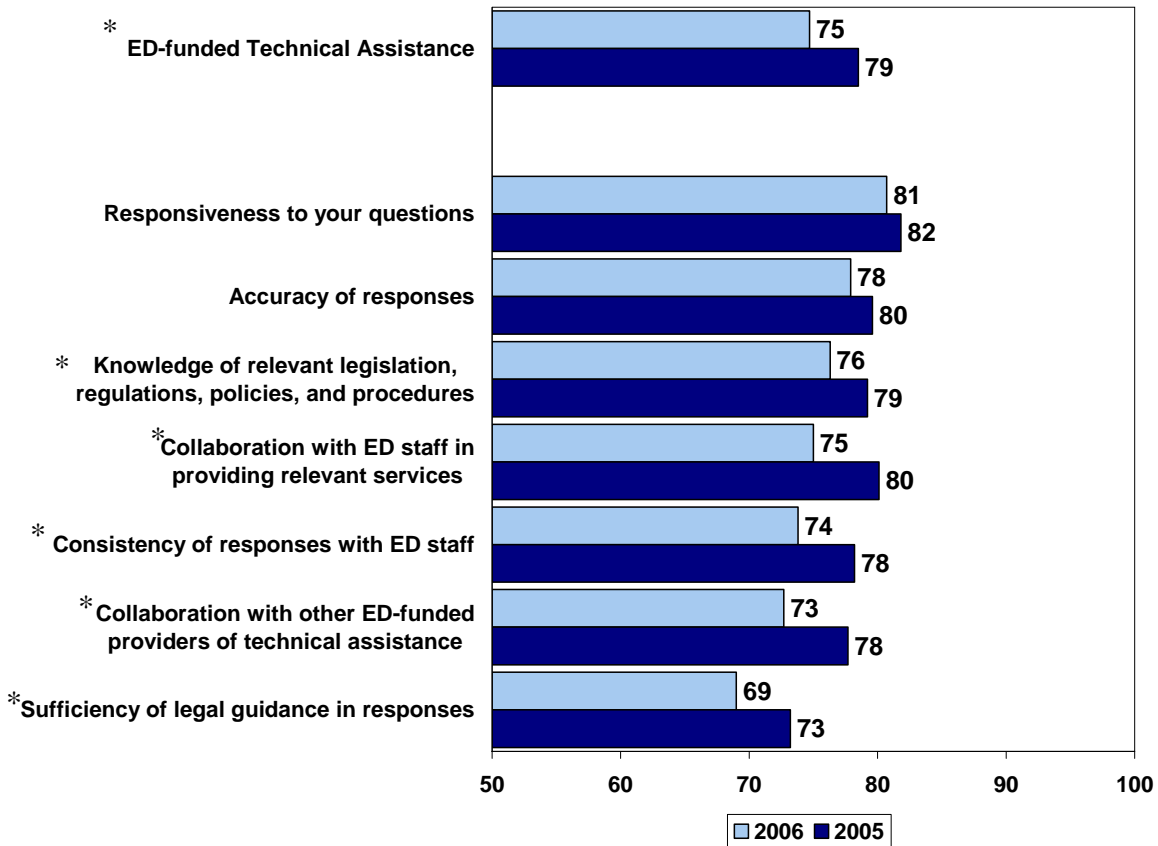
	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDEN/ED <i>Facts</i> Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>Technology</b>	<b>66</b>	<b>65</b>	<b>71</b>	<b>68</b>	<b>66</b>	<b>63</b>	<b>66</b>	<b>59</b>	<b>56</b>	<b>54</b>
<b>Number of Respondents</b>	<b>(n=56)</b>	<b>(n=32)</b>	<b>(n=37)</b>	<b>(n=36)</b>	<b>(n=33)</b>	<b>(n=39)</b>	<b>(n=43)</b>	<b>(n=18)</b>	<b>(n=46)</b>	<b>(n=28)</b>
ED’s effectiveness in using technology to deliver its services	74	75	75	76	75	65	71	71	62	63
ED’s automated process to share accountability information	69	66	72	67	72	65	70	63	59	54
Effectiveness of automated process in improving state’s reporting	64	62	75	65	53	65	67	56	56	49
Expected reduction in federal paperwork	58	51	58	54	63	55	66	40	47	39



## ED-Funded Technical Assistance *Impact 0.2*

ED-Funded Technical Assistance was among the highest scoring areas, however, the score did fall 4-points from last year, making it the only component to have a statistically significant drop from last year’s score. ED-Funded Technical Assistance has a low impact on satisfaction. This does not mean that this area is unimportant. Rather, a low impact means that an increase in performance will not result in a subsequent increase in Grantee satisfaction. While Grantees still feel positive about ED-Funded Technical Assistance being responsive to their questions and giving accurate responses, all other items in this area were rated significantly lower than they were last year. Collaboration both with ED and among other ED-Funded providers was judged to be poorer this year. ‘Collaboration with ED Staff’ and ‘Collaboration with other ED-Funded providers of Technical Assistance’ each slipped 5 points. ‘Sufficiency of legal guidance’ remains the lowest scoring item in the area.

*ED-Funded Providers of Technical Assistance – Aggregate Scores*

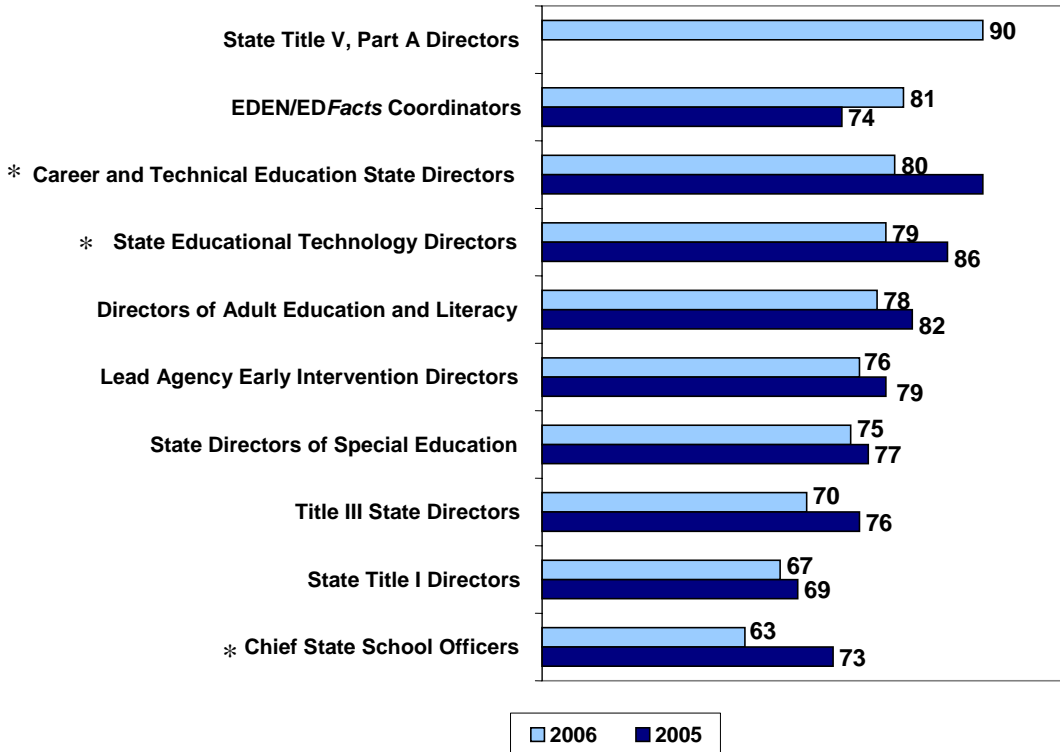


\* Statistically significant difference from 2005 scores at 90% level of confidence.



Three programs rated ED-Funded Providers of Technical Assistance significantly lower than they did last year: Career and Technical Education, State Educational Technology Directors and Chief State School Officers. Overall, programs are mostly positive about the ED-Funded Providers - only two programs rated this area under 70.

***ED-Funded Providers of Technical Assistance – Scores by Program***



\* Statistically significant difference from 2005 scores at 90% level of confidence.



While ‘Sufficiency of legal guidance in responses’ was the lowest rated item, Lead Agency Early Intervention Coordinators, Chief State School Officers, and Title I Directors found it to be most problematic.

***ED-Funded Providers of Technical Assistance – Scores by Program***

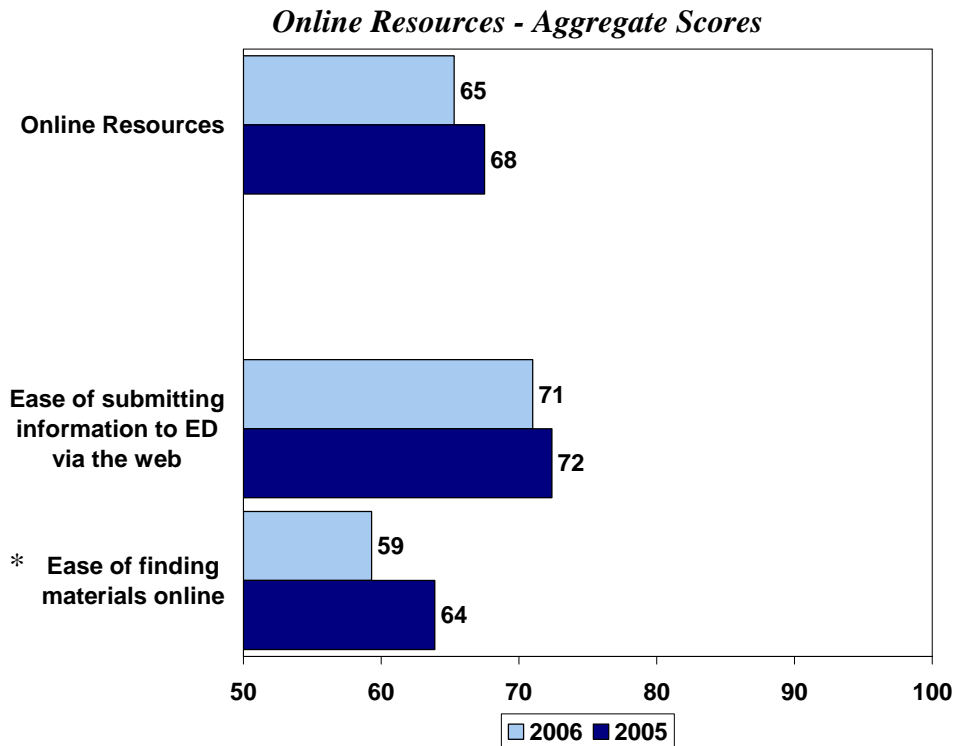
	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDE/ED Facts Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>ED-funded Technical Assistance</b>	<b>78</b>	<b>90</b>	<b>80</b>	<b>75</b>	<b>81</b>	<b>79</b>	<b>70</b>	<b>76</b>	<b>67</b>	<b>63</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=15)</b>	<b>(n=21)</b>	<b>(n=36)</b>	<b>(n=24)</b>	<b>(n=29)</b>	<b>(n=31)</b>	<b>(n=13)</b>	<b>(n=40)</b>	<b>(n=27)</b>
Knowledge of relevant legislation, regulations, policies, and procedures	80	89	81	77	75	85	75	75	66	67
Responsiveness to your questions	81	91	87	83	87	88	79	86	70	68
Accuracy of responses	79	90	84	77	82	84	77	82	70	67
Sufficiency of legal guidance in responses	77	88	71	65	75	78	70	53	61	58
Consistency of responses with ED staff	76	91	84	74	82	77	69	76	66	58
Collaboration with ED staff in providing relevant services	79	90	86	75	83	78	66	74	66	62
Collaboration with other ED-funded providers of technical assistance	73	87	81	74	78	80	66	73	63	63



## Online Resources

### *Impact 0.1*

While Online Resources was among the lowest scoring areas, it has a low impact on satisfaction (0.1) and should not be a primary area of focus. The 3-point slip from last year is not statistically significant at a 90% level of confidence. However, 'Ease of finding materials online' had a significant 5-point slip from last year. There was no statistically significant change in 'Ease of submitting information.'



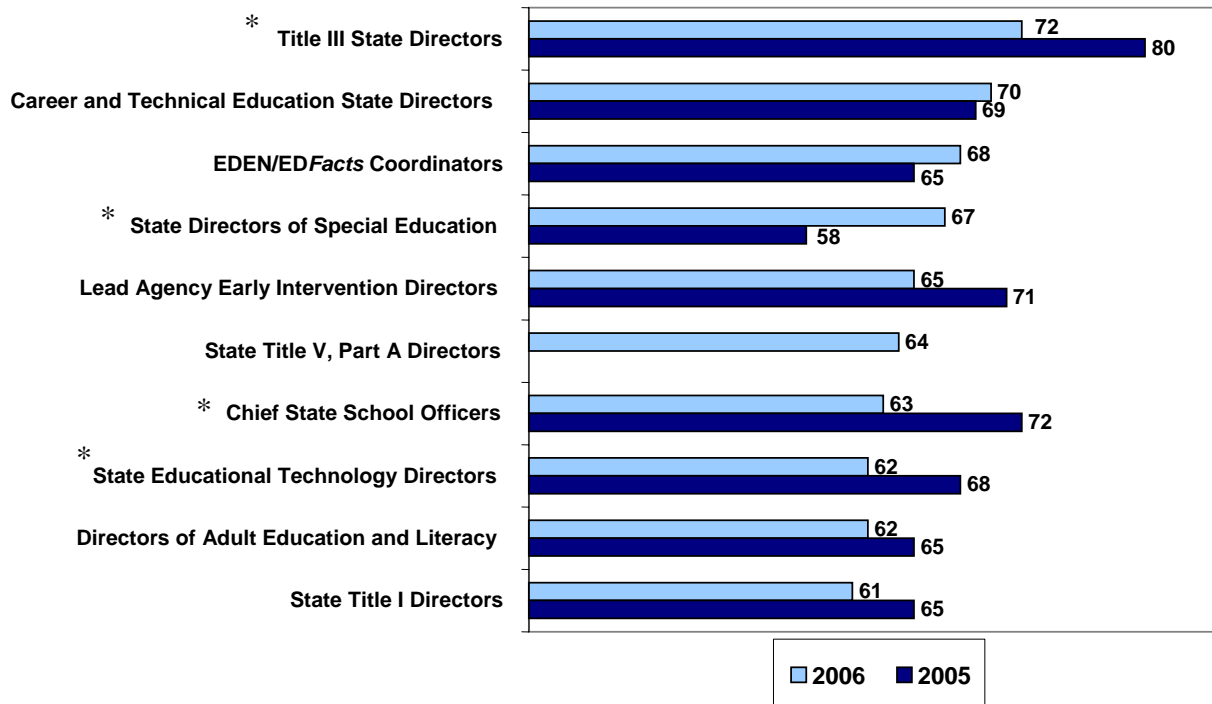
\* Statistically significant difference from 2005 scores at 90% level of confidence.





While Title III State Directors scored Online Resources significantly lower than they did last year, they still rate Online Resources the highest of any program. State Directors of Special Education was the only program to have a significant increase in their rating of Online Resources. Chief State School Officers, State Educational Technology Directors and Title I Directors rated Online Resources significantly lower than they did last year.

**Online Resources – Scores by Program**



\* Statistically significant difference from 2005 scores at 90% level of confidence.



Program scores to ‘Ease of finding materials online’ indicate that most programs found locating materials on the website to be an issue. Title III State Directors may be somewhat of an exception with a score of 70 for this item.

***Online Resources – Scores by Program***

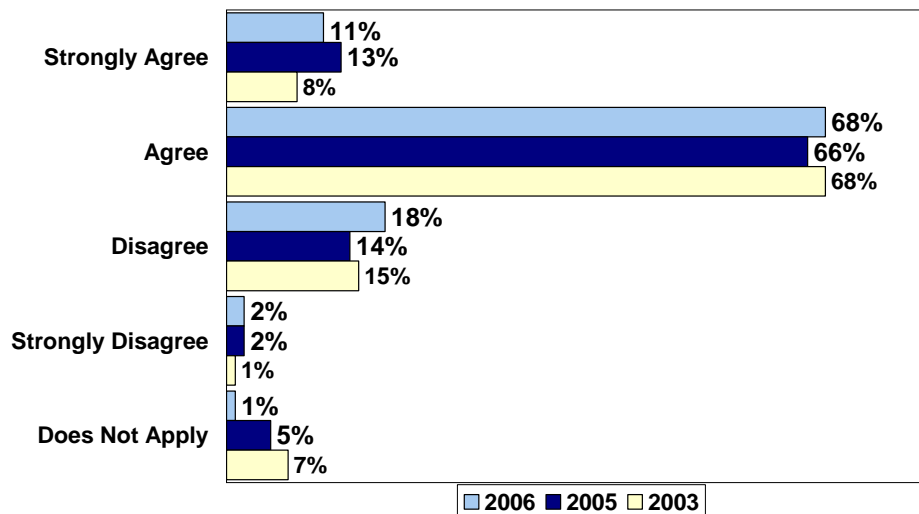
	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDEN/ED Facts Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>Online Resources</b>	<b>62</b>	<b>64</b>	<b>70</b>	<b>67</b>	<b>68</b>	<b>62</b>	<b>72</b>	<b>65</b>	<b>61</b>	<b>63</b>
<b>Number of Respondents</b>	<b>(n=56)</b>	<b>(n=33)</b>	<b>(n=37)</b>	<b>(n=36)</b>	<b>(n=33)</b>	<b>(n=39)</b>	<b>(n=43)</b>	<b>(n=18)</b>	<b>(n=45)</b>	<b>(n=27)</b>
Ease of finding materials online	58	56	59	61	65	56	70	58	52	57
Ease of submitting information to ED via the web	65	72	79	73	72	67	77	73	68	68



### E. Satisfaction Benchmarks

A satisfaction benchmark question, which was asked prior to CFI Group conducting the Grantee survey, was retained to allow for benchmarking with previous years. Respondents rated their satisfaction with all of ED’s products and services on a 4-point scale. There were no significant changes from last year’s score. In both years, 79% responded ‘Agree’ or ‘Strongly Agree.’ This is consistent with findings from the ACSI questions on Grantee satisfaction. Neither reflects a statistically significant change.

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



### F. Complaints

Only 3% of all respondents reported that they had formally complained to ED within the past six months. Chief State School Officers were most likely to complain, as one-quarter (25%) of the CSSO respondents reported complaining to ED.

*Complaints – Percentage by Program*

	OVAE - Directors of Adult Education and Literacy	OESE - State Title V, Part A Directors	OVAE - Career and Technical Education State Directors	OSERS/OSEP - State Directors of Special Education	EDEN/EDFacts Coordinators	OESE - State Educational Technology Directors	OELA - Title III State Directors	OSERS/OSEP - Lead Agency Early Intervention Coordinators	OESE - State Title I Directors	Chief State School Officers
<b>Complaint</b>	<b>0%</b>	<b>3%</b>	<b>0%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>11%</b>	<b>2%</b>	<b>25%</b>
<i>Number of Respondents</i>	(n=56)	(n=33)	(n=37)	(n=36)	(n=33)	(n=39)	(n=43)	(n=18)	(n=46)	(n=28)
Issued a formal complaint about assistance received from ED staff member	0%	3%	0%	3%	0%	0%	0%	11%	2%	25%



## **Chapter III**

### **Summary and Recommendations**

Grantee satisfaction remains essentially unchanged from 2005. The Customer Satisfaction Index for Department of Education Grantees had an insignificant 1-point drop from last year to the current score of 62. The 4-point benchmark question which has been used in prior studies also reflects no change, with 79% indicating they ‘agree’ or ‘strongly agree’ that they are satisfied with the quality of ED’s products and services – the same percentage as in 2005.

In addition to the aggregate level finding, results were analyzed by program. While aggregate level satisfaction remained unchanged, three programs, Title III State Directors, Lead Agency Early Intervention Directors and State Title I Directors, reported significantly lower satisfaction compared to last year. Directors of Adult Education and Literacy had significantly higher satisfaction than last year. Chief State School Officers remain the least satisfied group.

Three areas were found to be key drivers of satisfaction: Documents, ED Staff/Coordination and Technology. Of these areas, ED Staff/Coordination was found to be a strength, while Documents and Technology are opportunities to improve.

As was the case last year, Grantees mostly found the Documents to be relevant and well organized. However, they indicated the need for more comprehensive information on guidance, and more detail and examples within the Documents.

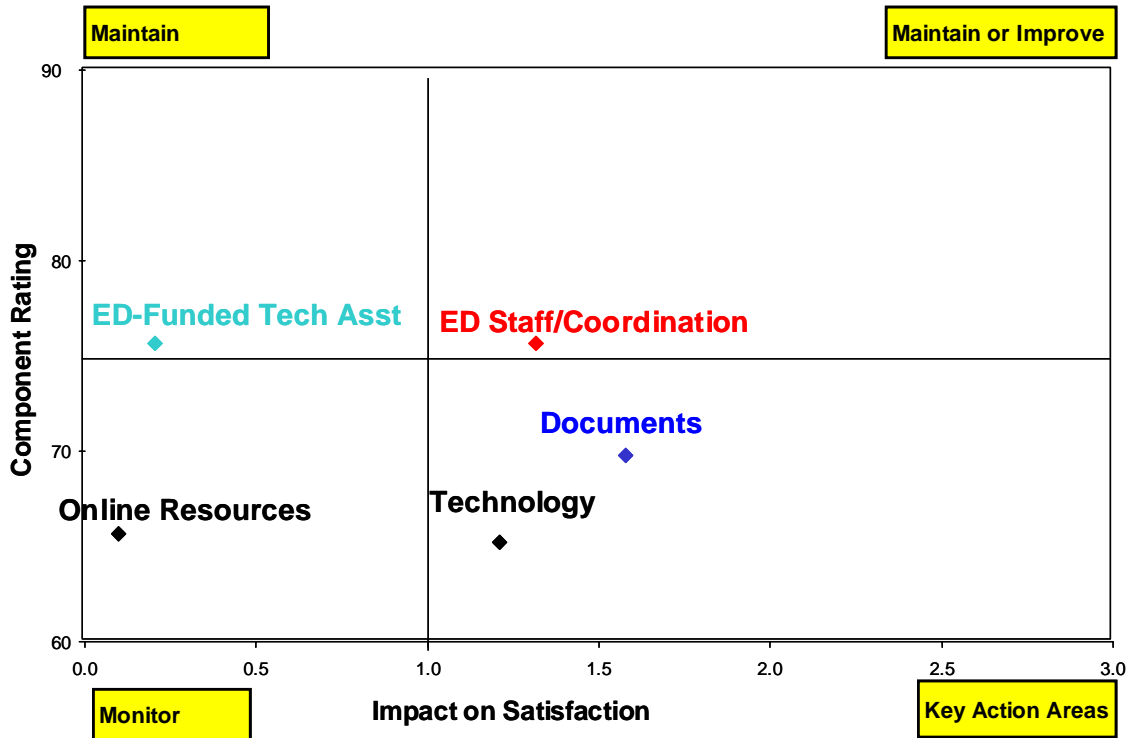
Respondents found the ED Staff to be knowledgeable and accurate when providing responses. Grantees want to see more collaboration with other ED offices in providing services, and consistency of responses from ED Staff. State Title I Directors and Chief State School Officers provided the lowest ratings for ED Staff, and were the only groups to have significantly lower scores for ED Staff/Coordination compared with last year’s scores. Collaboration and consistency were especially problematic ED Staff areas for these two groups.

Technology does provide an opportunity for improvement. The use of technology to deliver services is thought of more positively than the automated process. Grantees are even more doubtful of the expected reduction in paperwork compared to last year’s expectations.

While not a key driver of satisfaction, ED-Funded Technical Assistance had a drop in performance from last year. In particular, the areas of collaboration with ED and other ED-Funded providers, consistency with ED and legal guidance in responses slipped. Still, ED-Funded Technical Assistance remains among the highest scoring areas and should not be an area of focus. Online Resources also had a low impact on satisfaction. It remains one of the lowest rated areas, with Grantees having the most difficulty with finding materials online.



The Department of Education should focus on improving the high-impact, low-performing areas as a first priority. The grid below shows the recommended action for each component area.



Addressing Technology and Documents should be the highest priorities. Grantees had suggestions on how to improve Technology, such as more use of WebEx and Video conferencing and listservs. However, Technology’s low rating is more a product of opinions about the automated process and the expected reduction in paperwork rather than ED’s use of technology to deliver services. Managing expectations, providing training and communications around the automated process may help to improve perceptions about its use and effectiveness.

Documents can be improved by being more comprehensive and including more detail. Grantees mention the need to receive more comprehensive guidance, including non-regulatory guidance in documents and more specific examples and details. Some Grantees mentioned timeliness of receiving documents and memos is an area to improve. Along with improvements in Documents, the need for more frequent communication from ED with consistency in message (whether in the form of documents, electronically or in-person) was expressed by Grantees.

ED Staff scored solidly overall, however, there may be opportunities to improve this high impact area by improving collaboration with other ED offices to provide more consistency in responses, as well as better sharing of information. In particular, Title I Directors and Chief State School Officers would like to see improvements in those two areas. Also, improving the timeliness in



responding to Grantees requesting assistance and providing greater accessibility will drive ED Staff and Satisfaction higher.



## **APPENDIX A : SURVEY QUESTIONNAIRE**

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## U.S. Department of Education Grantee Satisfaction Survey 2006

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### Introduction

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

The CFI Group will treat all information you provide as confidential. All information you provide will be combined with information from other respondents for research and reporting purposes. Your individual responses will not be released. This brief survey will take about 15 minutes of your time.

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

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

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

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

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### Program Office

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



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ED Staff/Coordination

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

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

- 1 Yes
- 2 No

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

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

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

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

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

**(Ask Q9 only if Q8 is rated <6)**

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

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ED-funded Technical Assistance

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

- 1 Yes
- 2 No (SKIP TO WEB1.)
- 3 Don’t know (SKIP TO WEB1.)

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

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



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### Online Resources

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

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

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### Technology

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

***(Ask Q21 only if Q20 is rated <6)***

- Q21. Please describe how ED could better use technology to deliver its services.
- Q22. Think about how ED is working with the states to develop an automated process to share accountability information. Please rate the quality of this assistance from ED. Use a 10-point scale where "1" is "Poor" and "10" is "Excellent."
- Q23. How effective has this automated process been in improving your state's reporting? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."
- Q24. How much of a reduction in federal paperwork do you expect over the next few years because of ED's initiative to promote the use of technology in reporting accountability data (e.g. EDEN/PBDMI)? Please use a 10-point scale where "1" is "Not very significant" and "10" is "Very significant."

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### Documents

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

- Q25. Clarity
- Q26. Organization of information
- Q27. Sufficiency of detail to meet your program needs
- Q28. Relevance to your areas of need
- Q29. Comprehensiveness in addressing the scope of issues that you face



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### ACSI Benchmark Questions

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

- Q30. Using a 10-point scale on which "1" means "Very Dissatisfied" and "10" means "Very Satisfied," how satisfied are you with ED's products and services?
- Q31. Now please rate the extent to which the products and services offered by ED have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."
- Q32. Now forget for a moment about the products and services offered by ED, and imagine the ideal products and services. How well do you think ED compares with that ideal? Please use a 10-point scale on which "1" means "Not Very Close to the Ideal" and "10" means "Very Close to the Ideal."

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

- Q33. Overall, when I think of all of ED's products and services, I am satisfied with their quality.
1. Strongly Agree
  2. Agree
  3. Disagree
  4. Strongly Disagree
  5. Does Not Apply

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### Closing

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- Q34. In the past 6 months, have you issued a formal complaint to ED to express your dissatisfaction with the assistance you've received from an ED staff member?
- 1 Yes
  - 2 No
- Q35. Finally, please describe how ED can improve its service to you.

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



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Custom Questions – OELA – Title III State Directors  
(ONLY IF Q1= 2.OELA – Title III State Directors)

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

- 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.

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

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

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

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

(Ask only if question is scored <6)

- 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:

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



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Custom Questions – OESE – State Educational Technology Directors  
(ONLY IF Q1= 3.OESE – State Educational Technology Directors)

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

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

- Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)
- Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)
- Think about the guidance document provided by the EETT program office. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate its usefulness.
- Think about the Educational Technology State Directors' national meetings (i.e., national technology conferences, SETDA meetings) where the EETT program office made a presentation. 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:

- Helping you with your compliance efforts
- Helping you to improve performance results
- 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)

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



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Custom Questions – OESE – State Title I Directors  
(ONLY IF Q1= 4.OESE – State Title I Directors)

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

- Usefulness of technical assistance on Standards and Assessments, Instructional Support and Fiduciary of Title I, Part A of NCLB
- Usefulness of technical assistance on Neglected and Delinquent
- Usefulness of technical assistance on Even Start
- Usefulness of technical assistance on Homeless Education

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

- Availability of information on monitoring for Title I
- Usefulness of information on monitoring for Title I
- Think about how SASA uses technology such as Web casts and Web Ex 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)

Please describe how SASA could better use technology to provide information.

- 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.
- What can SASA do over the next year to meet your state’s technical assistance and program improvement needs?



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Custom Questions – OESE – State Title V, Part A Directors (Innovative Programs)  
(ONLY IF Q1= 5.OESE – State Title V, Part A)

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

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

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

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

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

(Ask only if question is scored <6)

- Please describe how your working relationship with the Title V, Part A program office could be improved.
- 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?





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Custom Questions – OSERS/OSEP – Lead Agency Early Intervention Coordinators  
(ONLY IF Q1= 6.OSER/OSEP- Lead Agency Early Intervention Coordinators or 7.OSERS/OSEP – State  
Directors of Special Education)

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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:

- Responsiveness to answering questions
- Supportiveness in helping you complete your state’s federally required performance plans/reports/applications.
  
- Dissemination of accurate information
- 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’:

- Responsiveness to answering questions
- Responsiveness to information requests
  
- 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.
  
- What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?



---

Custom Questions – EDEN/ED*Facts* Coordinators  
(ONLY IF Q1= 8.OUS - EDEN/Ed*Facts* Coordinators)

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Think about the support provided by the EDEN (Educational Data Exchange Network) /PBDMI (Performance Based Data Management Initiative). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

- Timeliness of the support
- Accuracy 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:

- Helping you with your compliance efforts
- Helping you to improve performance results
- 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.”
- 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.”
- 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.
- What can ED do over the next year to meet your state’s technical assistance and program improvement needs?



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Custom Questions – OVAE – Career and Technical State Directors

(ONLY IF Q1= 9.OVAE – Career and Technical State Directors)

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

- User-friendliness
- 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:

- Identifying and correcting compliance issues in your state
- 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:

- Being up to date
- Usefulness to your program
- 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.
- 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.
- What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?



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Custom Questions – OVAE – Directors of Adult Education and Literacy (DAEL)

(ONLY IF Q1= 10. OVAE – Directors of Adult Education and Literacy (DAEL))

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Think about the National Reporting Systems (NRS) 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:

- User-friendliness
- Compatibility with state reporting systems
  
- 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 within the last year, 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 in:

- Identifying and correcting compliance issues in your state
- Helping you to improve program quality

Think about the federal monitoring process as it relates to DAEL. 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:

- Helping you with your compliance efforts
- Helping you to improve performance results

Think about the national meetings and conferences 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 the following:

- Being up to date
- 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:

- Usefulness in helping your state meet AEFLA program priorities
- Timeliness in addressing your program's priorities and needs
  
- What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?



## **APPENDIX B: NON-SCORED RESPONSES**

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	Percent	Frequency
<b>Program office</b>		
Chief State School Officers	8%	28
Title III State Directors	12%	43
State Educational Technology Directors	11%	39
State Title I Directors	12%	46
State Title V, Part A Directors	9%	33
Lead Agency Early Intervention Directors	5%	18
State Directors of Special Education	10%	36
EDEN/EdFacts Coordinators	9%	33
Career and Technical Education State Directors	10%	37
Directors of Adult Education and Literacy	15%	56
<b>Have regular contact with a senior ED officer</b>		
Yes	89%	25
No	11%	3
<b>Have interaction with ED-funded providers of technical assistance separate from ED staff</b>		
Yes	76%	279
No	23%	84
Don't Know	2%	6
<b>Satisfied with ED's products and services</b>		
Strongly Agree	11%	40
Agree	68%	252
Disagree	18%	66
Strongly Disagree	2%	6
Does Not Apply	1%	5
<b>Issued a formal complaint about assistance received from ED staff member</b>		
Yes	3%	12
No	97%	357
<b>Sample Size</b>		<b>369</b>



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## **APPENDIX C: ATTRIBUTE TABLES**

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### Attribute Table Compared to 2005 Scores – Aggregate

	Aggregate		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>63</b>	<b>62</b>	
<b>Number of Respondents</b>	<b>(n=327)</b>	<b>(n=362)</b>	
How satisfied are you with ED's products and services	69	67	
How well ED's products and services meet expectations	61	60	
How well ED compares with ideal products and services	57	57	
<b>ED Staff/Coordination</b>	<b>76</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=333)</b>	<b>(n=369)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	83	81	
Responsiveness to your questions	76	75	
Accuracy of responses	81	79	
Sufficiency of legal guidance in responses	75	72	
Consistency of responses with ED staff	70	70	
Collaboration with other ED offices in providing relevant services	63	65	
<b>ED-funded Technical Assistance</b>	<b>78</b>	<b>75</b>	↓
<b>Number of Respondents</b>	<b>(n=281)</b>	<b>(n=278)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	79	76	↓
Responsiveness to your questions	82	81	
Accuracy of responses	80	78	
Sufficiency of legal guidance in responses	73	69	↓
Consistency of responses with ED staff	78	74	↓
Collaboration with ED staff in providing relevant services	80	75	↓
Collaboration with other ED-funded providers of technical assistance	78	73	↓
<b>Online Resources</b>	<b>68</b>	<b>65</b>	↓
<b>Number of Respondents</b>	<b>(n=326)</b>	<b>(n=367)</b>	
Ease of finding materials online	64	59	↓
Ease of submitting information to ED via the web	72	71	
<b>Technology</b>	<b>64</b>	<b>64</b>	
<b>Number of Respondents</b>	<b>(n=332)</b>	<b>(n=368)</b>	
ED's effectiveness in using technology to deliver its services	69	71	
ED's automated process to share accountability information	66	66	
Effectiveness of automated process in improving state's reporting	61	62	
Expected reduction in federal paperwork	58	54	↓
<b>Documents</b>	<b>71</b>	<b>70</b>	
<b>Number of Respondents</b>	<b>(n=333)</b>	<b>(n=368)</b>	
Clarity	71	70	
Organization of information	73	72	
Sufficiency of detail to meet your program needs	69	67	
Relevance to your areas of need	75	73	
Comprehensiveness in addressing the scope of issues that you face	67	65	
<b>Complaint</b>	<b>3%</b>	<b>3%</b>	
<b>Number of Respondents</b>	<b>(n=333)</b>	<b>(n=369)</b>	
Issued a formal complaint about assistance received from ED staff member	3%	3%	
<b>Sample Size</b>	<b>333</b>	<b>369</b>	



### Attribute Table Compared to 2005 Scores – Chief State School Officers

	Chief State School Officers		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>57</b>	<b>51</b>	
<b>Number of Respondents</b>	<b>(n=22)</b>	<b>(n=28)</b>	
How satisfied are you with ED's products and services	61	55	
How well ED's products and services meet expectations	59	49	↓
How well ED compares with ideal products and services	52	47	
<b>ED Staff/Coordination</b>	<b>71</b>	<b>60</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=22)</b>	<b>(n=28)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	81	73	
Responsiveness to your questions	68	59	↓
Accuracy of responses	77	64	
Sufficiency of legal guidance in responses	70	56	↓
Consistency of responses with ED staff	62	49	↓
Collaboration with other ED offices in providing relevant services	63	51	↓
<b>ED-funded Technical Assistance</b>	<b>73</b>	<b>63</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=20)</b>	<b>(n=27)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	77	67	↓
Responsiveness to your questions	78	68	↓
Accuracy of responses	75	67	
Sufficiency of legal guidance in responses	67	58	
Consistency of responses with ED staff	76	58	↓
Collaboration with ED staff in providing relevant services	73	62	↓
Collaboration with other ED-funded providers of technical assistance	68	63	
<b>Online Resources</b>	<b>72</b>	<b>63</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=19)</b>	<b>(n=27)</b>	
Ease of finding materials online	70	57	↓
Ease of submitting information to ED via the web	77	68	↓
<b>Technology</b>	<b>60</b>	<b>54</b>	
<b>Number of Respondents</b>	<b>(n=22)</b>	<b>(n=28)</b>	
ED's effectiveness in using technology to deliver its services	64	63	
ED's automated process to share accountability information	60	54	
Effectiveness of automated process in improving state's reporting	57	49	
Expected reduction in federal paperwork	54	39	↓
<b>Documents</b>	<b>65</b>	<b>60</b>	
<b>Number of Respondents</b>	<b>(n=22)</b>	<b>(n=28)</b>	
Clarity	70	62	
Organization of information	64	65	
Sufficiency of detail to meet your program needs	64	60	
Relevance to your areas of need	64	58	
Comprehensiveness in addressing the scope of issues that you face	61	54	
<b>Complaint</b>	<b>14%</b>	<b>25%</b>	
<b>Number of Respondents</b>	<b>(n=22)</b>	<b>(n=28)</b>	
Issued a formal complaint about assistance received from ED staff member	14%	25%	
<b>Sample Size</b>	<b>22</b>	<b>28</b>	



### Attribute Table Compared to 2005 Scores – OELA Title III State Directors

	OELA - Title III State Directors		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>68</b>	<b>60</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=39)</b>	<b>(n=43)</b>	
How satisfied are you with ED's products and services	74	65	↓
How well ED's products and services meet expectations	68	57	↓
How well ED compares with ideal products and services	62	59	
<b>ED Staff/Coordination</b>	<b>76</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	81	80	
Responsiveness to your questions	82	81	
Accuracy of responses	81	82	
Sufficiency of legal guidance in responses	75	71	
Consistency of responses with ED staff	73	65	↓
Collaboration with other ED offices in providing relevant services	65	61	
<b>ED-funded Technical Assistance</b>	<b>76</b>	<b>70</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=31)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	77	75	
Responsiveness to your questions	76	79	
Accuracy of responses	77	77	
Sufficiency of legal guidance in responses	75	70	
Consistency of responses with ED staff	76	69	↓
Collaboration with ED staff in providing relevant services	75	66	↓
Collaboration with other ED-funded providers of technical assistance	77	66	↓
<b>Online Resources</b>	<b>80</b>	<b>72</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
Ease of finding materials online	74	70	
Ease of submitting information to ED via the web	85	77	↓
<b>Technology</b>	<b>64</b>	<b>66</b>	
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
ED's effectiveness in using technology to deliver its services	67	71	
ED's automated process to share accountability information	64	70	↑
Effectiveness of automated process in improving state's reporting	67	67	
Expected reduction in federal paperwork	66	66	
<b>Documents</b>	<b>70</b>	<b>67</b>	
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
Clarity	69	69	
Organization of information	73	72	
Sufficiency of detail to meet your program needs	66	60	↓
Relevance to your areas of need	75	74	
Comprehensiveness in addressing the scope of issues that you face	66	61	↓
<b>Complaint</b>	<b>0%</b>	<b>0%</b>	
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
Issued a formal complaint about assistance received from ED staff member	0%	0%	
<b>OELA – Title III State Directors</b>	<b>77</b>	<b>72</b>	
<b>Number of Respondents</b>	<b>(n=40)</b>	<b>(n=43)</b>	
Usefulness of information provided at Title III State Director meetings	81	74	↓
Providing you an interpretation of Title III (Program Officers)	79	79	
Helping you with your implementation of Title III in your state (Program Officer)	75	76	
Providing you with the information you needed (Web site)	84	77	↓
Helping you inform programs serving ELLs in your state	--	72	
Effectiveness of relationship between Title III and Title I in encouraging collaboration between Title I and Title III	69	49	↓
Helping familiarize you with the Biennial Report form	--	72	
Allowing for your input and comments for refining the Biennial Report form	--	76	
<b>Sample Size</b>	<b>40</b>	<b>43</b>	



### Attribute Table Compared to 2005 Scores – OESE State Educational Technology Directors

	OESE - State Educational Technology Directors		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>62</b>	<b>61</b>	
<b>Number of Respondents</b>	<b>(n=47)</b>	<b>(n=38)</b>	
How satisfied are you with ED's products and services	68	70	
How well ED's products and services meet expectations	60	59	
How well ED compares with ideal products and services	57	55	
<b>ED Staff/Coordination</b>	<b>75</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=47)</b>	<b>(n=39)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	79	77	
Responsiveness to your questions	72	72	
Accuracy of responses	80	79	
Sufficiency of legal guidance in responses	78	79	
Consistency of responses with ED staff	70	71	
Collaboration with other ED offices in providing relevant services	67	70	
<b>ED-funded Technical Assistance</b>	<b>86</b>	<b>79</b>	↓
<b>Number of Respondents</b>	<b>(n=45)</b>	<b>(n=29)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	85	
Responsiveness to your questions	89	88	
Accuracy of responses	87	84	
Sufficiency of legal guidance in responses	83	78	
Consistency of responses with ED staff	86	77	↓
Collaboration with ED staff in providing relevant services	86	78	↓
Collaboration with other ED-funded providers of technical assistance	86	80	
<b>Online Resources</b>	<b>68</b>	<b>62</b>	↓
<b>Number of Respondents</b>	<b>(n=47)</b>	<b>(n=39)</b>	
Ease of finding materials online	65	56	↓
Ease of submitting information to ED via the web	71	67	
<b>Technology</b>	<b>66</b>	<b>63</b>	
<b>Number of Respondents</b>	<b>(n=46)</b>	<b>(n=39)</b>	
ED's effectiveness in using technology to deliver its services	68	65	
ED's automated process to share accountability information	67	65	
Effectiveness of automated process in improving state's reporting	65	65	
Expected reduction in federal paperwork	68	55	↓
<b>Documents</b>	<b>73</b>	<b>70</b>	
<b>Number of Respondents</b>	<b>(n=47)</b>	<b>(n=39)</b>	
Clarity	74	69	↓
Organization of information	74	72	
Sufficiency of detail to meet your program needs	70	68	
Relevance to your areas of need	77	75	
Comprehensiveness in addressing the scope of issues that you face	72	67	↓
<b>Complaint</b>	<b>2%</b>	<b>0%</b>	
<b>Number of Respondents</b>	<b>(n=47)</b>	<b>(n=39)</b>	
Issued a formal complaint about assistance received from ED staff member	2%	0%	
<b>OESE – State Educational Technology Directors</b>	<b>72</b>	<b>70</b>	
<b>Number of Respondents</b>	<b>(n=46)</b>	<b>(n=39)</b>	
Providing you an interpretation of Title II, Part D	76	72	
Helping you with your implementation of Title II, Part D	67	67	
Usefulness of guidance document provided by the EETT program office	78	73	↓
Usefulness of the information presented at SETDA meetings	75	68	↓
Helping you with your compliance efforts	64	64	
Helping you to improve performance results	61	63	
Effectiveness of relationship with EETT program office	75	77	
<b>Sample Size</b>	<b>47</b>	<b>39</b>	



### Attribute Table Compared to 2005 Scores– OESE State Title I

	OESE - State Title I Directors		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>63</b>	<b>58</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
How satisfied are you with ED's products and services	70	64	↓
How well ED's products and services meet expectations	60	55	↓
How well ED compares with ideal products and services	58	54	↓
<b>ED Staff/Coordination</b>	<b>78</b>	<b>69</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	79	↓
Responsiveness to your questions	73	68	↓
Accuracy of responses	85	77	↓
Sufficiency of legal guidance in responses	78	69	↓
Consistency of responses with ED staff	74	58	↓
Collaboration with other ED offices in providing relevant services	64	52	↓
<b>ED-funded Technical Assistance</b>	<b>69</b>	<b>67</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=40)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	69	66	
Responsiveness to your questions	74	70	↓
Accuracy of responses	70	70	
Sufficiency of legal guidance in responses	57	61	↓
Consistency of responses with ED staff	67	66	
Collaboration with ED staff in providing relevant services	68	66	↓
Collaboration with other ED-funded providers of technical assistance	65	63	
<b>Online Resources</b>	<b>65</b>	<b>61</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=45)</b>	
Ease of finding materials online	54	52	
Ease of submitting information to ED via the web	78	68	↓
<b>Technology</b>	<b>64</b>	<b>56</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
ED's effectiveness in using technology to deliver its services	67	62	↓
ED's automated process to share accountability information	63	59	↓
Effectiveness of automated process in improving state's reporting	58	56	
Expected reduction in federal paperwork	57	47	↓
<b>Documents</b>	<b>75</b>	<b>68</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
Clarity	76	70	↓
Organization of information	78	71	↓
Sufficiency of detail to meet your program needs	72	65	↓
Relevance to your areas of need	82	71	↓
Comprehensiveness in addressing the scope of issues that you face	69	62	↓
<b>Complaint</b>	<b>2%</b>	<b>2%</b>	
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
Issued a formal complaint about assistance received from ED staff member	2%	2%	
<b>OESE – State Title I Directors</b>	<b>76</b>	<b>68</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=46)</b>	
Usefulness of technical assistance on NCLB	83	70	↓
Usefulness of technical assistance on Neglected and Delinquent	--	67	
Usefulness of technical assistance on Even Start	75	74	
Usefulness of technical assistance on Homeless Education	77	73	↓
Availability of information on monitoring for Title I	78	72	↓
Usefulness of information on monitoring for Title I	78	72	↓
SASA's effectiveness in using technology to provide information	69	60	↓
SASA's effectiveness in using technology to enhance communication between ED and the State	69	62	↓
<b>Sample Size</b>	<b>42</b>	<b>46</b>	



### Attribute Table – State Title V, Part A

		OESE - State Title V, Part A Directors 2006 Scores
<b>ACSI</b>		<b>66</b>
<b>Number of Respondents</b>		<b>(n=33)</b>
How satisfied are you with ED's products and services		72
How well ED's products and services meet expectations		64
How well ED compares with ideal products and services		59
<b>ED Staff/Coordination</b>		<b>80</b>
<b>Number of Respondents</b>		<b>(n=33)</b>
Knowledge of relevant legislation, regulations, policies, and procedures		85
Responsiveness to your questions		74
Accuracy of responses		81
Sufficiency of legal guidance in responses		77
Consistency of responses with ED staff		81
Collaboration with other ED offices in providing relevant services		71
<b>ED-funded Technical Assistance</b>		<b>90</b>
<b>Number of Respondents</b>		<b>(n=15)</b>
Knowledge of relevant legislation, regulations, policies, and procedures		89
Responsiveness to your questions		91
Accuracy of responses		90
Sufficiency of legal guidance in responses		88
Consistency of responses with ED staff		91
Collaboration with ED staff in providing relevant services		90
Collaboration with other ED-funded providers of technical assistance		87
<b>Online Resources</b>		<b>64</b>
<b>Number of Respondents</b>		<b>(n=33)</b>
Ease of finding materials online		56
Ease of submitting information to ED via the web		72
<b>Technology</b>		<b>65</b>
<b>Number of Respondents</b>		<b>(n=32)</b>
ED's effectiveness in using technology to deliver its services		75
ED's automated process to share accountability information		66
Effectiveness of automated process in improving state's reporting		62
Expected reduction in federal paperwork		51
<b>Documents</b>		<b>72</b>
<b>Number of Respondents</b>		<b>(n=32)</b>
Clarity		74
Organization of information		76
Sufficiency of detail to meet your program needs		67
Relevance to your areas of need		72
Comprehensiveness in addressing the scope of issues that you face		69
<b>Complaint</b>		<b>3%</b>
<b>Number of Respondents</b>		<b>(n=33)</b>
Issued a formal complaint about assistance received from ED staff member		3%
<b>OESE - State Title V, Part A Directors</b>		<b>76</b>
<b>Number of Respondents</b>		<b>(n=33)</b>
Providing you an interpretation of Title V, Part A		80
Helping you with your implementation of Title V, Part A		76
Usefulness of the guidance document		79
Usefulness of the information presented at national meetings		83
Helping you with your compliance efforts		72
Helping you to improve performance results		69
Effectiveness of relationship with Title V, Part A program office		77
<b>Sample Size</b>		<b>33</b>





### Attribute Table Compared to 2005 Scores – Lead Agency Early Intervention

	OSERS/OSEP - Lead Agency Early Intervention Coordinators		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>68</b>	<b>59</b>	<b>↓</b>
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
How satisfied are you with ED's products and services	74	65	↓
How well ED's products and services meet expectations	67	57	↓
How well ED compares with ideal products and services	62	54	
<b>ED Staff/Coordination</b>	<b>80</b>	<b>74</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	77	↓
Responsiveness to your questions	78	76	
Accuracy of responses	82	75	
Sufficiency of legal guidance in responses	74	71	
Consistency of responses with ED staff	79	69	
Collaboration with other ED offices in providing relevant services	78	66	
<b>ED-funded Technical Assistance</b>	<b>79</b>	<b>76</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=13)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	79	75	
Responsiveness to your questions	84	86	
Accuracy of responses	80	82	
Sufficiency of legal guidance in responses	65	53	
Consistency of responses with ED staff	76	76	
Collaboration with ED staff in providing relevant services	83	74	
Collaboration with other ED-funded providers of technical assistance	81	73	
<b>Online Resources</b>	<b>71</b>	<b>65</b>	
<b>Number of Respondents</b>	<b>(n=25)</b>	<b>(n=18)</b>	
Ease of finding materials online	72	58	↓
Ease of submitting information to ED via the web	70	73	
<b>Technology</b>	<b>64</b>	<b>59</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
ED's effectiveness in using technology to deliver its services	74	71	
ED's automated process to share accountability information	67	63	
Effectiveness of automated process in improving state's reporting	57	56	
Expected reduction in federal paperwork	38	40	
<b>Documents</b>	<b>74</b>	<b>66</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
Clarity	75	62	↓
Organization of information	75	66	
Sufficiency of detail to meet your program needs	75	67	
Relevance to your areas of need	75	74	
Comprehensiveness in addressing the scope of issues that you face	69	61	
<b>Complaint</b>	<b>0%</b>	<b>11%</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
Issued a formal complaint about assistance received from ED staff member	0%	11%	
<b>OSERS/OSEP</b>	<b>79</b>	<b>69</b>	
<b>Number of Respondents</b>	<b>(n=26)</b>	<b>(n=18)</b>	
Staff responsiveness to answering questions	78	74	
Supportiveness in helping you complete your state's federally required performance	77	76	
Dissemination of accurate information	--	71	
Dissemination of information in a timely manner	--	57	
Centers' responsiveness to answering questions	83	69	↓
Centers' responsiveness to information requests	83	74	
Effectiveness in addressing systems improvement issues of the state	54	47	
<b>Sample Size</b>	<b>26</b>	<b>18</b>	



### Attribute Table Compared to 2005 Scores – OSERS/OSEP State Directors of Special Education

	OSERS/OSEP - State Directors of Special Education		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>62</b>	<b>63</b>	
<b>Number of Respondents</b>	<b>(n=42)</b>	<b>(n=36)</b>	
How satisfied are you with ED's products and services	68	69	
How well ED's products and services meet expectations	61	62	
How well ED compares with ideal products and services	55	59	
<b>ED Staff/Coordination</b>	<b>72</b>	<b>77</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	80	84	
Responsiveness to your questions	75	82	↑
Accuracy of responses	80	83	
Sufficiency of legal guidance in responses	70	69	
Consistency of responses with ED staff	66	71	
Collaboration with other ED offices in providing relevant services	54	62	↑
<b>ED-funded Technical Assistance</b>	<b>77</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=43)</b>	<b>(n=36)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	80	77	
Responsiveness to your questions	83	83	
Accuracy of responses	79	77	
Sufficiency of legal guidance in responses	69	65	
Consistency of responses with ED staff	75	74	
Collaboration with ED staff in providing relevant services	78	75	
Collaboration with other ED-funded providers of technical assistance	76	74	
<b>Online Resources</b>	<b>58</b>	<b>67</b>	↑
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
Ease of finding materials online	56	61	
Ease of submitting information to ED via the web	62	73	↑
<b>Technology</b>	<b>61</b>	<b>68</b>	↑
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
ED's effectiveness in using technology to deliver its services	69	76	↑
ED's automated process to share accountability information	64	67	
Effectiveness of automated process in improving state's reporting	57	65	↑
Expected reduction in federal paperwork	47	54	
<b>Documents</b>	<b>69</b>	<b>71</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
Clarity	68	73	
Organization of information	71	74	
Sufficiency of detail to meet your program needs	68	70	
Relevance to your areas of need	74	74	
Comprehensiveness in addressing the scope of issues that you face	62	65	
<b>Complaint</b>	<b>2%</b>	<b>3%</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
Issued a formal complaint about assistance received from ED staff member	2%	3%	
<b>OSERS/OSEP</b>	<b>74</b>	<b>77</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=36)</b>	
Staff responsiveness to answering questions	81	84	
Supportiveness in helping you complete your state's federally required performance	76	82	↑
Dissemination of accurate information	--	80	
Dissemination of information in a timely manner	--	69	
Centers' responsiveness to answering questions	73	75	
Centers' responsiveness to information requests	74	76	
Effectiveness in addressing systems improvement issues of the state	49	60	↑
<b>Sample Size</b>	<b>44</b>	<b>36</b>	



### Attribute Table Compared to 2005 Scores – EDEN/EDFacts Coordinators

	EDEN/EDFacts Coordinators		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>60</b>	<b>63</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=32)</b>	
How satisfied are you with ED's products and services	67	69	
How well ED's products and services meet expectations	56	61	
How well ED compares with ideal products and services	53	59	
<b>ED Staff/Coordination</b>	<b>73</b>	<b>78</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	83	
Responsiveness to your questions	80	81	
Accuracy of responses	76	80	
Sufficiency of legal guidance in responses	81	74	
Consistency of responses with ED staff	59	73	↑
Collaboration with other ED offices in providing relevant services	59	72	↑
<b>ED-funded Technical Assistance</b>	<b>74</b>	<b>81</b>	
<b>Number of Respondents</b>	<b>(n=25)</b>	<b>(n=24)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	71	75	
Responsiveness to your questions	76	87	↑
Accuracy of responses	72	82	↑
Sufficiency of legal guidance in responses	69	75	
Consistency of responses with ED staff	76	82	
Collaboration with ED staff in providing relevant services	82	83	
Collaboration with other ED-funded providers of technical assistance	78	78	
<b>Online Resources</b>	<b>65</b>	<b>68</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
Ease of finding materials online	66	65	
Ease of submitting information to ED via the web	62	72	
<b>Technology</b>	<b>63</b>	<b>66</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
ED's effectiveness in using technology to deliver its services	65	75	↑
ED's automated process to share accountability information	69	72	
Effectiveness of automated process in improving state's reporting	50	53	
Expected reduction in federal paperwork	66	63	
<b>Documents</b>	<b>65</b>	<b>67</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
Clarity	64	67	
Organization of information	67	69	
Sufficiency of detail to meet your program needs	64	64	
Relevance to your areas of need	70	70	
Comprehensiveness in addressing the scope of issues that you face	61	64	
<b>Complaint</b>	<b>3%</b>	<b>0%</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
Issued a formal complaint about assistance received from ED staff member	3%	0%	
<b>EDEN/EDFacts Coordinators</b>	<b>68</b>	<b>74</b>	
<b>Number of Respondents</b>	<b>(n=30)</b>	<b>(n=33)</b>	
Timeliness of the support	74	82	↑
Accuracy of information	70	79	↑
Helping you with your compliance efforts	66	68	
Helping you to improve performance results	62	61	
Expected reduction in federal paperwork because of the EDEN data submission process	69	64	
Expected improvement in education performance measurement	60	67	↑
Training provided by the EDEN/EDFacts team	74	79	
<b>Sample Size</b>	<b>30</b>	<b>33</b>	



### Attribute Table Compared to 2005 Scores – OVAE Career and Technical Education

	OVAE - Career and Technical Education State Directors		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>62</b>	<b>65</b>	
<b>Number of Respondents</b>	<b>(n=36)</b>	<b>(n=35)</b>	
How satisfied are you with ED's products and services	66	69	
How well ED's products and services meet expectations	60	65	↑
How well ED compares with ideal products and services	57	62	
<b>ED Staff/Coordination</b>	<b>80</b>	<b>81</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=37)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	86	84	
Responsiveness to your questions	80	81	
Accuracy of responses	82	85	
Sufficiency of legal guidance in responses	75	77	
Consistency of responses with ED staff	80	81	
Collaboration with other ED offices in providing relevant services	62	75	↑
<b>ED-funded Technical Assistance</b>	<b>90</b>	<b>80</b>	↓
<b>Number of Respondents</b>	<b>(n=20)</b>	<b>(n=21)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	91	81	
Responsiveness to your questions	91	87	
Accuracy of responses	91	84	
Sufficiency of legal guidance in responses	90	71	↓
Consistency of responses with ED staff	91	84	
Collaboration with ED staff in providing relevant services	90	86	
Collaboration with other ED-funded providers of technical assistance	90	81	↓
<b>Online Resources</b>	<b>69</b>	<b>70</b>	
<b>Number of Respondents</b>	<b>(n=36)</b>	<b>(n=37)</b>	
Ease of finding materials online	61	59	
Ease of submitting information to ED via the web	77	79	
<b>Technology</b>	<b>70</b>	<b>71</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=37)</b>	
ED's effectiveness in using technology to deliver its services	74	75	
ED's automated process to share accountability information	71	72	
Effectiveness of automated process in improving state's reporting	72	75	
Expected reduction in federal paperwork	63	58	
<b>Documents</b>	<b>73</b>	<b>73</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=37)</b>	
Clarity	72	71	
Organization of information	76	73	
Sufficiency of detail to meet your program needs	75	72	
Relevance to your areas of need	75	77	
Comprehensiveness in addressing the scope of issues that you face	66	71	
<b>Complaint</b>	<b>0%</b>	<b>0%</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=37)</b>	
Issued a formal complaint about assistance received from ED staff member	0%	0%	
<b>OVAE – Career and Technical Education State Directors</b>	<b>75</b>	<b>75</b>	
<b>Number of Respondents</b>	<b>(n=38)</b>	<b>(n=37)</b>	
User-friendliness	81	75	↓
Compatibility with state reporting systems	74	71	
Identifying and correcting compliance issues in your state	--	88	
Helping you to improve program quality	--	83	
Being up to date	76	78	
Usefulness to your program	71	76	
Audit resolution process contribution to program improvement	71	74	
PCRN's usefulness to your program	71	71	



### Attribute Table Compared to 2005 Scores – Directors of Adult Education and Literacy

	OVAE - Directors of Adult Education and Literacy		
	2005 Scores	2006 Scores	Significant Difference
<b>ACSI</b>	<b>63</b>	<b>68</b>	↓
<b>Number of Respondents</b>	<b>(n=43)</b>	<b>(n=53)</b>	
How satisfied are you with ED's products and services	69	72	
How well ED's products and services meet expectations	61	68	↓
How well ED compares with ideal products and services	58	62	
<b>ED Staff/Coordination</b>	<b>76</b>	<b>77</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=56)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	82	81	
Responsiveness to your questions	75	77	
Accuracy of responses	81	81	
Sufficiency of legal guidance in responses	76	75	
Consistency of responses with ED staff	69	78	↓
Collaboration with other ED offices in providing relevant services	65	74	↓
<b>ED-funded Technical Assistance</b>	<b>82</b>	<b>78</b>	
<b>Number of Respondents</b>	<b>(n=34)</b>	<b>(n=42)</b>	
Knowledge of relevant legislation, regulations, policies, and procedures	85	80	
Responsiveness to your questions	84	81	
Accuracy of responses	84	79	
Sufficiency of legal guidance in responses	83	77	
Consistency of responses with ED staff	79	76	
Collaboration with ED staff in providing relevant services	83	79	
Collaboration with other ED-funded providers of technical assistance	78	73	
<b>Online Resources</b>	<b>65</b>	<b>62</b>	
<b>Number of Respondents</b>	<b>(n=43)</b>	<b>(n=56)</b>	
Ease of finding materials online	63	58	↓
Ease of submitting information to ED via the web	69	65	
<b>Technology</b>	<b>67</b>	<b>66</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=56)</b>	
ED's effectiveness in using technology to deliver its services	72	74	
ED's automated process to share accountability information	70	69	
Effectiveness of automated process in improving state's reporting	63	64	
Expected reduction in federal paperwork	62	58	
<b>Documents</b>	<b>74</b>	<b>76</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=56)</b>	
Clarity	73	76	
Organization of information	75	79	
Sufficiency of detail to meet your program needs	70	74	
Relevance to your areas of need	78	79	
Comprehensiveness in addressing the scope of issues that you face	71	72	
<b>Complaint</b>	<b>5%</b>	<b>0%</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=56)</b>	
Issued a formal complaint about assistance received from ED staff member	5%	0%	
<b>OVAE – Directors of Adult Education and Literacy</b>	<b>77</b>	<b>78</b>	
<b>Number of Respondents</b>	<b>(n=44)</b>	<b>(n=56)</b>	
User-friendliness	71	69	
Compatibility with state reporting systems	69	70	
Usefulness of the training offered by OVAE through its contract to support NRS	--	83	
Identifying and correcting compliance issues in your state	--	76	
Helping you to improve program quality	--	71	
Helping you with your compliance efforts	76	76	
Helping you to improve performance results	69	65	
Being up to date	84	83	
Usefulness to your program	80	80	
Usefulness in helping your state meet AEFLA program priorities	--	80	
Timeliness in addressing your program's priorities and needs	--	75	
<b>Sample Size</b>	<b>44</b>	<b>56</b>	



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## **APPENDIX D: VERBATIM RESPONSES BY PROGRAM**

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## Chief State School Officers

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

*Little collaboration evident.*

*We have a consistent professional development methodology and strategies (i.e. high school reform, AYP school improvement, or special education). The use data for accountability is used uniformly. Our testing and assessment coordinate with our standards setting division.*

*We regularly convene district superintendents and curriculum directors and listen to their advice, altering and enhancing state programs as a result. ED needs to utilize the strength of state superintendents in decision-making rather than making them puppets for the federal government. A 'mother-may-I' relationship is totally inappropriate and ineffective for moving forward on a common vision/agenda.*

*Working w/low performing schools*

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

*ED needs to listen more with the technology they have. Rarely do they outreach to state superintendents and almost never do they call to listen to feedback. Rather, it is to issue threats about non-compliance and to tell us how to run our schools.*

*Establishing a protocol for conferencing. Video conferencing.*

*The conference calls are limited to who can attend.*

*Train program officers on the constraints/limitations of grants.gov. Additional requirements that are beyond the limitations of grants.gov should be eliminated as requirements for grantees required to use this system. Examples of such requirements are program-specific title pages, Table of contents requirements that require reduction of narrative page limitations etc. As this is a 'one-size fits all' system, it should be used in that way without personnel having to guess how to submit these program-specific pages.*



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

**Clarity of Requirements/Transparency**

*Additional clarity in submission requirements*

*Clarity of the message consistently.*

*... Continue to work toward transparency in the decision making process in regard to peer reviews and accountability issues.*

**Collaboration/Partnerships**

*Develop more collaborative partnerships with SEAs.*

*More ability for collaboration, though I've not had difficulty talking with a senior official when requested. I think a more collaborative process in general, however, would better serve us.*

*...Share information with all states so each does not have to 'recreate the wheel' but can learn collectively.*

**Consistency/Flexibility in rulings**

*Making sure there is a consistent message and interpretation of there guidance.*

*They need to be consistent in applying NCLB flexibility rulings to all states. They need to know how to create a requirement of NCLB and be able to provide technical assistance if they are going to require the state to meet NCLB elements.*

*...They also need to understand the need for flexibility when interpreting regulations. They need too look at the overall results achieved and not infrequent infractions at are inconsequential. If the state's doing something right 99% time. It is frustrating to be criticized for the couple of thing that aren't right.*

**Guidance**

*I think they need to have a much better understanding on testing and assessment that the states have to develop. ED does not understand timelines, how long it takes to develop tests.*

*More timely, realistic, and consistent guidance would improve quality of service.*

*Probably more precise information on report and flexibility in interpretations. On conference calls you should have smaller groups so that more questions answered. Have more that one point of contact for areas of information.*

*Provide guidance before requiring compliance...*

**Policy**

*Instead of having legal counsel dictate educational policy and implementation of the law - use educators with expertise.*



### **Responsiveness/Customer Service**

*Addressing the very hard questions that we get stuck on that we address to ED.*

*Be more timely with information and be more consistent with the information across your own organization.*

*By being responsive in a timely manner and by providing consistent information.*

*I think a quicker turn around of responses.*

*I think a cause like this a periodic phone call to find out how these specific services are working, more targeted phone calls.*

*The biggest issue is to improve their customer service to have people to talk to. It is frustrating to get voice mails and not have calls returned...*

### **State-Level Challenges**

*I think they do a fairly decent job in listening to there constituents. The reality of what states want they aren't able to do or can't do. I think they are doing the best that they can.*

*Listen and restore state leadership to schools. Quit thinking that they know-it-all.*

*Often ED responses and services do not take into account the realities of challenges in program implementation. Changes in interpretations, lateness of guidance and other such factors negatively impact the ability of states to effectively implement positive changes for students.*



### **OELA TITLE III**

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

*Cooperation with the state and regional service agencies.*

*For starters, talk to the other program offices--especially Title I and Migrant--on a consistent basis. In our state, all NCLB reports to one office so collaboration is easier and everyone knows the 'big picture' of NCLB and how the statute is interrelated. We have coordinated program meetings with all program staff present together hearing the same information.*

*None*

*State Consolidated Application and Monitoring*

*The assessment staff, migrant staff, and ELL staff are collaborating on the testing of ELL students, the results of the testing, and the necessary implications for evaluation of programs and services. This is leading to professional development for internal staff across program offices as well as unified training for LEA staff from early childhood to special education to teacher prep. /certification.*

*The high school reform office, office of special populations, office of instruction, office of assessment, and the office of educator quality.*

*The way our office of academic services organized and how that office has been grouped.*

*Title III monitoring visits always include the state's Civil Rights Specialist. His knowledge on Civil Rights and the national origin protected class not only enhances the knowledge of LEA staff around Civil Rights in general but it also contributes to a deeper understanding about how and why the various services must be provided to LEPs. A side benefit to having our Civil Rights Specialist on the monitoring teams is that he is also in-charge of 504 plans and he helps us build the bridge between sped/LEP programs.*

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

*Better use it to communicate and hold meetings with state directors.*

*Pre-populate the biennial report with our annual CSPR data. The on-line submission data fields need to be able to accept more information to prevent to having to send via e-mail as allowed Feb. 2006 because data submitted went missing or was lost making it look like those sections online were blank.*

*Provide more instructional/informational material to state Title III directors. We need additional support & contact. More use of listserv*



*They could have more interaction via WebEx.*

*They had been doing some conference calls and video conferencing that didn't go over well but I don't want them to give up. The video conferencing that has been going on has been more one way with no collaboration*

*Use video conferencing, update the web site, use more technology than just e-mail lists.*

*Videoconference before or after major regional meetings to include those who were not in attendance.*

*Webcasts for meetings with state title directors.*

***Q: What can OELE do over the next year to meet your state's technical assistance and program improvement needs?***

*A regular schedule of communications, so that we could watch for and respond to it would be helpful.*

*Advocate for a clear process to involve other NCLB programs, especially T IA, in T III services.*

*Advocate to re-institute the open door policy to receive services from both the NWREL and the OCR. Services from both these agencies have been severely limited to the seas by their main offices.*

*Become experts in the interpretation of the law and in the way in which they transmit such interpretation.*

*Clear guidance on the law and consistency across all program officers and states. Responses on all correspondence.*

*Collaborate with federal Title I folks and share guidance with states - what should we be doing with Title I? Also, provide legal guidance as needed; having a federal attorney present at Title III meetings would be good.*

*Continue to provide timely updates on use of growth models for evaluating ELL performance in reading and math.*

*Criteria for evaluation Title III project. Fund distribute to SDE should use current data, not from the census.*

*Develop further clarification and when necessary revision of legislation as it relates to unrealistic accountability measures, specifically AYP requirements for the lep sub group. Broaden flexibility for varying state demographics. Increase funding for LEP assessments.*



*Enable/facilitate 'video conferencing' with state Title III directors.*

*Ensure OELA follows statute not their interpretation that is not statutorily based.*

*Finalize and update guidance documents--they are still drafts. Provide clear and consistent information at Title III Directors meetings, with no yelling. Provide implementation guidance.*

*Give consistency in replies on data collection, reporting, accountability, and funding because states directors receive conflicting or contradictory information.*

*Give more lead time on information they want state's to provide so that I have time to put collection procedures in place.*

*Give us additional information and guidance on special education and LEP. Accountability about students that come to us with no previous are disruptive schooling. The teaching credentialing for teacher that are LEP teachers. Diagnostic tools for accessing students in native language.*

*Greater emphasis on strategies for teaching reading to students grades 4-12; initiatives to emphasize instruction over testing or, rather, over testing; realistic attitude about the limits of testing and the lack of validity when testing refugee children who can barely speak English when they are tested academically; [Name Deleted] would be wise to earn a Masters in ESOL.*

*Help us fund the English proficiency test. Providing break out sessions to learn Excel for data purposes at annual meeting for looking at data analysis.*

*I don't deal with them alt all.*

*I think they need to provide more technical assistance around the AMAOs and accountability.*

*I think the biggest thing is flexibility and acknowledgment on all the work that has been done. Pay more attention to the impact of including English language learners (new immigrants) in academic assessments, more time needs to be allowed for the students to learn English before being assessed in academic achievement assessments.*

*Issue more guidance on Title III especially AMAOS and more frequent Title III State Director meetings.*

*More and clearer guidance on Title III.*

*More guidance on what is expected in carrying out Title III would be appreciated. There seem to be expectations of how things should be, but those of us in the field don't seem to know what these expectations are until after the fact. There are many regulations and pieces to follow with little financial backing for those states that are minimally funded or barely above the minimum funding.*



*OELA could assist me by providing some clear examples and models of states that are implementing the various components of Title III in effective ways.*

*One thing would be to provide more rapid submissions by the state. Faster feedback from U.S. Department of ED. SEA meetings seem to be an after thought and the one coming up is on a weekend and am not happy about that. It would be nice to have a fall and spring meeting.*

*Please provide written 'official' guidance on Annual Measurable Achievement Objectives.*

*Provide additional guidance in the area of assessing English language learners who are also for our students with disabilities.*

*Provide an easier, interactive program, where a state can ask questions and have them clarified by OELA personnel as quickly as possible.*

*Provide clear and concise information in the form of non-regulatory guidance rather than in the form of a Q & A document. Provide information on assessment from a variety of sources and not just one point of view. Provide regional technical assistance meetings once a year in addition to the annual Title III director's meeting.*

*Provide consistency and guidelines on a timely manner.*

*Provide information on how to form a new baseline for the AMAOS now that new statewide ELPS are in place. Correlation study between old tests and new test are a waste of money and time. Need to start fresh with all stakeholders on the same page with the same understanding. Provide layman's guidelines of Title III that can be shared with leas. A step-by-step of suggested procedures for administering Title III. Supply sample forms used by states to collect data for biennial and NCLB State Performance Report. Provide more training than just the annual Title III summit, regional workshops focusing on specific areas of concern. For example, workshops that address collecting data, reporting data, interpreting AMAOS, meeting the seas professional development needs ...*

*Provide more assistance, including funding, to accomplish K-2 mandated testing. Provide more guidance on the LEP/SPED interface.*

*Provide more detailed information. Provide descriptions of different programs in different states.*

*Provide more information on particular topic that hasn't been addressed, such as alternate assessment for English learners. Guidance needs to reselect the variety of needs among the various states. The timeliness of the guidance.*

*Provide more one-on-one guidance to the states. Help to clarify information, processes, procedures.*

*Provide new non-regulatory guidance.*



*Provide sufficient guidance and one-on-one (through distance media) support to develop a first class ELL program for the state's students.*

*Providing best practices and policies and being more prescriptive.*

*Publish data and information on scientifically based instructional methods for ELLs, and what works.*

*Request less information over and over again. There are desk monitoring reports, site visits, the Biennial report and the CPR report, along with other questions periodically!*

*We greatly appreciate the establishment of the SEA network. We would like to have greater input on policy decisions, such as the decisions for who is responsible for academic accountability among the Title III consortia. We have benefited greatly from the programs and information provided regarding: students who have both ELL and special education needs, promoting academic language proficiency. We would like to receive all possible additional information on these topics.*

*We need more guidance and technical assistance. Specifically in the area of assessment. I would like to say that I'm impressed with the director of the program as she is hands on and readily available. She is a strong advocate and strong leader for the program.*

*Why should we all have to re-invent the wheel each time.*

***Q: Please describe how the working relationship between Title III and Title I could be improved.***

*Better communication and real collaboration.*

*Call meetings with both federal programs instead of separately.*

*Certainly through joint telecommunications or any type of communications would help to communicate and collaborate functions.*

*Clear consistent guidance between the titles and communication with the states within the titles.*

*Clear guidance on how the US Dept. of ED sees the relationship, Title IA include Title III related presentations at Title IA regionals, a successful model for collaboration between these two programs.*

*Federal directives need to go to Chief State School Officers, which clearly spells out the need for Title I staff, initiatives and programs to include collaboration with Title III staff and programs. I think that the issues of English language are frustrating are from Title I not listening enough to title III English experts. When they have the OELA summit they need to have more open communication between Title III directors and Title I U.S. ED staff.*





*I think they need to have our meetings be a collaboration between Title I and Title III.*

*I'm not seeing evidence that they communication at all. Try opening up communication and issuing joint guidance to the state.*

*Joint conferences. Establishing expectations at the state level.*

*More consistency in interpretation between the Title I and Title III regulations.*

*More directives need to come from Title I office telling them that they need to collaborate with Title III. Make the requirements stronger, loss of funding.*

*More joint meetings.*

*Provide forum for collaboration and problem solving with regard to improving the academic achievement of ELLs*

*States need to see evidence that those two groups have collaborated at the federal level. We have just begun such collaboration at the state level, but it's still very fuzzy.*

*Talk. Agree on clear concise guidance. Do not have arguments at state director meetings (in front of state directors). Coordinated meetings--many of us at the state level are the same staff.*



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

**Cooperation/Collaboration**

*Basically, demonstrate interaction among 'titles' and other departments.*

*By training its staff to become experts in the interpretation of the law and in the way they transmit their knowledge. By making sure of its staff continuous communication and coordination between them, so that they always head in the same direction.*

*Include all states in discussions, rational for decisions...*

*We are barraged from too much information, try to prioritize the requests, and do not duplicate. Need up front coordination.*

**Communication**

*Better communication on a timely manner and more accessibility to answers. I look forward to actively see improvement through the survey.*

*Continue to seek input and feedback from the field as evidenced in this survey. Provide opportunities to evaluate and give feedback at ED sponsored meetings. There was no chance to provide feedback at the recent regional meetings on the Title III Biennial Report. Facilitate/host regional meetings for Title III directors in addition to the annual meeting. Provide information in the form of non-regulatory guidance rather than in the form of a Q&A document. Continue to maintain open lines of communication. Facilitate discussions across various titles. Provide information relating to data collection (such as the Biennial Report for Title III, or the change to the CSPR such as the addition of numerous data for Title I, Part D) at least 2 years in advance of the data being reported.*

*Finalize documents, two-way communication, have state staff serve on work groups to draft the guidance documents.*

*More frequent communication between the state and the federal program officer; with more direct responses from OELA.*

*Open up discussion to revising Title III formula for funding consortia.*

*Regular schedule of communications.*

**Database**

*Our state is very rural, and in the past, school staff has depended heavily on the ERIC research database. This database has been frozen for the past several years, due to Congressional funding cuts. This leaves our teachers and administrators with no easy or cheap access to up-to-date information at a time when knowledge is greatly needed for the changes that are occurring in education. This is the reason for the low ranking made on this survey. We need to have ERIC reinstated and updated!*



### **Guidance/Technical Assistance**

*All publications including non-regulatory guidance, decisions about requirements could have a more timely release.*

*An interactive program to answer questions, issues and clarifications regarding services between state and federal programs.*

*Be more straight forward with what is wanted - don't keep us guessing if what we are doing is correct or if we are headed down the wrong path.*

*Clear consistent guidance within the states and program officers and titles. More meetings instead of unclear memos.*

*ED sends guidance in memos and emails or non-regulator manuals, which lead to different interpretations in different states. ED needs to produce regs for all NCLB programs not just Title I.*

*Give us real guidance in a timely manner.*

*Guidance needs to be provided to states on Title III AMAOS. When using the NCELA listservs there needs to be a way to update the system when you forget your password and login. Women do change their surnames for a variety of reasons and the system only allows you to correct one or the other.*

*I think that the biggest problem we have is the lack of guidance. Memo's get written and we don't really get a chance to comment on them. Sometimes what we are told in person at meeting is contradictory when we receive the memos.*

*I would like to have clear examples of expectations and models of states that are highly evolved and efficient in implementing one or more components of Title III. We do get some of this at the annual Summit as well as at meetings with SEA directors, but I would benefit at, say, a Title III directors 'Institute' that could feature other states systems in all of the components of Title III. In this way, we could have a standard by which to measure our work in implementing Title III. Also, ED should announce any changes in data collection requirements (such as the Biennial report) at least 2 years in advance as states need this time to make changes in data collection systems and give districts lead time to change theirs.*

*Looking to contractors with ED, better care needs to be given to helping states successfully complete their work. With the high level of turnover in program support staff, it must be recognized that at least 1/3 of the state personnel are new to the position on an annual basis.*

*More timely guidance on assessments and implementation. Flexibility in funding.*

*More training for Title III directors to ensure compliance, but also improve delivery of the grant Offer more technical assistance in meeting provisions of NCLB.*

*Provide consistent information on Title III.*



*Provide more clarification about the law.*

*The Title III officer's response is quick, however information and guidance is lacking.*

*The web site needs more scientifically based information on English.*

*We need more guidance on assessment.*

### **Policy**

*I don't really think the focus should be on the consideration on how to improve certain aspects on NCLB; there are good aspects of the law and there are some serious flaws. Keep what is good and change what is not.*

### **Reporting Requirements**

*As mentioned previously, request less information!*

*...Improve reporting process so all documents can be submitted online effectively.*

*Move more quickly to reduce reporting requirements by establishing the national data base tied directly to the information state's are already collecting.*

### **Responsiveness/Customer Service**

*More timely responses when there are issues. The ability to provide answers to questions more quickly without having to go through a hierarchy staff. Questions through a hierarchy before those answers can be.*

*They can hire more staff to help with the workload to better service our needs.*

*We have a very small window to get real time information and it would be nice for them to call us on our time frame. Respond to us knowing that we have a 6-hour difference in time.*

### **No Comment/Don't Know**

*At this point, I can't really come up with something off the top of my head.*

*I don't have anything more than what I have already said.*



## **OESE – State Educational Technology Directors**

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

*Alabama learning exchange.*

*Collaboration between title one and title two programs.*

*Curriculum and instruction.*

*EDEN - EdFacts program and NCES activities.*

*EMints for Utah*

*The implementation of the Title II grants involved Special Ed consultants and content people as well as technology.*

*The office of educational technology and the office of elementary and secondary education.*

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

*For the technology they could create a listserv and communicate more with us.*

*More flexible scheduling.*

*Online services such as elluminate, more regular use of listservs to send directly to state Ed tech directors.*

*Really the only media used has been e-mail. Expanded videoconferencing and an EASY to use, archived website (See SETDA's) would help.*

*The Ed Tech group should be using all these types of technology to deliver its services: videoconferencing, Web conferencing, listservs whenever possible - it is best to lead by example*

*There has been little interaction between the fed and the state program managers, except at meetings in Washington...*

*They could provide some elements that every state will report related to education technology. Other programs have specific items that they collect in a similar way. The EETT program was told to set goals and measure them. It is not known whether these goals are or were similar enough to make any determinations about the effectiveness of the EETT program. EDEN collects data that is the SAME from state to state. It is reported in the same way and, as a result, offers Department of Ed a view of what is happening nationwide in the programs that are reporting in this manner.*



*Use of web conferencing for communication. Build a website with more useful resources. Include contact e-mail addresses in the directory.*

*Virtual Meetings and updates via tools like Murratech Desktop video conferencing or Breeze or something to allow for remote participation in meetings and presentations.*

*We have had phone conferences recently and would prefer to have web-conferences, the key would be shared web based work spaces. When new critical things come out we would like to see the use of RSS.*

***Q: Please describe how your working relationship with EETT could be improved.***

*Any interaction would be appreciated...especially when compared to the attention paid to Title 1 people*

*Consistent open communication*

*It would be helpful if there were regularly scheduled meetings especially to avoid these last minute responses to new requirements.*

*More comprehensive information and definitely more timely.*

*More frequent communication, more clarity on answers.*

***Q: What can EETT do over the next year to meet your state's technical assistance and program improvement needs?***

*Be able to adequately argue the case for technology in the budget process so that EETT is not zeroed out every year and the states and congress have to fund it even if at an inadequate level.*

*Besides continued fiscal support, continued presence and presentations at SETDA meetings and hosting of events such as the Feb 2005 evaluation institute and Feb 2006 consolidated performance reporting meetings.*

*Clarify and respond in direct manner.*

*Clear guidance on the 8th grade technology literacy requirements.*

*Continue (as you have) to work to understand our needs and consider the fact that all states are not the same.... Small states must respond to federal requirements in different ways than large states.*

*Continue ongoing reports tagged onto SETDA calls and keep us in the loop on upcoming changes in reporting requirements, e.g., 8th grade literacy.*



*Continue to answers questions. There needs to be increased funding to make it go. More collaboration with professional organizations such as SETA.*

*Continued support in implementing the new Perkins legislation.*

*EETT has done a tremendous service for our state. I hope it will get continued funding.*

*Eighth grade technology literacy - assistance in getting a handle on this. Provide clear expectations on the data that states are expected to collect and report as it relates to EETT.*

*Explain how performance data will be used at the federal level for program improvement and who will have access to performance reports. It would be helpful to know how the variety of information collected from states will be aggregated to provide meaningful information about the success of EETT at the state and local level. While the flexibility is helpful, reporting on so many different types of implementation seem to dilute the impact that can be shown via current reporting requirements.*

*Fund it appropriately. The U.S. ED EETT staff have done an excellent job.*

*Get funding and length the effectiveness to the program to change the practice of instruction, communication and administration student achievement.*

*Give us more money.*

*Give us specifics with deadlines and accountables, specific outcomes, what they want to see.*

*Help to us improve reporting so that federal legislatures will see the value in keeping EETT funding. It has made an impact at the local school level in improving student achievement.*

*I don't think it is necessarily the program office's fault, but I feel like important information and training often comes on the heels of decisions that would have been impacted had the information and training come sooner. For example, the Evaluation Institute was good information, but coming when it did seem a little late.*

*If EETT funds remain zeroed out in the 07-08 budget, Title I and other titles will need strong encouragement and guidance from the federal level on how to support and dedicate funds to educational technology at the state and local levels.*

*Improved technical assistance on reporting, performance indicators.*

*In order to be effective we need to have vision where we are going and what our goals are going to be. The U.S. Department of Education needs to make educational technology a key focus for school improvement and to have students to compete in a global society.*

*Let Congress know States need more funding in 07!!*



*Make it clear to legislators that states in general do not have the capacity to complete all of the technical assistance, etc. That they would either like to do or have to do. Thus, the states really need more than the amount set aside for administration AND statewide activities. We were floundering with the higher funding source. As it declines, so too will the states' capacity to assist leas in their work.*

*More contact, the virtual monitoring was very helpful. They brought a lot of good information out at the SETEA meeting in San Diego.*

*N/A.*

*Ongoing with assistance with clarity EETT program objectives and goals. Provide us ongoing assistance on the evaluation to document the results to the objective. Help us highlight creative and innovative ways to implement the program (highlight promising practices). Help us work cross title program ex: Title I program. Help us understand the relationship with the new laboratory structure and how we can work together and what services are available to us. Bring the program directors together as we can all learn more with each other and from the department of education. Last years Ed tech meeting was very valuable because it brought us together and gave us valuable information from the department of education, and provided us with a peer review critique also had technical assistance available to work on the issues in the peer review. The department staff is knowledgeable and well intended but appears to be severely restricted by agency and political restraints.*

*Our state has never received any technical assistance/support from our assigned program monitor except for answering one question via e-mail. Informal feedback before an official monitoring visit would have been helpful.*

*Provide clear guidance and answer outstanding questions regarding Comprehensive Performance Reporting and new program indicators.*

*Provide direction on expectations should funding go away but the EETT law remains*

*Provide us with a report on our virtual site visit.*

*Share the information on results so that EETT will not remain 'unproven' but that results would be clearly shared of the impact that EETT is having on CONTENT area improvements.*

*Show an interest in a small state. Consistently communicate.*

*Stay in communication and keep providing the documents and the web-site communications.*

*The people above them need to fund the program appropriately because there is scientifically based research that shows student achievement. It is an absolute necessity for the U.S. to be competitive in a global community and it's funding is directly related to the reality of student achievement and economic development.*

*They could do more outreach to states in identifying best practices.*





*Very little at this point...a few months ago in Washington, all of the state IID directors received information on our original proposals which were 5 years old...at the state level we attempt to give timely advice and support to our constituents...we expect the same from the feds*

*We need to have a clearer idea where the program is going if it is even going to be funded. If it isn't then we also need to know what we will eventually need to report on.*



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

**Communication**

*Bi-monthly or quarterly calls from Program Staff to provide any updates or just to ask if we are facing any immediate issues.*

*Communicate EETT results through gathering data, anecdotal or quantitative/qualitative data, to show results*

*Consistent, clear, accurate information. Even bad news is better than no news. Quit trying to please the president and secretary. The ED staff should be able to do their job unencumbered. The current situation is a mess. The stranglehold on information is a disgrace. This department is here to help and should not be a hindrance.*

*More and better communication with us so we know what is coming down the pike, so that we can create advocacy better.*

*More communication*

*More timely dissemination of information and best practices. I would like to see more face-to-face meetings so we can interact with the department of education including other title programs.*

**Coordination/Cooperation**

*ED seems to suffer from the heavily fragmented nature of large institutions. As a result, the State ED tends to reflect that nature, and we all suffer as a result. Neither is able to break free of this siloed organization. The change must occur from the top because the bottom has too much to loose if it breaks ranks and the movement doesn't result in change at the top. We need the US ED to recognize this and make a change. There needs to be more coherence between the larger US ED goals and the various program offices. They need to push the notion that you are talking among yourselves to build a cohesive and complementary system and therefore force/inspire us to do the same. We are trying, but it is hard without leadership from the top!*

*Greater collaboration and communication.*

**Guidance**

*Give us more advance notice of due dates and a calendar of when things are due.*

*I like the Frequently Asked Questions (Guidance documents) are very helpful. We need one on how to deal with he 8th grade literacy test.*

*More clarity in answers and guidelines.*

*They need to give us more guidance and information more quickly and stick with it.*



*Would appreciate more guidance or 'heads-up' messages via email, such as the sharing of the questions or topics covered in the virtual monitoring visits*

### **Policy/Flexibility**

*Buy into the 'flexibility' notion that is written throughout the NCLB act. I understand that the program offices take direction from non-career, i.e. political, staffers. This is no way to run a ship. What makes sense politically certainly doesn't make sense to those of us who, on a daily basis, fight for every penny we can get to enable either the SEA or the leas to do whatever it takes to increase student achievement. Overall ED policies (politically motivated) do not help this to happen.*

*Maintain open mind and use flexibility in dealing with issues. Follow the law, but do not go beyond.*

### **Positive Comments**

*ED is a huge organization with far more hoops to jump through to get things done than ANY state education agency. I realize that things are going to be slow, and try to be sympathetic to this. Nonetheless, the EETT program office has only been fully staffed since February. As a result, I have high hopes for the coming year and my interaction with them. I did enjoy the chance to point out some of the shortcomings, but I believe that the service the SEAs receive is better than the service that some other areas of state government receive from their federal counterparts.*

*I am very pleased with all ED services. The staff is always there to answer my questions and they give us sound advice*

*I think they are on the right track with EDEN so that different people are not asking for the same information, one common interface for collecting information.*

*They are doing solid work - no complaints.*

### **Responsiveness**

*Anticipate the questions and be ready with responses; maybe ask the questions ahead of time and whenever possible avoid not answering.*

*I would like to hear from our contact more often, keep the lines of communication open.*

*More contact. In terms of programs that I work with. We had one monitoring and there was no follow up. It would be nice if they touched based once in awhile to see how we are doing and if we have any questions.*

*Provide more timely follow up to monitoring visits/calls so we know where we need to improve. Consistency in rules and performance indicators plus provide adequate examples ahead of time as to what they are actually look for rather than submit the data and we will tell you if it is on target or not. Very Frustrating*



*Provide more timely feedback on required reporting allowing time to make the necessary changes by the next reporting period.*

**Support**

*Additional support in helping us with our accountability.*

*Be an advocate at the federal level for all education funding.*

*Keep supporting continued EETT funding.*

**Technology**

*Improved access to electronic resources*

**No Comment/Don't Know**

*None.*

*I don't know. I'd have to think about it.*

*I think we've been pretty successful and I cannot think of anyway to improve.*



## **OESE –State Title I Directors**

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

*Coordinated program meetings*

*District support teams, which includes Special Ed. School improvement and state accreditation*

*Don't know*

*I don't know*

*It is an Internet based district plan as a part of that will be a federal grant applications.*

*Key staff from different program offices that have related requirements meet to share information about requirements in programs and gain at least a minimal understanding of issues. We strive to involve each other in review of written information prior to dissemination to make sure it covers (or does not conflict) with requirements of other programs as much as possible.*

*State System of School Support for Title I schools encompasses 3 units in 2 divisions to provide a tiered level of services; Program staff from consolidated programs act as NCLB liaisons/monitors for all programs to an assigned group of LEAs - one district, one contact. Cross-unit collaboration teams review multiple issues concerning a single school or LEA At our agency, we try very hard to keep our operations transparent to each other and to those outside the department. US Ed. would be well advised to do the same.*

*There is a NCLB Team at the SEA level that provides leadership for NCLB. Modeling collaboration, the SEA NCLB Team has a consolidated application across entitlement programs, provides information regionally across Titles and implements a consolidated monitoring process.*

*We have been working on a literacy model that includes curriculum, special education, Title I, and reading first.*

*We have conferences and include all program areas.*

*We have one because of special populations and all of those folks work together, such as planning professional, budgets and technical assistance.*

*We talk to each other. Communication with each other!*

*The consolidated application process*



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

*Don't know.*

*ED depends on conference calls for immediate need. These are marginal in allowing for two-way communication. Questions are often put aside for later answers. Meanwhile the states must continue working to implement programs and requirements while waiting on answers. ED should increase the amount of time the consultants can be in a state directly providing technical assistance in person to better understand the uniqueness of each state.*

*I found the use of EDEN to submit the CSPR data to be frustrating at best. Please work to correct glitches in system before states must use it to submit data.*

*I think it's one thing to offer it and then get everyone to be able to take advantage of it. Put in a program and keep it that way. Move ahead with the technology.*

*I think there needs to be broader participation of states. When asking for input an agenda with the questions received ahead of time would help the participants prepare.*

*Improve organization of Title I program information. Include email addresses in directory*

*Improve search on web site*

*More information or notices of information should be sent via listservs from the program offices, i.e. SASA. More audio conferences!*

*More of the web cast programs. Then follow up with CD (hard copies).*

*More use of web conferences.*

*Offer more audio and/or videoconferences more frequently in lieu of in-person meetings (or as an alternative) as some states have restrictive travel policies or prohibitions on travel due to time/money constraints.*

*Send an e-mail when something new in the federal register.*

*They could use technology (WebEx) more frequently than they do now.*

*To insure that your applications are working correctly before launching them.*

*Where you would have meetings or conferences on line.*



***Q: Please describe how SASA could better use technology to provide information.***

*Don't know.*

*I think you're doing a relatively good job in this office.*

*More web conferences.*

*Need more!*

*SASA could do more one-on-one state or point-to-point web conferencing. Trying to clarify with 50 states becomes just an exercise in Ed presenting and the states listening.*

*There are often technical issues in providing information--sound quality and starting on time.*

*They need to be using it much more frequently than they are.*

*To offer additional opportunities for states participation in the work sessions because of time and/or day.*

*Video presentation that are available online to states would be very helpful.*

***Q: What can SASA do over the next year to meet your state's technical assistance and program improvement needs?***

*As far as the Title I office, I would like to see more regional meetings.*

*Be more timely.*

*Concrete examples, best practices, direct TA.*

*Continue to provide updated guidance. The recent Title I fiscal and schoolwide guidance was much needed and helpful and we are awaiting the targeted assistance guidance. Many of these basic program issues seemed to have taken a back seat to accountability. Continue to use technology such as Webcast and audio conferences to link people to ED staff and other state staff to share information and ask questions.*

*Continued support.*

*Coordinate between programs in between title programs.*

*Detail guides and faster responses.*

*Develop models or share good ideas and best practices that come to SASA's attention. We spend a lot of time creating something when someone in another state has a good model.*



*Does not apply.*

*Effective strategies for school improvement*

*I don't know.*

*I think give us real examples of the use of school improvement money with states receiving similar amounts and comparable number of schools needing improvement. I would like more help on corrective action and restructuring and the literature behind both.*

*I was looking for help for new program directors and I need better information more advanced information about training.*

*Information is good--should work on technical aspect. We appreciate having PowerPoint information ahead of the presentation.*

*Keep refining your process.*

*Keep states in the loop as developments are happening so states can develop systems that will readily communicate with the new federal systems*

*Leave this blank.*

*More money and more guidance, more written guides.*

*More open conversation or dialogue in a safe environment.*

*More webcasts.*

*More WebEx trainings and interactions.*

*N/A. Not a state.*

*Not so much about what they can do it is more about how the law is getting reauthorized. Look at what the laws say and see how to get a balance between the resources and the requirements at the state level.*

*Nothing.*

*Provide information sooner. Coordinate better with other ED programs.*

*Provide more information on monitoring.*

*Reduce the amount of time needed in responding to technical assistance questions. Increase the number of web-casts on relevant topics. Improve collaboration and cooperation among ED offices.*





*SASA could spend more time physically in the states on in one-to-one communication.*

*Spend more time on site in states.*

*There needs to be more training of the state administrators. I have been here for one year and I have only been to one training.*

*They could be providing a lot more web casts and they could get guidance out sooner.*

*They could have better turn around time and clarity in the responses.*

*They could survey us for topics so that we could have specific technical assistance available.*

*They need to have more conference calls on knew guidance issues.*

*To be more timely in responses.*

*To respond promptly to questions and hold more web casts. To provide additional help for new State Title I Directors.*

*Training on alignment/cross-walks between contractors systems and SEA systems.*

*Videoconference system would be a great improvement.*

*We are trying to meet the requirements of NCLB to the best of our ability. It is frustrating that nothing we do ever seems to be quite up to par. I truly appreciate the positive attempts to help us comply. I do not feel the threatening approach adopted recently is very helpful.*

*We don't look for technical support to SASA and I can't really think of anything. Maybe they can give more support to the regional comprehensive centers.*

*We need clarity on outstanding issues and reality on what's going on out of states.*

*We need more meetings that are topically addressed so we can get in depth about specific topics.*



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

**Collaboration/Coordination**

*Get information out sooner and cooperation with other programs.*

*By coordinating within the title programs especially with special education programs.*

**Communication**

*More videoconferences or web conferences, sharing information on things that work well or learn from monitoring visits.*

*I think they need to be working to improve the interactive communications.*

*Continued information and continued updates.*

**Consistency**

*Don't send mixed messages to States. Conference calls indicate one thing and then the written letter says something else. Work with us! Continue to be open to flexibility without diminishing accountability. Thanks.*

**Guidance**

*Better understanding of what can be done and what other states do and consistent guidance.*

*Continued written communications and guidance.*

*Getting their non-regulatory guidance out on a timely basis.*

*Guidance, I've been 4 years for guidance and communications and am still waiting, in some areas but not all...*

*I am pretty satisfied. The guidance that you issue could be more timely.*

*I think that in terms of Title I, it would serve us all very well if some of the voluminous compliance requirements could be simplified. It is very difficult to be certain that districts are in compliance when there are so many esoteric requirements that must be met.*

*More comprehensive guidance documents, posting of accountability systems for other states, alerts for new things and where they are posted.*

*More guidance.*

*More templates, samples, acceptable evidence lists*

*Non-regulatory guidance on topics such as Targeted Assisted Schools. ED could develop guidance in a more timely fashion.*

*They could provide much more clear guidance on state educational fiscal dollars.*



### **Reporting Changes**

*While the new guidance is helpful, and the attempts at providing flexibility are helpful, the approval process seems very restrictive. Also, while some flexibility is provided in some areas, other areas seem to be tightening up and using a very strict interpretation of the wording in the statute, which causes states to be unclear about how to apply the law and implement the requirements with districts. Please work to minimize changes in reporting and other requirements every year so that data can be collected accurately and consistently from districts. When requirements in one program, such as Title III, overlap requirements in another program, such as Title I, make sure key staff from the programs work together to send consistent and realistic information to states.*

### **Responsiveness**

*Be more timely in response to inquiries.*

*Clarity and better turn around time on responses.*

*Faster response time.*

*I'm quite satisfied but they could respond quicker to regulations questions.*

*It is important to have consultants or program specialists answer questions in a more quickly. I used to be able to talk with a program specialist and could get an answer and a follow-up e-mail. Now they hardly ever answer their phones, almost always going to voice messaging. I would like more one-on-one state availability. At the present, we get in large meetings and do not have time for everyone to have a voice. Sometimes states would like to speak in private to a program specialist. ED in general needs more staff to provide the kind of individual state assistance they talk about but instead provide in mass at general once or twice a year meetings. I see the attention to state needs decreasing.*

*Keep me informed and to respond promptly to questions. Provide timely feedback on monitoring issues.*

*More timely information.*

*Quicker response time and more upfront preparation as opposed to after the fact preparation.*

*To insure that the consultants that work for ED are available to respond to problems or difficult questions.*

### **Technology/Website**

*... Web site 'ED.gov' is terrible to try to find anything in it's a mess.*

*When you send something on the web also send an e-mail to the directors, we don't have time to search everyday.*



### **Training**

*More trainings and clarification on 'hot topics.'*

### **Understand/Listen to States**

*Have more regional services and get out talk to us personally instead of everything electronically.*

*I think they can help me by knowing what is going on in similar sized states with similar sized allocations.*

*I guess just keep listening to the states*

*Spend more on site in states.*

### **Positive Comments**

*Message. They could try to give us sufficient time to react to questions they are asking. We think that do a good job for such a big organization. The people there are very nice.*

### **Other**

*We need more help to get more directors. I don't even know what I don't know-more information. Prepare a context so we know what is coming.*

*It would be helpful if we could receive a copy of the original statement that the senior staff send.*

*This is a terrible way to do a survey. It should be emailed.*

### **No Comment/Don't Know**

*I 'm really not sure.*



## **OESE – State Title V, Part A**

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

*School-based Youth Services program*

*We often meet across title programs and to discuss common issues and to learn about other programs.*

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

*They need to make sure everything works before putting into use.*

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

*Consistent communication with updates, more specific information on anything. Returning calls. Answering questions at conferences.*

*I answered this questionnaire in terms of the Title V, Part A office. I would rate it much higher if I were asked to evaluate the Title II, Part A office, which seeks to form relationships with grantees. I have never had a relationship with the VA office except at the Steering Committee meetings. When I emailed VA questions, the answers were very slow in coming and one was never answered. The VA staff doesn't understand the burden that reduced administrative funds places on SEAs, particularly floor-funded states. At the last meeting, ED staff outlined an ambitious monitoring process they expected from the SEAs. One of my colleagues asked the same question I had: 'How can I accomplish this with \$11,000 administration funds in 06-07?' The VA panel didn't answer him and went right on with their agenda. They are totally out of touch with the situations in SEAs. Regarding this survey. I got to the end and learned that 3 questions were unanswered. Questions numbers were listed but since the questions are not numbered, that was no help. I've been back over it several times and cannot find 3 blanks, only 2. I even printed each page to try to find it. Some of the cells scroll so that they don't print, so I had to copy them into Word. Rather unhandy, all told.*

*I think that there needs to be more detailed and clarifying guidance in Title V. How do we conduct more meaningful and accurate evaluate.*



***Q: 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?***

*Assist with improving evaluation and reporting. Continue to facilitate and actively assist with National Steering Committee conferences and activities.*

*Continue being accessible*

*Continue to keep us informed of all changes so we can inform the districts. Also, to let us know as soon as possible about any reports that are or will be due.*

*Continue to support the Title V National Steering Committee. It is wonderful that ED staff is now able to take a more active role. (Political decisions, I believe, made this difficult in the past.)*

*Give us more money, that's really a very big deal at this point. Additional monitoring does not help us carry out these programs without more money. Title V Part A is a very popular program because it is very inclusive and there are a lot of thing that we can do, but there just isn't enough money. Our total 5-day funding is only 1/3 direct 5-day allocations. The rest is redirected from other programs.*

*Increase funding*

*Increase the level of funding so that I can attend the annual conference in Washington, D. C. It would be helpful if the SEA's knew what the report needs were going to be in advance. We struggle to give accurate information because we have the districts reporting information one way, and the feds request different information.*

*Keep doing what you are doing. Great support*

*More funding. Help with figuring out how Title V can track the money coming into or going out of the title and the reason for.*

*More in-depth guidance. More communication with the field in general.*

*Nothing. They are doing a great job.*

*Nothing to mention at this time*

*Provide better follow up when linking with other ED offices.*

*Provide more coordination with all program title communication.*

*Provide more funds. Maybe provide more focus on the program; it really needs to be more focused.*



*Provide periodic or quarterly teleconferences, conference calls on the fiscal issues on Title V funding.*

*Provide sheets to compile what actually is being spent in our individual office in the Title V program. It seems to me that we should keep more complete records. It has been brought to my attention that equipment/file cabinets have been purchased for other title programs but yet paid for out of Title V. Then when I ask for something, the comment is, 'We'll have to see if there is enough money.' That is a bit confusing when I am the state coordinator for Title V. What I am trying to say is perhaps the guidance should stress more that the coordinator should have more knowledge of the budget for Title V and where the money is going.*

*Right now funding does not permit me to attend.*

*Supervise the new program officers on a one-on-one basis. And have more on going consultations.*

*The guidance could be updated and further clarified.*

*The information on the electronic reporting we could use more clarity. Support to keep the program going. Reporting of the actual benefits to upper management. Have the reporting process actually capture the real benefits to the school districts.*

*They can communicate with us. Although the coordinators have a listserv, ED staff rarely uses it to distribute information. [Name Deleted], on the other hand, sends direct emails to Title II, Part A coordinators about important information and he responds to questions within a day or two. The important information [Name Deleted] addresses include changes to guidance, when allocations will be finished, new policy from ED, etc.*

*They need to shore up their own federal Title V evaluation requirements and then provide guidance and training to the state program managers.*

*Title V-A staff have provided consistently excellent T.A. to me and to the state Title V-A Directors. Thank you.*

*We are on a bypass for nonpublic services. This process is not efficient. The bypass contract personnel do not take into account the cuts in a program (66% in a two year period).*



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

**Consistency**

*ED is highly inconsistent in how it interprets and applies federal statute. ED staff range from excellent to mediocre. This survey does not address the specific areas where inter-departmental activity in ED occurs or how various levels in ED sufficiently address matters. Many professional staff at ED are competent, courteous and respectful to state staff and appreciate the complex nature of both levels of government. Many political appointees lack such appreciation.*

**Communication**

*Better communication. Tell us a year ahead what the reporting questions will be so we can collect that data from LEAs. We have known only a few months ahead what the CSPR would ask --- and out of cycle with when our LEAs report. ED has assumed that we can query databases and find anything they dream up. We cannot. We have to manually extract data. It takes one person at least a full week to compile the info for the Title V A part of the CSPR each year. The Title II A office does a fine job of communication with SEAs. The Title V A office could learn from them.*

*To share more information with the program staff, program coordinators on a more frequent basis.*

**Coordination**

*Some better coordination between programs.*

*Continue to work closely with steering committee. Services provided by ED at these conferences are most valuable.*

**Guidance**

*By continuing to provide excellent guidance for us in each of the programs. So many people have different interpretations of the law that it is imperative to have the regulations in written form. It is somewhat like a bible.*

*More on going consultations.*

**Improve Site**

*Make your web site more user friendly, larger type, easier to search.*

*I would appreciate a clear path on the ed.gov website to find up-to-date state program budget information.*

*One way is the web site, it is very difficult to find anything it is some massive. There should be a way to stream line it to make it easier to find what you are looking for.*

*Providing easier access to the Title V guidance on the Internet. Providing an alert that policy is being issued.*





*The web site needs to be more updated and put into chronological order, or just remove out dated documents.*

**More notice/Timeline**

*They need to give us adequate notice for information requests. We need to see adequate funding for the federal programs that are offered. Title V State Program Managers need adequate training.*

*Provide a timeline as to when reports are due, so that ample time can be given to compile it.*

**Responsiveness**

*Quicker responses to questions*

*I would like to have a more timely response to receiving revised grant awards, when needed for bypass purposes. As of today, July 7, I have not received the revised grant award for the 2005-2006 school year.*

*Be available and respond in a reasonable time period.*

*Sometimes the response is very slow and it would be nice to receive it quicker.*

*Timely and decisive answers to the questions we ask.*

**Positive Comment**

*Nothing overall; good job.*

**Other**

*I would do something to increase Part A; it's all about the money.*

**No Comment/Don't Know**

*None to mention at this time*



## **OSERS/OSEP – Lead Agency Early Intervention Coordinators**

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

*Some of the Head Start interactions are pretty positive.*

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

*Video conferencing would be good. It would be very helpful. Also webcasting would help get information to others more quickly.*

***Q: What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?***

*A lot more dialog with the states, including focused work groups.*

*Answer questions with more clarity.*

*Be more timely in disseminating information and make sure that it is clearly written and easily understood.*

*Final Part C regulations and the 2004 idea reauthorization.*

*Get the new regulations new out. Provide us with training and technical assistance on the new regulations and put them in a format that is more organized.*

*Get the Part C regulations published.*

*Helping the states to help best meet the requirements within the unique state systems.*

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

*I think they can adequately fund technical assistance programs. When they are giving us guidance, direction and changes they need to happen in a more timely manner.*

*I think they need to continue to focus on the interface on the regional resource centers and NECTAC. Continue the process system wide conference calls, which reinforces the clarity of policy.*

*Minimize the reporting requirements. They could pull more information together so that there are less meetings with more information.*



*More frequent conference calls including opportunities for states to share information. More clear and timely guidance. Annual early childhood meeting. Funding GSEG's to support states infrastructure for data collection. The use of net meeting or web meeting technology.*

*The concept of communities of practice is a good one. The actual software and is very cumbersome and not user friendly. They could come up with a way for people to better connect with each other.*

*They can help with funding issues, alternative ways to fund.*

*They can provide additional funding to NECTAC so that they can do more technical assistance.*

*They can provide information in a more timely manner and issue the regulations. Help states implement new regulations. Provide additional guidance regarding child outcome data. More sensitive or recognize state accomplishments.*

*They could provide consistent information in a timely manner and also have communication with the Part C and 619 program and then through video conferencing or whatever. They need to do it together, the two groups don't hear the same information.*

*Work with states to get paper work condensed and timely responses. Assure coordination across other federal departments and programs.*



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

**Clarity/Consistency of information**

*More clarification from Part C use of funds. Specifically related to commercial insurance usage.*

*Consistent information. Responsive staff. Improvement with communication (video conferencing webcasting).*

*I think more consistence, clear, and concrete information from project officers.*

*Clarity of communication a lot is focused on grants, submission of grants, grants web site.*

**Funding**

*Consider shifting funding from the RRC's to NECTAC for PartC TA. Fund GSEG's more timely and consider awarding lower amounts to more states in order to have greater impact.*

**Guidance (on Part C)**

*Get the Part C regulations published.*

*I think with in the area of what they are talking about they need as an office greater expertise of system financing.*

*To issue the Part C regulations and subsequent technical assistance more timely. Ensure that there is no break in the funding to the National Childhood TA center and that initiative by the center continue with out interruption (e.g. Part C finance TA, the National Early Childhood meeting etc.).*

**Responsiveness**

*Get responses back to us quicker and always answer.*

*I would like to see them more accessible.*

*Project officer needs to be more available to the state for technical assistance.*

*Timely information relevant to requirements.*

*Timeliness of responses.*

**Understand/Listen to States**

*More dialog with the state, including focused work groups on specific topics of interest.*

*To work more closely with states on outcomes on process for improvement.*

*Being responsive to specific state needs.*

**Other**

*I think they are doing a pretty good job. Expand your OGC to more than one person.*



*More willingness to issue written opinion.*

**No Comment**

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



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

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

*Assessment and accountability team that includes membership from elementary, middle and secondary staff, special education staff, IT staff, and teacher certification staff.*

*Assessment and division of instruction.*

*Collaboration with School Improvement Division (Gen. Ed.) with Special Education Office in embedding special education corrective actions resulting from official continuous improvement focus monitoring within the State's Comprehensive School Improvement Plan for each school district. Thus, progress toward correction is monitored by both the special education and general education supervisors assigned to that district.*

*I have no example. OSEP is routinely unaware of the work in the ESE office even as it affects IDEA and students with disabilities.*

*IDEA.*

*My division Special Ed. collaborates with the department*

*The AYP under NCLB*

*The Highly Qualified Teacher takes the Professional Standards Section, the Data Section, the Special Education Section, and the School Improvement Section working together.*

*With the Special Ed and General Ed.*

*Working on it*

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

*Timeliness being better factor and the organization of information. The format.*

*Update technology*

***Q: What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?***

*1) Coordinate reporting dates for NCLB and IDEA reporting; 2) Coordinate and use same terminology for data reporting requirements; 3) Anticipate questions and provide more detail with guidance documents.*



*By and large they are being met-but before putting regs in place e.g. 2% it would be helpful to have models.*

*Clear feedback re: the state's SPP and direction for the 2/07 APR in a timely manner (i.e. Early fall).*

*Consider responding in meaningful ways on a consistent manner and being prepared for any technical assistance being offered.*

*Continue their use of technology i.e.: tele-conferencing. More regional conferences and workshops closer to our location.*

*Continue to provide comprehensive and accurate information in a timely manner as IDEA 2004 is implemented. This can be accomplished through electronic means backed up with memos confirming the information presented.*

*Continue to provide State Directors OSEP contact person who knows and understands the state's particular issues, concerns and strengths.*

*Continue to provide TA on development of SPPs and APRs, provide leadership and additional funding for data collection and analysis, provide effective leadership as states begin to implement new IDEA regulations. Maintain excellent support from State Contacts. Re-examine Community of Practice concept- they are helpful but time constraints prohibit many seas from participating.*

*Continue to provide the flexibility necessary to meet the unique needs of the state. Continue to be focused on student outcomes and guide state to effective practices to ensure results.*

*Coordinate all TA providers and utilize RRC's to facilitate resources. Limit 'needs assessments' when new providers are established. The RRC network is most effective and the rating provided apply to their work as not all TA providers understand/appreciate challenges at SEA level.*

*Finalization of regulations for Parts B and C, and implementation guidance.*

*Get more response to intervention.*

*Having OSERS staff and the special education State Contact site visit the state and provide onsite technical assistance on a frequent basis may allow for the state to move more quickly and directly to any needed areas of improvement.*

*I don't know.*

*I really like the monthly TA calls and would like them to keep it up.*

*I think between my OSEP contact and our RRC, I feel very comfortable in receiving any TA that I may need.*



*I think having a better to system to respond to questions.*

*I think they have improved and just continue personal contacts and personal touch, e-mail is not effect means of communication.*

*I truly admire the staff at OSEP. They are professional, knowledgeable and accessible. You can trust them to give you accurate information and to do so in a pleasant manner. If I were to give any criticism, it would be the sheer volume of data required of states some of which is not required under federal law. The turn around time for collecting and reporting is often unrealistic and this puts states in the uncomfortable position of trying their best to respond, but the result is that data quality suffers.*

*I would like to see them to continue in the same direction that they have been going and not change focus of their concept of the state performance plan and the indicators.*

*Improve the accuracy and clarity of information, and provide it in a much more timely manner.*

*Increase collaboration/coordination of information between ESEA and OSEP/OSERS offices and staff. Very confusing information coming out across the two programs (gen. Ed. And spec. Ed.)*

*Increase internal USED communication between special education and NCLB staff. NCLB guidance reflects a dangerous lack of understanding of students with disabilities that is having a significant negative impact on my state.*

*Increase the forum in that we can get direct feedback from the state.*

*It is important for a state like Alaska to be visited by OSEP representative. More than likely every state would claim that it has a 'uniqueness' that might require frequent visits and or onsite clarity. Alaska indeed has many unique and unusual characteristics. OSERS might want to have the opportunity to view and experience those characteristics. The rural and remoteness of many of our school sites. The fact that many of the citizens in our state practice a subsistence lifestyle. Hunting and gathering is still a significant part of the cultural heritage of many of our Alaska Native and rural remote peoples. Understanding that perspective would be very helpful to policy maker thousands of miles away from such realities. What would be helpful is having such a perspective to then begin to develop strategies that are outside of the typical lower 48 response.*

*Lessen paperwork and reporting*

*N/A*

*Policy interpretation memorandums. Guidance support.*

*Provide TA around new rules - SPP and reporting out by district.*

*Release the IDEA 2004 regulations and guidance in a TIMELY manner. The regs. Are out yet.*





*The OSEP Website needs vast improvement to be more user-friendly and supportive. Finding what is needed is nearly impossible!*

*They can assist us by limiting new data requirements and giving us sufficient lead-time.*

*Track the position of ED on the 2% accountability issue and help us to know how to proceed.*

*Try to make responses more efficient and more responsive to the states. Running everything through OMB is not efficient..*



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

**Clarity/Consistency**

*Being timely and clear in expectations without several revisions over time.*

*PBDMI and EDEN are a good start at helping us with the data. OSEP should hold a long-range strategy session to map out--years down the road--both the data elements and the software it will take to collect the data and report it. States are spending millions of dollars trying to collect data from schools. Inconsistent methods and inconsistent software compromise data quality. There should be a common core of federal data and the tools (software) needed to collect it. This should be provided to states as a service of OSEP.*

**Coordination**

*Again, coordination across U.S. Dept. of Education offices would be helpful - with reporting dates and with reporting terminology.*

*Increase SEA perspective in design and selection of TA systems. Continue to have OSERS staff participate in national meetings. Support SEA personnel development with opportunities for SEA staff to have assignments with USDOE.*

**Guidance**

*The direction that is provided and the support provided be limited in number and comprehensive in scope.*

**Paperwork Requirements**

*I have an excellent state contact person at OSEP who is responsive, informative and timely. Outside of that, performance of staff is somewhat 'spotty' relative to accuracy and completeness of information provided. OGC seems to want to state everything in such legalistic terms as to make it confusing and actually unclear. Also, OGC holds things up too much such that timely release of documents doesn't occur. The lawyers appear to be running the show totally, much to our chagrin. They are not educators and attempt to write everything coming out as if it were a legal document, even when it's just supposed to be informational. NOT USER FRIENDLY! Be more aware of individual state differences, require less stuff (e.g. a performance plan with 10 indicators (and no sub-indicators) would be plenty!), and be less legalistic in TA provision and more common sense.*

*Lessen paperwork and reporting - we're sinking.*

**Responsiveness**

*Have monitoring staff more available for technical assistance in person.*

*I think it is sometimes difficult to get an answer.*

*The timeliness is the number one factor and clarity.*

*Timeliness of responses to the state.*



### **Support**

*Continue present efforts. Lobby for additional administrative dollars for SEAs to support expanded roles of monitoring, data analysis, preparation of required reports.*

### **Timeliness of Information**

*Be more timely in the issuance of regulations. Provide far greater time span when issuing RFP's. Many critical opportunities for grant dollars cannot be responded to because the timeframe for proposal development is far less than is necessary to produce a quality application. Have far more communication between OSEP and NCLB policy developers.*

*Improve the timeliness and have more frequent updates.*

*Provision of information well ahead of time - this applies to issues such as the SPP and APR as well as events such as the OSEP Leadership and other Conference - often we do not have adequate information ahead of time in order to make appropriate decisions.*

*Timeliness on almost any issue. States are held to timelines, but ED is not.*

*To disseminate more practical information in a more timely manner.*

### **Understand/Listen to State**

*I believe it is inevitable that states will have wrestled with and solved problems before formal assistance/materials come from ED. The recent Toolkit for example has only a few components that will help us as other areas had to be resolved because of the urgency of the situation in LEAs. I like the new comprehensive and content centers and see them as replacing the RRCs. Our only value from the RRCs has been the evaluation service. RRC staff cannot possibly have the depth of knowledge that the centers have or the resources to produce meaningful, ahead of the curve materials.*

*I think give more credence to state prospective on various issues.*

### **Other**

*I am fairly new in my position and continue to learn about all the services and products that are offered to me as a State Director of Special Education.*

*Keep the same state contacts.*

*See previous response.*

### **No Comment/Don't Know**

*At the point I really can't think of anything I can contact my support person and don't know what it would be.*

*I can't think of anything; they are meeting our needs and when we have needs they have responded to them and we know they will continue.*

*I don't have any thoughts.*



*I don't know.*



## **EDEN/EDFacts Coordinators**

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

*Combined effort among Assessment, Finance, Title I, and Technology units to produce and distribute State-level school accountability reports.*

*The collaboration OSE and EDEN.*

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

*I think they need a more stable platform. They need more long term planning and communication before implementation.*

***Q: What can ED do over the next year to meet your state's technical assistance and program improvement needs?***

*Allocate monies to fund and EDEN Coordinator.*

*Clarify the reporting requirements.*

*Continue the technical assistance and more training. Avoid duplicate collections.*

*Continue to be responsive, supportive, and helpful as EDEN expands. Mandates on specific data items may be problematic for some states.*

*Continue to provide timely accurate responses to questions that arise during the submission process.*

*Does not apply.*

*During submission more complete feedback on the error. The ability to review the data submitted on a timely basis.*

*Establish greater alignment of EDEN requirements with program office needs for data. Fund an EDEN Coordinator.*

*Funding. Clarity of rules and definitions.*

*Get the file specs for EDEN to the states faster.*

*Have the clearinghouse get the data elements sooner; about 18 months earlier than what is currently being done.*



*Help us to enforce school / school district adherence to reporting deadlines. Right now we have no way of making schools get their data in on time.*

*I don't have a clue. I really don't know maybe make more funds available.*

*I don't know. I have been working on most of that myself.*

*Increase flexibility in the reporting time lines.*

*Issue the EDEN file specs in a more timely manner.*

*Keep doing what they are now; continue to keep the lines of communication open.*

*Keep on training us when changes occur and offer support.*

*Less generic (i.e., cut and paste) information and more specific content guidance in the EDEN/PBDMI file specifications. Often states have multiple data items that COULD be submitted and need to know specific business rules defining the data requested.*

*More training.*

*Nothing it is more that there is lack of resource on our side and the staff to do it.*

*Provide a full-time state-based resource to guide and direct the EDEN/PBDMI effort.*

*Provide funding for an EDEN Coordinator for each state.*

*Provide funding to support the needs and requirements being enforced by EDEN.*

*Provide some stability and data collection until states can catch up.*

*Reduce the burden of data submission. Allow us sufficient notice of report contents. We need the final regs well before hand to gather this information.*

*They could provide us with funding for technical assistance.*



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

**Communication**

*I guess just keeping the lines of communication open.*

*More direct communication verses e-mail.*

*Reduce the number of e-mails. Put up a web site with the status.*

*Try to limit the correspondence to once or twice a week. It seems like we get email every day - sometimes multiple times per day.*

**Funding**

*Funding for this is about the only thing that will help us with the workload.*

*Stabilize the systems, funding, clarity, and long term communication.*

**Guidance**

*Improve quality and consistency of fair guidance.*

**Information needed**

*Program office staff should focus on improving the key information needed. A smaller amount of higher quality data might be more beneficial.*

**Timelines**

*I just need to get better timelines and no duplication.*

**Website/Use of Technology**

*...More opportunities to do things electronically; less paper.*

*Specialized web area for state education officials.*

*They need to increase the ability to find information on there web sites.*

**No comment /Don't Know**

*I cannot think of anything because usually when I call they get right back to me.*

*I do not know. The service seems pretty good so far.*

*I don't have anything right now to offer.*

*I don't know how they can improve their services.*

*I don't know.*

*I don't know.*



*I don't know.*

*Shorter surveys.*

*Thanks*

*They are good and there is room for improvement but I don't know how to do that.*





## **OVAE – Career and Technical Education State Directors**

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

*Our workforce development council.*

*We take our model from them. Collaboration takes a lot of money and time to think it through differently and we do not get the opportunity to do that. I find that frustrating.*

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

*I don't have any advice. They need to increase the quality. Need to provide better two-way communication on the conference calls and try to do it regionally in a smaller amount of people participating.*

***Q: What can OVAE do over the next year to meet your state’s technical assistance and program improvement needs?***

*Be available for technical assistance and regional meetings.*

*Be quick and clear for directions for Perkins act. We need our guidance out quickly.*

*Come up with non-traditional by-gender list nation wide.*

*Continue clear communications regarding a reauthorized Perkins Act. Provide clear and concise guidance on developing a state plan.*

*Continue the telephone conference calls with state directors, but not necessarily on a monthly basis. Every three months would be sufficient.*

*Continue to keep us updated on the latest innovations.*

*Continue to provide the top-notch services to which we have become accustomed, this includes the wonderful people on staff.*

*Do multiple regional workshops about Perkins reauthorization and follow up with each state to insure that the reauthorization rules and regulations are implemented correctly.*

*Guidance (perhaps a guide) to Perkins IV.*

*I can better answer this after our Federal Program Monitoring visit, after the final decision on measures for performance standards for Perkins, and after the reauthorization of Perkins.*



*I don't know. I have not been here long enough.*

*If Perkins is reauthorized this year--provide clear instructions about the process for developing the state plan. Communicate clearly the changes from Perkins III to the new law. It would be nice to have videoconferences so we can see each other instead of having monthly conference calls.*

*It would help if we could get more of the leadership group from OVAE to our state to just sit down and talk issues and let us talk about what is going on in Oklahoma. I think it would give a 'bigger' picture to the leadership of OVAE on the quality and different programs we are providing.*

*Let states have more individuality on the core indicators on the accountability.*

*National Meeting if Perkins is reauthorized.*

*Provide good information on new Perkins law and also provide solid support for national research centers.*

*Provide information on any new Perkins legislation.*

*Significant technical assistance around the new reauthorization on Perkins.*

*Technical assistance in transition to new Perkins law and implementation of new requirements.*

*Technical assistance with student assessments.*

*Test*

*The importance of exploiting Perkins the new state plan for program improvement.*

*Timeliness of information of the reauthorized Perkins act.*

*With new Perkins legislation we could use new guidance, meetings, written documentation, etc.*



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

**Accessibility**

*Accessibility, being available when needed.*

**Clarity/Consistency**

*Access to key people would be welcomed. Consistency in the information provided is needed. Different people give different answers to questions and concerns.*

*Consistency of message. More collaborative approach with other related organizations to cite. For example: scheduling of events.*

*Consistency of persons we work with important. We currently have a great rapport with all persons and they seem to communicate with each other on matters, which always is a bonus for us!*

*Have clearer award letter.*

*Provide more concise, clear interpretations of regulations/law as they are authorized.*

**Communication**

*Continue monthly conference calls and enhance them by sharing best practices.*

*Continue to keep us update on the latest modifications and changes.*

*Keep the lines of communication open. Monthly conference calls are a good idea.*

**Coordination**

*To enhance the connection between career and technical education programs and high school reform.*

**Policy**

*Policy leadership on national issues*

**Timeliness**

*The services from the OVAE staff are generally acceptable and accurate. It is the products that we used to get that are not available or are delayed affecting the timeliness and that creates problems. I did not like the way this survey lumps products and services together.*

**Understand/Listen to State**

*Be more conscious of the needs at the state level.*

*It would help if we could get more of the leadership group from OVAE to our state to just sit down and talk issues and let us talk about what is going on in Oklahoma. I think it would give a 'bigger' picture to the leadership of OVAE on the quality and different programs we are providing.*



**Other**

*Increase focus on critical program improvement concerns.*

*Test*

**No Comment/Don't Know**

*I have none.*

*Nothing. I have not been long enough.*

*Nothing jumps into my mind at this time.*

*They provide reasonable service now.*



## **OVAE – Directors of Adult Education and Literacy**

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

*Interagency coordination group (DOE, DOL, DSS, Libraries, Public Housing, Corrections) that meets regularly on a monthly basis.*

*The integration of Career and Technical Education across the K-12 and Postsecondary sectors.*

*The MN ABE program has an excellent collaborative relationship with our statewide literacy council (CBO). They are called the MN Literacy Council.*

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

*I am not sure that they can unless they can get all resources in one location.*

*Improve navigation of website in finding documents*

*They could try Webinars and teleconferences, using video conferencing.*

*Video conferencing. Better quality of conference calls. There is a lot of static. They need to send out printed information when they introduce new staff. They did a nice job at the last annual meeting.*

*Videoconferencing might be an effective use of speaking with multiple states.*

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

*1.State staff must 'hand enter' state data into federal online system. Please create a system that allows 'cut and paste' or some other electronic way to transfer data from the state system to the NRS. 2. Re: Program Improvement DAEL chooses topics for program improvement without (appearing to have) a long-range plan for building state and or local capacity. Work with State Director's Association to prioritize needs and identify needed projects. Not nearly enough conversation with the field regarding program improvement.*

*Address current research and work with NIFL to provide information to states.*

*All the states need help in guidance writing the new state plan. More guidance on the low level of illiteracy.*

*Assistance in designing and monitoring process for local programs. Assistance with the transition with reauthorization of the AEFLA.*



*Assistance with the mandates of reauthorization - when it occurs - as well as state plan guidance.*

*Clear monitoring message and materials on states' responsibilities in regard to AEFLA: we should be able to 'self assess' ourselves before the federal team monitoring: there should be no surprises about our responsibilities and/or the regulations that govern them.*

*Collect and share info from each state that show similarities and differences in major process areas: funding, NRS results, implementation and program management policies, etc.*

*Committing to technical assistance and resources from other states.*

*Concentrate on supporting the planning process, making them timely relevant and flexible.*

*Continue helping with the technical assistance with NRS. Assist use with reauthorization and new state plan.*

*Continue to be as responsive and accessible!*

*Continue to keep us updated on things that change as they occur. That applies to regulatory change as well technology changes.*

*Continue to provide programs like the national technical assistance with reading and math.*

*DAEL sponsor research on effectiveness of standards-based instruction and development of a model and process for standards development for states.*

*Getting information to us in a timely manner. They need to get us everything we need at one time instead of giving it to us in bits and pieces. When they get questions from the states that might be relevant to us they need to share with us. They might not think it is relevant to us, but it might be.*

*Have regional state directors & AE staff meetings to create professional learning communities, networking support in sharing best practices and to discuss technical/operational issues regarding financial and program accountability.*

*I have no answer for that.*

*I know DAEL has already planned for expanding the STAR projects and we look forward to the excellent assistance they provide.*

*I think they are doing everything they can do.*

*I think they should communicate more often and completely with the work they are doing on research. Before they bring people together for training it would be helpful to conduct a more thorough needs assessment.*

*Improve the NRS Reporting System*



*Just continue to have good communication. Establish regional workshops to provide guidance and technical assistance.*

*Just making sure that they are talking to the contractors and make sure they are saying the same thing. Making sure the resources are in one location.*

*Keep up the focus on interactive, hands-on activities in training.*

*More technical assistance in math*

*N/A*

*New instruction delivery strategies. Strategies to improve retention in our programs. Strategies to make our services accessible and convenient to our adults. Professional development activities to improve the quality of instruction.*

*No comment.*

*Nothing at this time.*

*Nothing comes to mind right off hand.*

*Our federal DAEL staff is great.*

*Regional meetings would be very good. National meetings are hard to get to.*

*Send Legislative updates by email to state directors; more NRS regional trainings to promote accurate and quality NRS data reporting; Continue supporting Content Standards development and implementation; approve more ESL tests for adults.*

*Since we no longer have the program, nothing.*

*The Northwest Quality Initiative, which the Northwest states, engaged in was extremely effective.*

*They can provide detailed information on monitoring and performance. We would like to have that information to all states all the time not only prior to a monitoring. Send more money.*

*They need to get their priorities straight, so they match ours.*

*To have them to be more available to the west coast.*

*We used to have a written manual for the program. An updated one would help - especially covering things we can and cannot do in the program.*



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

**Clarity of Information**

*I think they could improve clarity of statement and definitions.*

*Providing information on monitoring well before the monitoring. More detailed and clearer communications. You could ratchet up or improve your regional technical assistance. I have seen improvement in leadership at the federal level and that improvement continues.*

**Collaboration**

*It would be very helpful if they would collaborate at the national level with others agencies.*

**Communication**

*Because of e-mail volume, reconfirm when important information is sent to the field, or develop another way to ensure states get the needed information.*

*Better conference calls. A different format on the conference calls would get better response than shop talk. More information on the research.*

*Just communication and clarification in policy in writing that we can refer to for accountability.*

*They have been doing more if that recently. More would be nice. We don't have a lot of conferencing.*

**Program Focus**

*ED, at the highest agency level should support AEFL to the extent that is necessary to actually make a difference to the millions of adult learners who need the program. Adult literacy is brushed aside and rarely given significant support for additional funding and visibility as a part of the educational continuum. ED (DAEL) does quite a good job of working with the states to ensure compliance. AEFL also has one of the finest data collection and reporting systems that any funding source uses. Where improvement should be made is in the area of working with ALL state directors to move the program forward. Meetings and technology should be used to communicate with the field to improve the types of the programming being offered and to clearly identify that only the best programs are funded. AEFL is still too focused on which agencies receive funding (politics) rather than what the data says are the best providers of service. AEFL is STILL using competition for funding which is destructive and needs to be re-evaluated as a way to distribute funds.*

*I think they have done a really great job, but I think they could do more on the lowest level of illiteracy. We seem to focus more on the middle level of illiteracy.*

*Restore the focus of NIFL to adult education.*

**Regional Information/Conferences**

*Having regional workshops with a more regional concept.*

*I would like to have regional meetings given our budget constraints, it would help.*





*Providing information about best practices for how to retain students in the program and how to successfully transition our student into post secondary schools. How to market our programs successfully to potential students.*

### **Responsiveness/Customer Service**

*Continue to respond quickly to my questions.*

*Be more responsive to calls and emails.*

*Being in the Western region, our Shop Talk call is the last in what must be a very long day for folks in your office. Sometimes you complain about how tired you are; sometimes I wonder if we're actually getting all the information we need. Would it be possible to schedule some of the calls on another day so that it isn't so stressful?*

*I get the impression the that staff doesn't have the authority to answer questions which makes it's useless to us, or it gets turned over to an attorney and it takes months. One staff member wasn't very nice until we met her in person, then she was very nice.*

*The turn around time on responses could be improved. Frequently people are not available.*

### **Technical Assistance**

*Continue to provide more technical assistance to state.*

### **Timeliness of Information**

*Provide information on relevant issues and best practices.*

*Staff Members try to be helpful but often do not have current information.*

*To be able to be more current on advising us in changes on procedures, regulatory decisions and technology changes.*

*Up to the minute information about legislative changes; also, if you see a state falling behind, please contact to see if a misunderstanding has occurred or if information has been misdirected.*

### **Understand/Listen to State**

*Negotiation for performance is seen as a joke since it is never negotiation. It is guessing until the state guesses what the ED wants not realistic. How about some training in this area? The Art of Negotiations with ED.*

### **Website**

*I would encourage more updated and user-friendly web site.*

### **Positive Comment**

*I think that doing an excellent job responding to us and helping us, I feel very comfortable asking and getting the right answers.*



**Other**

*Become more politically neutral (do not filter responses to the field through the current administration's political framework) - strongly advocate for increased resources for adult education.*

*They can stop sending grant award notices to Guam offices.*

**No Comment/Don't Know**

*I am very satisfied with my area coordinator, I think I get very good personal service.*

*I do not know if I can.*

*I don't have anything at this time.*

*No comment at this time.*

*Not at this time.*