Department of Education
Strategic Accountability Service

Grantee Satisfaction Survey

Final Report
2005

CFI Group
Claes Fornell International

Table of Contents

CFI Group
Claes Fornell International

Introduction

Introduction

How this report is organized

This report is divided into the following sections:

The **Introduction** discusses the organization of the report, how the information in this report can be used, and provides definitions of key words.

The **Executive Summary** presents the key findings as a brief summary of the results and an overview of the recommendations.

The **Detailed Report** section includes a discussion of the results, the satisfaction model, and the results for each component as well as a comparison of performance across the program groups that participated.

Recommendations provides detailed recommendations based on the findings.

Detailed Tables: General Section Questions provides tables with scores for each of the questions asked in the general section reported aggregate and for each program.

Detailed Tables: Program Custom Questions provides tables with scores as well as the questions for the custom questions asked by each program.

Verbatims: General Section provides the respondent answers to the three open-ended questions asked to all participants in the survey.

Verbatims: Custom Questions provides the respondent answers to the open-ended questions asked by each program group.

The **Questionnaire** used for this study which includes all questions-both general section questions and all custom questions.

CFI Group
Claes Fornell International

Introduction

Key Words You Will Want to Understand in Reading this Report

Results from this analysis are presented through various discussions, charts, and tables provided in this report. To understand these clearly, some definitions are in order:

Attribute – Attributes reflect different aspects or qualities of a component experienced by customers, which may contribute to satisfaction. Each attribute is captured by a specific scaled question from the questionnaire.

Attribute Rating – An attribute rating is the average of all responses to each question. Each rating has been converted to a 0-100 scale. In general, it indicates how negatively (low ratings) or positively (high ratings) customers perceive specific issues.

Component – Each component is defined by a set of attributes that are conceptually and empirically related to each other. For example, a component entitled "Documents" may include the questions "organization of information" and "relevance to your areas of need."

Component Score (or simply "score") – A component score represents that component's "performance." In general, they tell how negatively (low scores) or positively (high scores) customers feel about the organization's performance in general areas. Quantitatively, the score is the weighted average of the attributes that define the component in the CFI Group model. These scores are standardized on a 0-100 scale.

Component Impact (or simply "impact") – The impact of a component represents its ability to affect the customer's satisfaction and future behavior. Components with higher impacts have greater leverage on measures of satisfaction and behavior than those with lower impacts. Quantitatively, a component's impact represents the amount of change in Satisfaction that would occur if that component's score were to increase by 5 points.

Confidence Interval – The range around a numeric statistical example obtained from a sample, within which the actual, corresponding value for the population is likely to fall, at a given level of probability. Unless noted otherwise, a 90% confidence level was used in this report.

CFI Group
Claes Fornell International

Executive Summary

Executive Summary

This report presents customer satisfaction ratings and scores for the Department of Education.

All scores and ratings presented in this report are calculated and presented using the methodology of the American Customer Satisfaction Index (ACSI). 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 its effects, for seven economic sectors, 41 industries and more than 200 private sector companies. 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 its 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).

Grantees' satisfaction with the Department of Education has remained unchanged from the previous study conducted in 2003. In 2003, 77% agreed or strongly agreed that they were satisfied with the quality of ED's products and services. For 2005, the figure was 79%, a statistically insignificant difference.

The customer satisfaction index for the Department of Education in 2005 was 63. As this is the first year that ED is using the ACSI methodology, this year's score will be notable as serving as a benchmark for future ED measurements. For perspective on how to interpret the score (63) against similar organizations, while the most recent score for the federal goverment was 72, those federal agencies that deal with grantees or serve as a regulatory role typically score in the low 60's. Listed in the report are scores of comparable federal agecies; their scores ranged from the high 50's to high 60's. Thus, a score of 63, while below the benchmark for all federal goverment, is on par with the typical satisfaction scores from comparable agencies.

 A comparison of satisfaction for each of the nine program groups found that satisfaction with ED was very similar across all groups, with 6 out of the 9 groups scoring between 60 and 63. Lead Agency Early Intervention Directors and Title III Directors had the highest satisfaction (68), while Chief State School Officers (57) scored the lowest.

As to what was driving satisfaction with ED, grantees viewed ED's people as a strength. Both *ED staff* (76) and *ED-Funded Technical Assistance* (79) were among the highest scoring components, while ED's use of *Technology* (65) and *Online Resources* (68) were regarded as areas of focus. Grantees indicated that they were mostly satisfied with the *Documents* (71) from ED. Four of these five areas have a fairly comparable impact on satisfaction, with the exception being *ED-Funded Technical Assistance*. Given its high level of performance, a further increase in performance in *ED-Funded Technical Assistance* would not have a further positive impact on satisfaction.

Executive Summary

Grantees felt that ED Staff was knowledgable about legislation and regulations, and provided them with accurate information. Respondents also felt that ED Staff was responsive. One area where ED Staff could improve is in collaborating among different offices to provide services. Grantees were very positive about the technical assistance they received from ED-funded providers. As they did with ED Staff, grantees found them to be knowledgable about legislation and regulations, responsive to their questions and providing them with accurate information. In addition, ED-funded providers of technical assistance were viewed as collaborating well with each other and in collaborating with ED Staff in providing services.

Technology was viewed as an area where ED could improve. Grantees were skeptical about the expected reduction in paperwork and effectiveness of the automated process in improving state reporting. Similarly, online resources, and in particular finding information online were viewed as areas for improvement. While respondents were mostly satisfied with the documents from ED, they would like them to be more comprehensive.

ED should focus on the lower scoring, higher impact items, in particular, its use of technology and its online resource, in order to get the greatest return on effort to improve satisfaction.

CFI Group
Claes Fornell International

Detailed Report

Detailed Report

Background

Respondents

The Department of Education's (ED) Strategic Accountability Service contracted the CFI Group to conduct a survey of satisfaction of its grantees, which included state-level program directors and Chief State School Officers. While the previous study involved six groups, this year, three groups, Title III State Directors, EDEN/PBDMI Coordinators and State Educational Technology Directors, were added.

The following nine groups participated in the 2005 Grantee Satisfaction Survey:

Chief State School Officers

Lead Agency Early Intervention Directors (OSERS/OSEP)

State Directors of Special Education (OSERS/OSEP)
EDEN/PBDMI Coordinators (OUS)
Career and Technical Education State Directors (OVAE)

Directors of Adult Education and Literacy (OVAE)

Title III State Directors (OELA)
State Title I Directors (OESE)

State Educational Technology Directors (OESE)

Questionnaire

The questionnaire used in the survey was comprised of a general section of questions, which pertained to all programs who participated, and a custom set of questions for each program group.

The general section of questions asked a series of questions about the performace of ED in five areas which included: the ED Staff and coordination, ED-funded providers of technical assistance, use of technology, online resources and documents. All groups were also asked the three questions which comprise the satisfaction index for the ACSI, as well as the satisfaction benchmark question which was asked in the previous survey of grantee satisfaction.

All programs, with the exception of the Chief State School Officers, included a set of custom questions to be completed only by the grantees that they serve. The questionnaire in its entirety is included in this report, see page 153.

CFI Group
Claes Fornell International

Detailed Report

Data Collection

Each of the programs provided CFI Group with contact information for the participants, including e-mail addresses. Programs provided contacts for each state, D.C., Puerto Rico and some provided contacts for additional U.S. territories (between 52 and 58 valid contacts were provided per program). A total of 490 respondents were included in the e-mail survey. Data was collected from March 15, 2005 through May 4, 2005 via e-mail survey and phone follow-ups. In order to maximize the survey response, reminder e-mails invitations were sent on a weekly basis to those who did not complete the survey. A total of 337 responses were collected via web.

In addition to e-mail reminders, follow-up phone calls were made to those who did not respond. This included 115 non-responders for whom phone numbers were supplied. These individuals were contacted by phone as both a reminder and were given the opportunity to complete the survey with the phone interviewer. An additional 21 responses were collected via phone. Overall 358 grantees responded for a 73% response rate.

Pre-survey communication was used to encourage wider participation. Individual programs communicated with their grantees about the survey prior to CFI Group sending e-mail survey invitations. This was done with all groups, with the exception of the Chief State School Officers who did not have such a point of contact and may help to explain their relatively low response rate (39%). Overall, the survey had a 73% response rate.

Response rate by program groups

CFI Group
Claes Fornell International
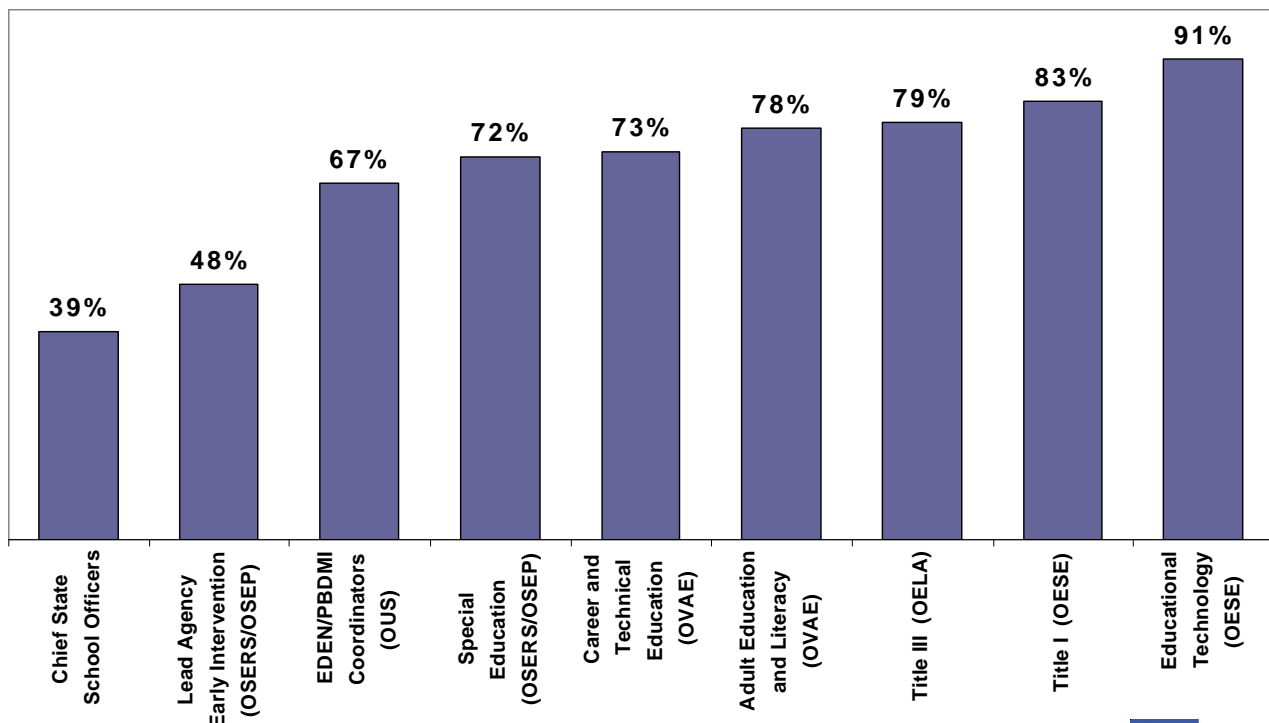
Detailed Report

Satisfaction

Overall Satisfaction

Overall for 2005, grantee satisfaction with the services provided by the Department of Education was a 63. In order to better interpret this result, an explanation of the methodology used to calculate satisfaction and scores from similar programs are provided as benchmarks below.

CFI Group uses the ACSI methodology to measure satisfaction, which creates a satisfaction index from the results of three questions.

1. How satisfied are you with ED's products and services?

2. Rate the extent to which the products and services offered by ED have fallen short of or exceeded your expectations.

3. 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?

Respondents are asked to rate each item on a 1 to 10 scale, with 1 being "poor" and 10 being "excellent." These scores are rolled into a single index which is converted to a 0 to 100 scale for reporting.

While the federal government score is 72, history shows that scores for federal programs which involve a regulatory or evaluative role, such as with grantee satisfaction, typically score lower. As indicated by the program scores below, a score in the low 60's for federal grantee programs is on par with comparable federal programs.

Satisfaction Benchmarks: Federal Grantee Programs

Program	Score
Dept of ED	63
Federal Govt (Aggregate)	72
HHS Block Grants	68
HUD Community Block Grants	68
NSF Grant Applicants	58
CNS State and National Grantees	57
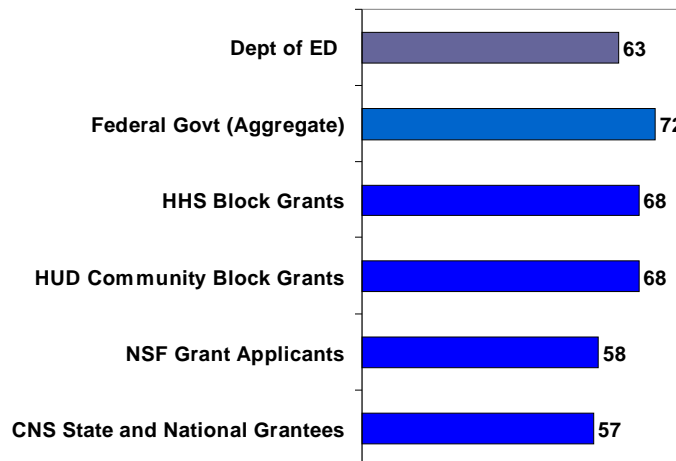
Scores are reported on a 0-100 scale

Dept of ED score computed from N of 327. 90% confidence interval +/- 1.2

CFI Group
Claes Fornell International

Detailed Report

Comparing satisfaction across programs

In addition to calculating a satisfaction score for ED, satisfaction scores for each participating program or group were computed. The satisfaction scores for each of the nine groups were for the most part, very similar, with six of the nine programs nearly identical, scoring between 60 and 63. Title III State Directors and Lead Agency Early Intervention Directors top the list with scores of 68, while Chief State School Officers trail all other groups with a satisfaction score of 57.

Overall Satisfaction
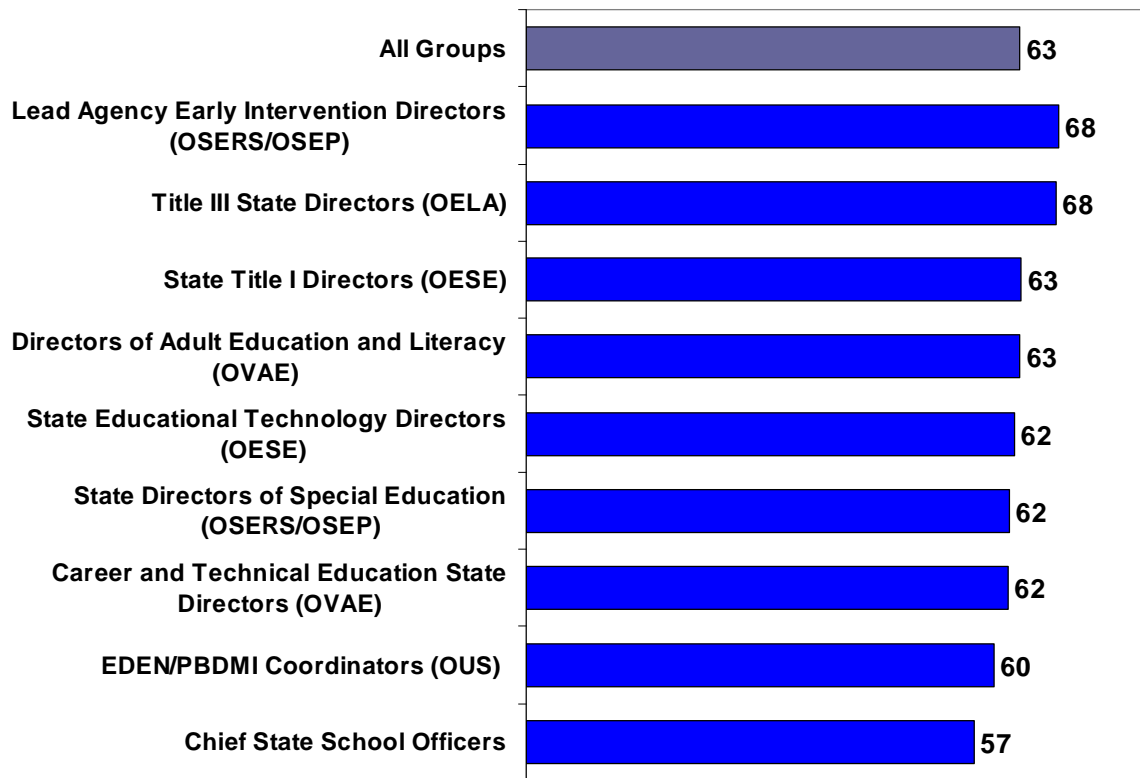
Group	Score
All Groups	63
Lead Agency Early Intervention Directors (OSERS/OSEP)	68
Title III State Directors (OELA)	68
State Title I Directors (OESE)	63
Directors of Adult Education and Literacy (OVAE)	63
State Educational Technology Directors (OESE)	62
State Directors of Special Education (OSERS/OSEP)	62
Career and Technical Education State Directors (OVAE)	62
EDEN/PBDMI Coordinators (OUS)	60
Chief State School Officers	57

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

> ***All Groups:*** *N=327; 90% conf. int +/- 1.2*
> ***Lead Agency Early Intervention Directors:*** *N=26; 90% conf. int. +/- 4.6*
> ***Title III State Directors:*** *N=39; 90% conf. int. +/-2.7*
> ***State Title I Directors:*** *N=42; 90% conf. int. +/- 2.1*
> ***Directors of Adult Education and Literacy:*** *N=43; 90% conf. int. +/- 2.4*
> ***State Educational Technology Directors:*** *N=47; 90% conf. int. +/- 1.5*
> ***State Directors of Special Education:*** *N=42; 90% conf. int.+/- 2.3*
> ***Career and Technical Education State Directors:*** *N=36; 90% conf. int. +/- 3.1*
> ***EDEN/PBDMI Coordinators:*** *N=30. 90% conf. int. +/- 2.8*
> ***Chief State School Officers:*** *N=22. 90% conf. int. +/- 5.5*

CFI Group
Claes Fornell International

Detailed Report

Comparison to 2003 satisfaction scores

Overall satisfaction in 2005 can be compared to measures of satisfaction from previous surveys. Since the ACSI methodology was not used in the previous ED Grantee Satisfaction Survey, in addition to asking the questions which comprise the customer satisfaction index, CFI Group also asked the one satisfaction question used in the 2003 survey, *'Overall, when I think of all of ED's products and services, I am satisfied with their quality.'*

There was no statistically significant change in satisfaction from 2003. In 2005, 79% "agreed" or "strongly agreed," with 66% agreeing and 13% strongly agreeing. In 2003, 68% said they "agreed" and 8% "strongly agreed" - with rounding the total for the two groups was 77%*.

Overall, when I think of all of ED's products and services, I am satisfied with their quality.
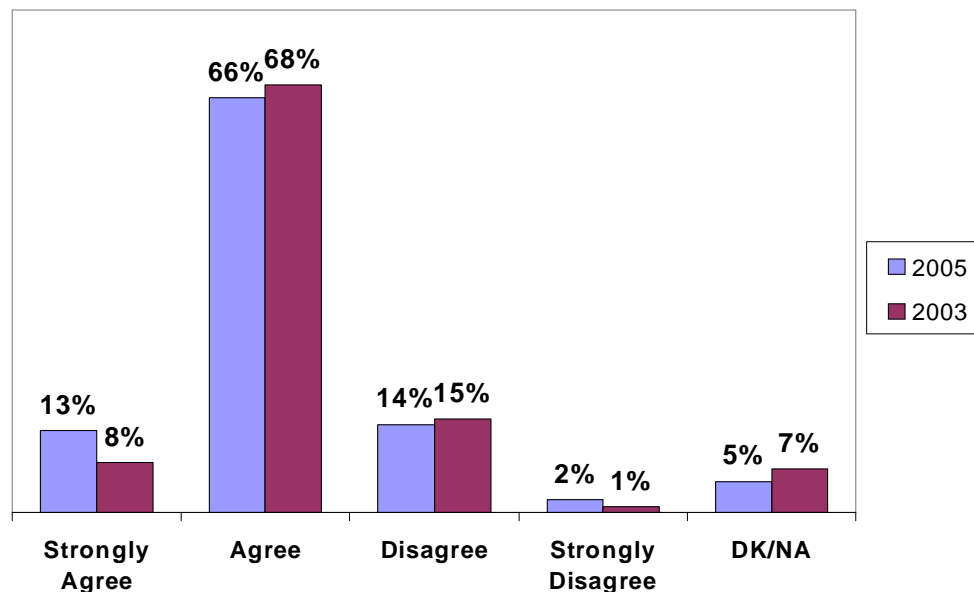
* Note: Numbers do not add to 100% due to rounding

In 2003 N=301; In 2005 N=342. Difference between percentage in 2005 (79%) and 2003(77%) of 2% is below threshold for significance (5.4%) at 90% confidence interval

Detailed Report

The Department of Education Grantee Satisfaction Model

The Department of Education Grantee Satisfaction model appears on the following page. The model flows from left to right in a chain of cause-and-effect. On the far left side are Quality Components – general areas of grantees' experiences in dealing with ED. Each component is made up of various questions specific to each area (typically corresponding to sections on the questionnaire – see page 153). These Quality Components influence the Customer Satisfaction Index (CSI), which consists of three additional questions – customers' overall satisfaction, their satisfaction compared to expectations, and their satisfaction compared to an "ideal" experience. The CSI, in turn, is a driver of outcomes such as customers' likelihood to complain to the Department of Education.

The ACSI methodology used to analyze the survey responses produces two types of quantitative results: "scores" and "impacts." A component **score** (shown in the ovals on the model picture) is a weighted average of the ratings respondents gave to the various questions that make up the component. Component scores can range anywhere between 0 and 100, with 0 representing the worst possible performance and 100 the best possible performance. With the exception of complaint rates scores are **not** percentages (i.e., a score of 70 does not mean "70% satisfied"). Rather, the score is best thought of as a relative scale, where a 72 is higher than 68, which is higher than 62, and so on.

Impacts (shown in the small rectangle on the model picture) represent the model's predictions about how much changes in component scores will change the CSI or how much changes in CSI will impact the outcome measures. The value of the impact is the change in a target variable score (such as the CSI) that would result from a 5-point increase in one of the "predictor" components. For example, if the score of 68 for *Online Resources* were to increase by 5 points to 73, the CSI would increase by the amount of *Online Resource's* impact, 1.0 point. A low or "zero" impact, such as is the case with *ED-Funded Technical Assistance* does not mean a component is unimportant. Rather, it means that a five-point change in that one component is unlikely to result in improvement in the target component at this time. Therefore, components with higher impacts are generally recommended for improvement first. Impacts are additive; improvements in several components will cause the CSI to go up by the sum of their impacts.

Note that in the case of the CSI's impact upon the rate of Complaints, the impact is *negative.* This means that as customer satisfaction increases, the number of respondents saying that they have made a complaint will *decrease.*

Detailed Report

2005 Department of Education Grantee Satisfaction Model

```
┌──────────────────────┐  76
│ ED Staff/             │
│ Coordination          │
│                  1.0  │
└──────────────────────┘
┌──────────────────────┐  79
│ ED-Funded             │
│ Tech. Asst.           │
│                  0.0  │
└──────────────────────┘
┌──────────────────────┐  68           ┌──────────────┐ 63        ┌──────────────┐ 3%
│ Online                │               │ Customer     │          │              │
│ Resources             │   ──────►     │ Satisfaction │  ──────► │ Complaints   │
│                  1.0  │               │ Index        │          │         - 0.7│
└──────────────────────┘               └──────────────┘          └──────────────┘
┌──────────────────────┐  65
│ Technology            │
│                  1.2  │
└──────────────────────┘
┌──────────────────────┐  71
│ Documents             │
│                  1.4  │
└──────────────────────┘
```
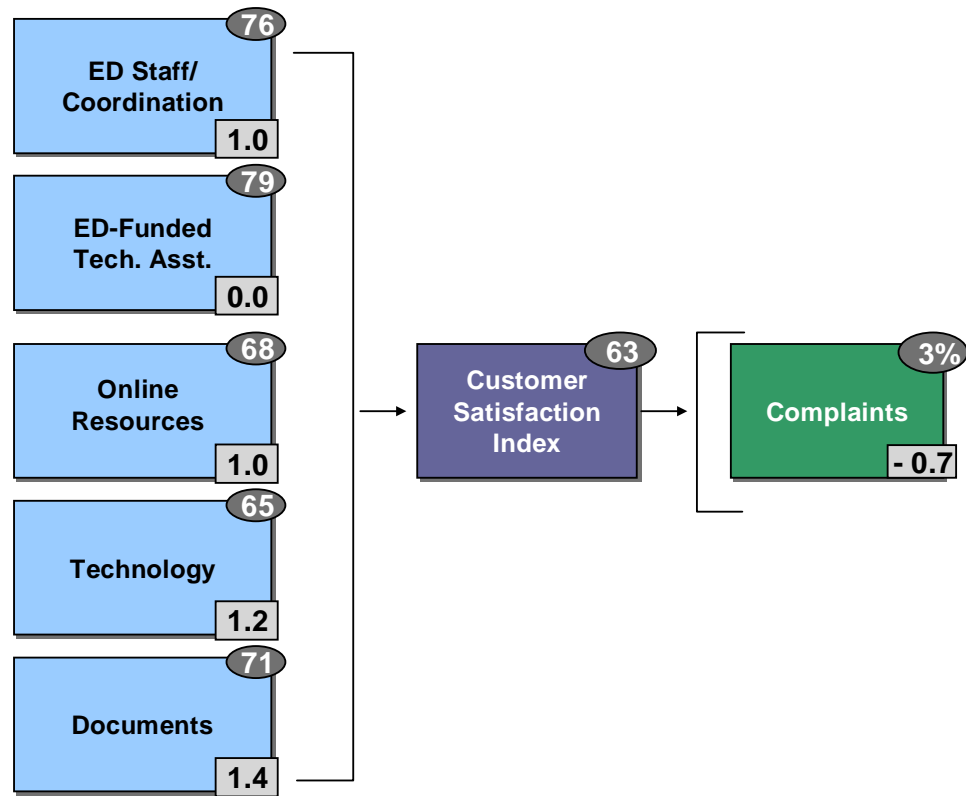
Scores The performance of each component on a 0 to 100 scale. Component scores are made up of the weighted average of the corresponding survey questions.

Impacts The change in target variable that results from a five point change in a component score. For example, a 5-point gain in Online Resources would yield a 1.0 point improvement in Satisfaction.

CFI Group
Claes Fornell International

Detailed Report

Component Scores

CFI Group measured the performance of ED in five areas. The questionnaire used groupings of related questions to measure each component, see questionnaire on page 153. The scores for these five areas, or components are shown below along with the score for overall satisfaction with ED. While overall satisfaction is 63, individual component scores range from 65 to 79.

The Department of Education's strengths are those most directly involving its people, *ED Staff/ Coordination* (76) and *ED-Funded Technical Assistance* (79). While the technology driven areas, *Technology* (65) and *Online Resources* (68) were rated lower and viewed by Grantees as areas for improvement. Grantees were mostly satisfied with the *Documents* (71) they received from ED.
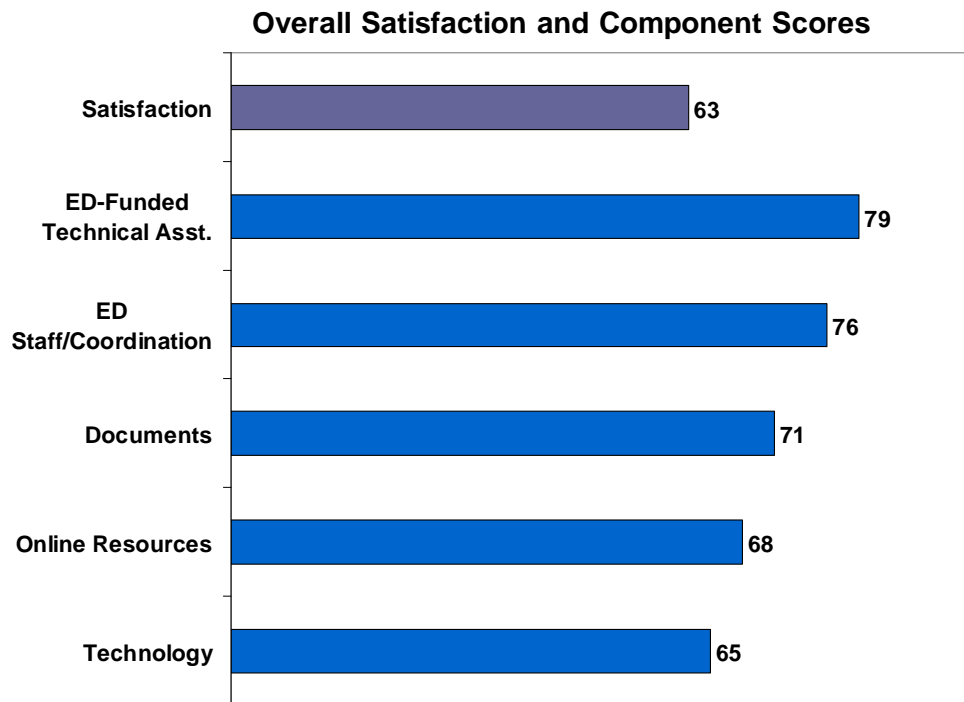
Overall Satisfaction and Component Scores

Satisfaction	63
ED-Funded Technical Asst.	79
ED Staff/Coordination	76
Documents	71
Online Resources	68
Technology	65

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

Satisfaction: *N=327; 90% conf. int. +/- 1.2*
ED-Funded Technical Assistance: *N=281; 90% conf. int. +/- 1.5*
ED Staff/Coordination: *N=333; 90% conf. int. +/- 1.1*
Documents: *N=333; 90% conf. int. +/- 1.2*
Online Resources: *N=326; 90% conf. int. +/- 1.4*
Technology: *N=332; 90% conf. int. +/- 1.2*

CFI Group
Claes Fornell International

Detailed Report

Impacts

The impacts shown on the Grantee Satisfaction Model on page 14 indicate that most items have a similar impact on satisfaction. Four of the five components have an impact from 1.0 to 1.4, meaning that a 5-point improvement in one of those areas scores would result in a corresponding improvement in satisfaction from 1.0 to 1.4 points. The one exception is *ED-Funded Technical Assistance*, which has a 0.0 impact. This does not mean that performance in *ED-Funded Technical Assistance* is unimportant, but rather that an increase in performance will not result in a corresponding increase in satisfaction. It is recommended to focus on high impact, low performing items to get the biggest return on improvement efforts.

Detailed Report

ED Staff/Coordination

Overall

With a score of 76, ED Staff/Coordination was viewed by Grantees as a strength. The seven items, listed in the chart below, were used to measure the performance of ED Staff/Coordination. Grantees feel that the ED staff is knowledgable concerning legislation and policies. They also feel that they get accurate information from ED Staff and that the staff are responsive to their questions. Still there is room for improvement in a couple of areas, *'the consistency of responses'* and the *'collaboration with other program offices'*.

Grantees felt that the responses from ED staff could be more consistent, as they scored *'the consistency of responses with staff in different program offices'* 70. The lowest scoring item for *ED Staff/Coordination*, however, was collaboration among ED offices to provide services. Grantees saw that area as a relative weakness, scoring 'collaboration' 63. *ED Staff/Coordination* has an impact of 1.0 on satisfaction. Thus an improvement in *ED Staff/Coordination* from 76 to 81 would increase overall satisfaction with ED from 63 to 64.

ED Staff/Coordination

Item	Score
ED Staff/Coordination	76
Knowledge of relevant legislation, regulations, policies, and procedures	83
Accuracy of responses	81
Responsiveness to your questions	76
Sufficiency of legal guidance in responses	75
Consistency of responses with ED staff	70
Collaboration with other ED offices in providing relevant services	63

Scores are reported on a 0-100 scale

CFI Group
Claes Fornell International
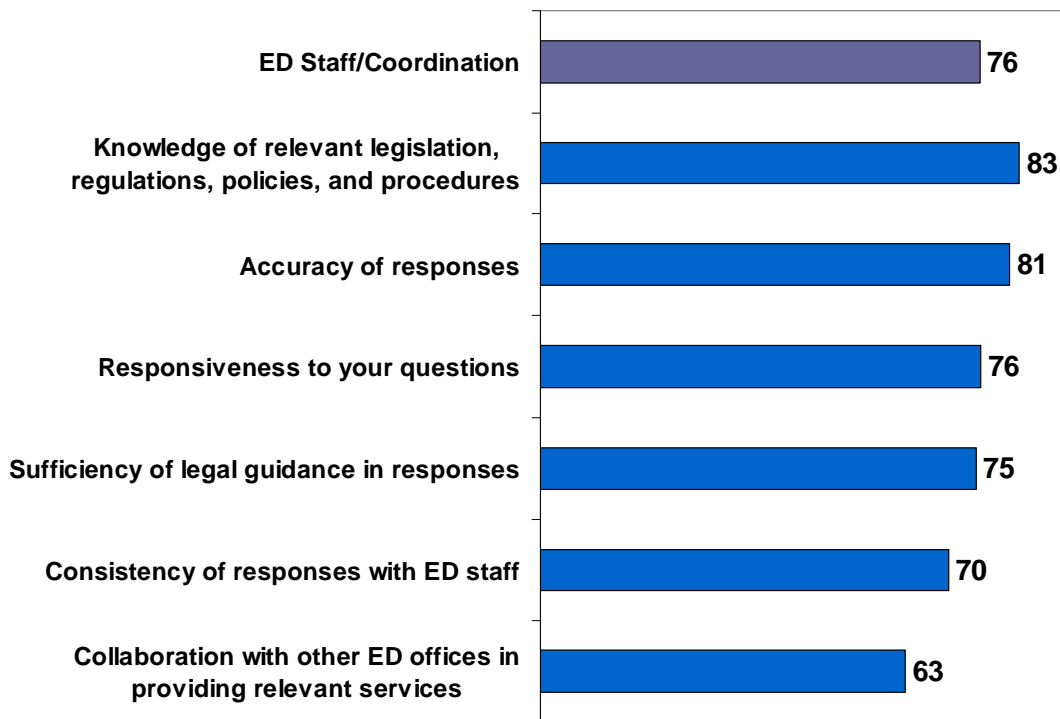
Detailed Report

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED Staff/Coordination: *N=333; 90% conf. int. +/- 1.1*
Knowledge of relevant legislation ... : *N=328; 90% conf int. +/-1.0*
Responsiveness to your questions: *N=332; 90% conf. int. +/-1.4*
Accuracy of response: *N=328; 90% conf. int. +/- 1.2*
Sufficiency of legal guidance: *N=286; 90% conf. int. +/-1.7*
Consistency of responses with ED Staff: *N=283; 90% conf. int. +/- 1.9*
Collaboration with other ED offices ... : *N=257; 90% conf. int. +/-2.3*

Detailed Report

Comparing ED Staff/Coordination across programs

All nine of the groups saw ED Staff/Coordination as a strength. Across all groups, *ED Staff/ Coordination* scores are consistent, with a total range of only 9 points between the highest rating (80) and lowest rating (71). Lead Agency Early Intervention Directors and Career and Technical Education Directors rate *ED Staff/Coordination* the highest (80). However, even the lowest rating from Chief State School Officers is not significantly different from the overall score.

ED Staff/Coordination
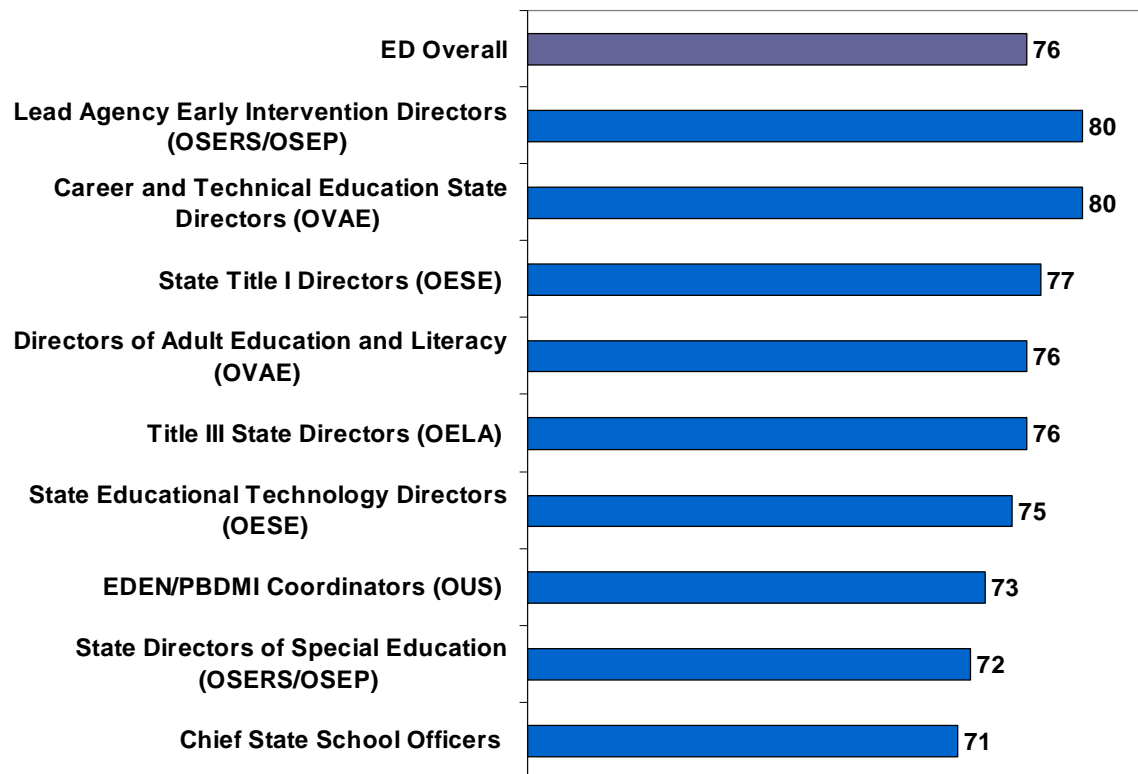
Group	Score
ED Overall	76
Lead Agency Early Intervention Directors (OSERS/OSEP)	80
Career and Technical Education State Directors (OVAE)	80
State Title I Directors (OESE)	77
Directors of Adult Education and Literacy (OVAE)	76
Title III State Directors (OELA)	76
State Educational Technology Directors (OESE)	75
EDEN/PBDMI Coordinators (OUS)	73
State Directors of Special Education (OSERS/OSEP)	72
Chief State School Officers	71

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

> ***ED Overall:*** *N=333; 90% conf. int. +/- 1.1*
> ***Lead Agency Early Intervention Directors:*** *N=26; 90% conf. int. +/- 4.0*
> ***Career and Technical Education State Directors:*** *N=38; 90% conf. int +/- 2.8*
> ***State Title I Directors:*** *N=42; 90% conf. int. +/- 2.0*
> ***Directors of Adult Education and Literacy:*** *N=44; 90% conf. int. +/- 2.0*
> ***Title III State Directors:*** *N=40; 90% conf. int.+/- 2.7*
> ***State Educational Technology Directors:*** *N=47; 90% conf. int. +/- 1.5.*
> ***EDEN/PBDMI Coordinators:*** *N=30; 90% conf. int.+/- 3.1.*
> ***State Directors of Special Education:*** *N=44; 90% conf. int. +/- 1.7.*
> ***Chief State School Officers:*** *N=22; 90% conf. int. +/-5.6*

CFI Group
Claes Fornell International

Detailed Report

For most groups, collaboration with other ED offices was one of the ED Staff areas that could be improved. State Directors of Special Education in particular, viewed collaboration among ED offices as an issue. *It should be noted that the 'collaboration' score of the Lead Agency Early Intervention Directors has a large confidence interval (+/-13.5) and may not differ from most of the other groups.*

Collaboration with other ED offices in providing relevant services

Group	Score
ED Overall	63
Lead Agency Early Intervention Directors (OSERS/OSEP)	78
State Educational Technology Directors (OESE)	67
Title III State Directors (OELA)	65
Directors of Adult Education and Literacy (OVAE)	65
State Title I Directors (OESE)	64
Chief State School Officers	63
Career and Technical Education State Directors (OVAE)	62
EDEN/PBDMI Coordinators (OUS)	59
State Directors of Special Education (OSERS/OSEP)	54

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED Overall: N=257; 90% conf. int. +/-2.3
Lead Agency Early Intervention Directors: N=10; 90% conf. int. +/- 13.5
State Educational Technology Directors: N=31; 90% conf. int. +/- 5.0
Title III State Directors: N=39; conf. int. +/- 3.9
Directors of Adult Education and Literacy: N=33; 90% conf. int. +/- 5.1
State Title I Directors: N=37; 90% conf. int. +/- 4.0
Chief State School Officers: N=20; 90% conf. int. +/- 6.2
Career and Technical Education State Directors: N=22; 90% conf. int. +/- 7.9
EDEN/PBDMI Coordinators: N=24; 90% conf. int. +/- 8.0
State Directors of Special Education: N=41; 90% conf. int. +/- 3.1

CFI Group
Claes Fornell International

Detailed Report

'Consistency of responses with ED staff from different program offices' may be more of an issue with some programs than with others. Career and Technical Education State Directors (80) as well as Lead Agency Early Intervention Directors (79) seem to view consistency as less of a problem than do EDEN/PBDMI Coordinators (59) and Chief State School Officers (62).

Consistency of responses with ED staff from different program offices
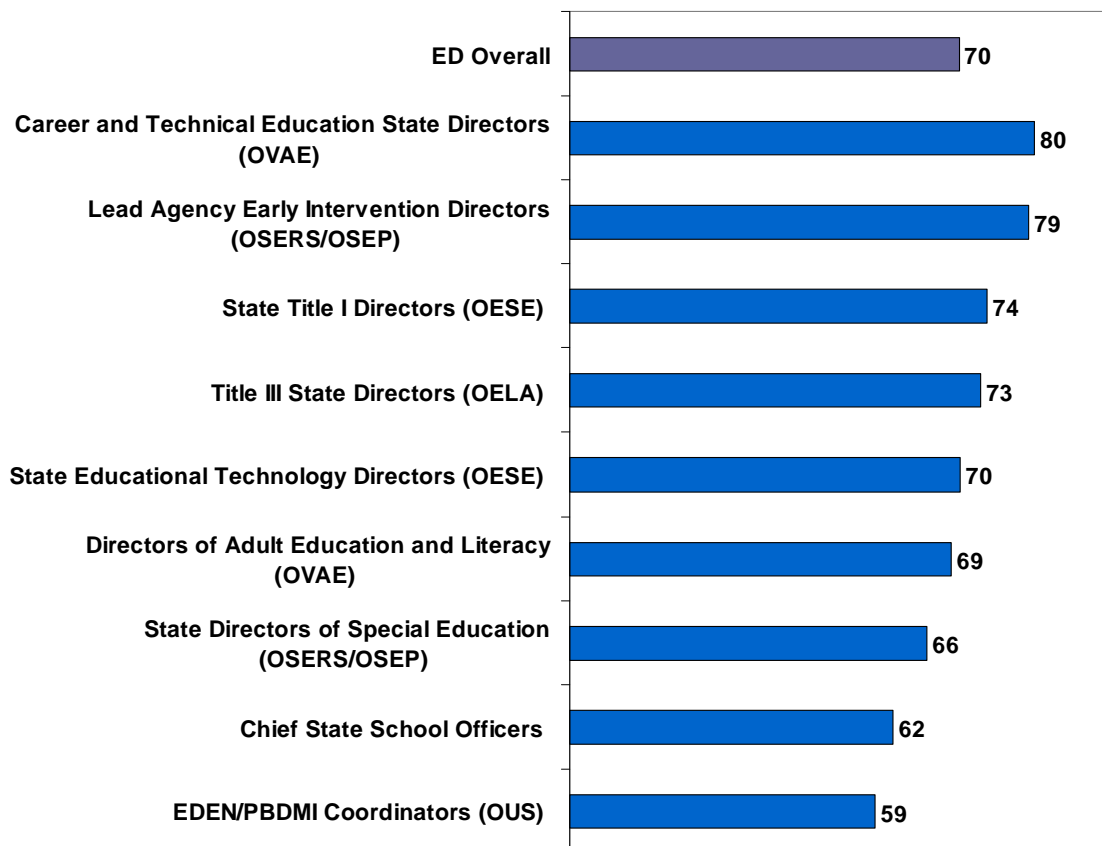
Category	Score
ED Overall	70
Career and Technical Education State Directors (OVAE)	80
Lead Agency Early Intervention Directors (OSERS/OSEP)	79
State Title I Directors (OESE)	74
Title III State Directors (OELA)	73
State Educational Technology Directors (OESE)	70
Directors of Adult Education and Literacy (OVAE)	69
State Directors of Special Education (OSERS/OSEP)	66
Chief State School Officers	62
EDEN/PBDMI Coordinators (OUS)	59

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.
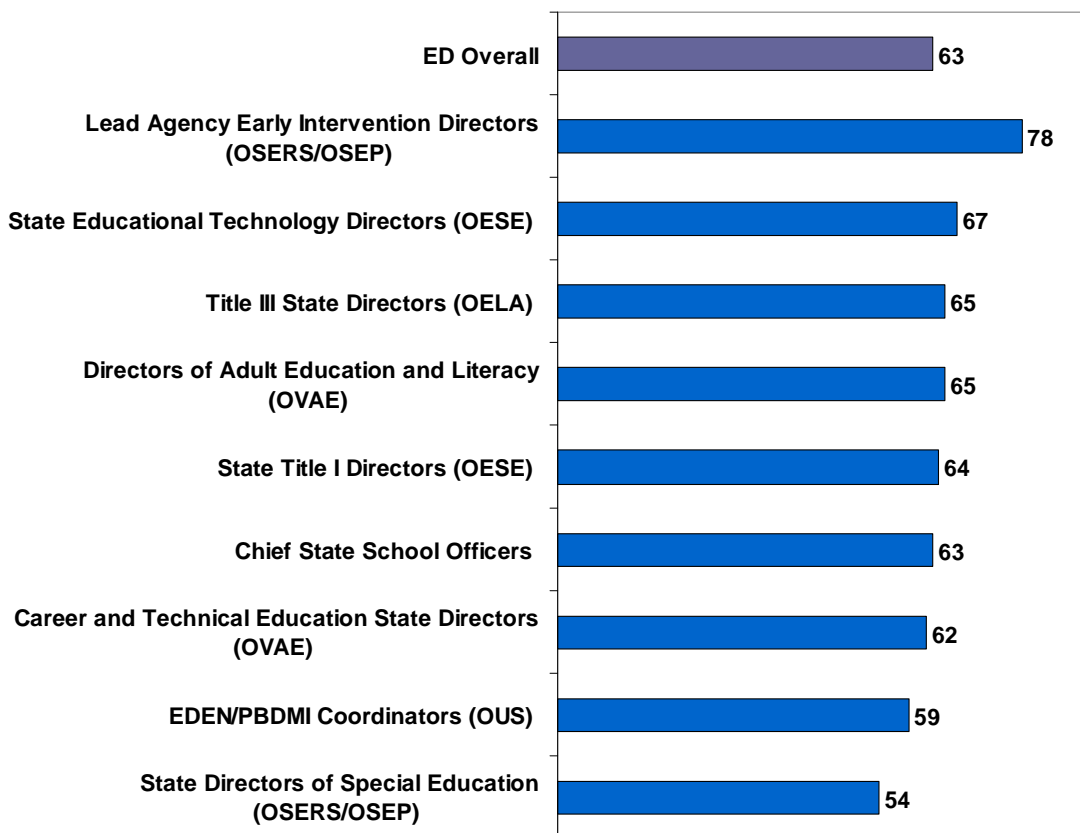
ED Overall: N=283; 90% conf. int. +/-1.9
Career and Technical Education State Directors: N=31; 90% conf. int. +/- 4.3
Lead Agency Early Intervention Directors: N=20; 90% conf. int. +/- 6.1
State Title I Directors: N=40; 90% conf. int. +/- 2.7
Title III State Directors: N=36; conf. int. +/- 4.2
State Educational Technology Directors: N=38; 90% conf. int. +/- 3.4
Directors of Adult Education and Literacy: N=33; 90% conf. int. +/- 5.1
State Directors of Special Education: N=42; 90% conf. int. +/- 2.8
Chief State School Officers: N=22; 90% conf. int. +/- 5.7
EDEN/PBDMI Coordinators: N=21; 90% conf. int. +/- 8.5

Detailed Report

ED-Funded Technical Assistance

Overall

As with *ED Staff/Coordination*, grantees viewed *ED-Funded Technical Assistance* as a strength (79), scoring it the highest of the five component areas. They felt that the technical assistance provided was accurate and responsive to their questions. In addition, grantees felt the ED-Funded providers of technical assistance were knowledgable. Even the lowest scoring item, *'Sufficiency of legal guidance'* still merits a 73. With the high level of performance for *ED-Funded Technical Assistance*, its impact of 0.0 indicates a further increase in performance will not result in a subsequent increase in overall satisfaction. The graph below shows the score for each of the seven items used to evaluate *ED-funded Technical Assistance*, as well as the score for the component itself.

ED-Funded Technical Assistance
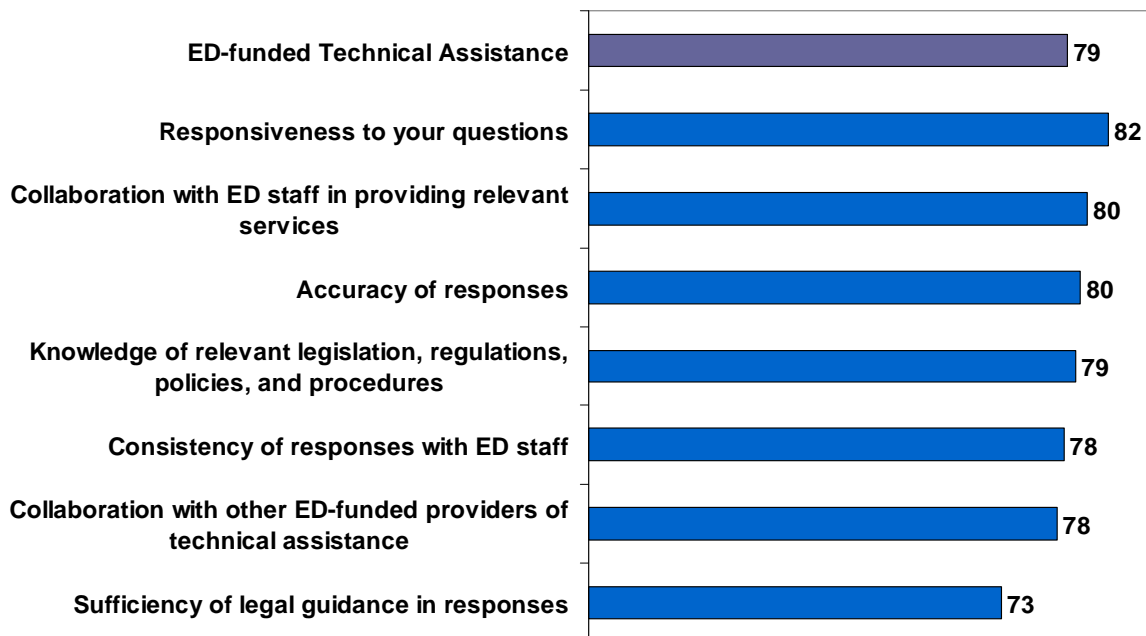
Item	Score
ED-funded Technical Assistance	79
Responsiveness to your questions	82
Collaboration with ED staff in providing relevant services	80
Accuracy of responses	80
Knowledge of relevant legislation, regulations, policies, and procedures	79
Consistency of responses with ED staff	78
Collaboration with other ED-funded providers of technical assistance	78
Sufficiency of legal guidance in responses	73

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED-funded Technical Assistance: N=281; 90% conf. int. +/- 1.5
Responsiveness to your questions: N=279; 90% conf. int. +/- 1.6
Collaboration with ED staff ... : N=250; 90% conf. int. +/-1.8
Accuracy of response: N=275; 90% conf. int. +/- 1.6
Knowledge of relevant legislation ... : N=274; 90% conf int. +/- 1.6
Consistency of responses with ED Staff: N=251; 90% conf. int. +/- 1.8
Collaboration with other ED-funded providers ... : N=226; 90% conf. int. +/- 2.2
Sufficiency of legal guidance: N=203; 90% conf. int. +/- 2.6

CFI Group
Claes Fornell International

Detailed Report

While both ED Staff and ED-Funded providers of Technical Assistance were rated highly, ED-Funded providers of technical assistance were viewed as doing a better job than ED Staff did in collaborating with other ED-Funded providers and in collaborating with ED Staff. Grantees also rated the *'consistency of responses with ED Staff'* (78) highly for ED-funded providers of technical assistance.

A comparison between ED-funded technical assistance and ED Staff on the scores for *'Collaboration'* and *'Consistency'* shows ED-funded technical assistance outperforming ED Staff in these two areas.

Comparison of ED Staff and ED-Funded Technical Assistance on 'Collaboration' and 'Consistency of responses.'
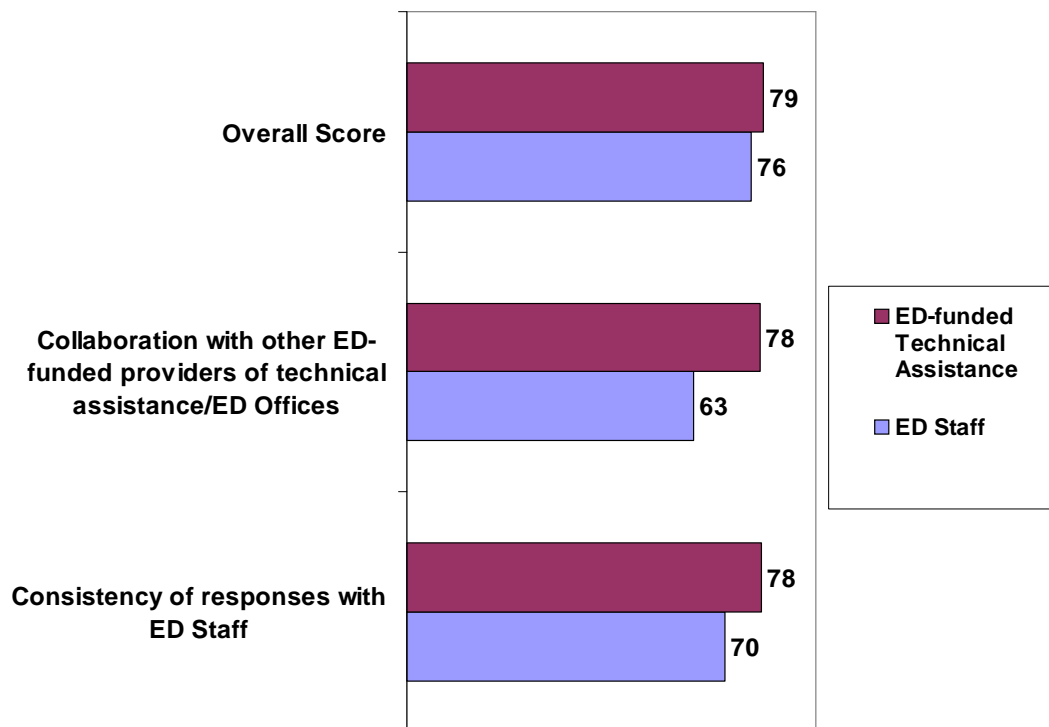
Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED-funded Technical Assistance
Overall Score: N=281; 90% conf. int. +/- 1.5
Collaboration with other ED- funded providers: N=226; 90% conf. int. +/- 2.2
Consistency of responses with ED Staff: N=251; 90% conf. int. +/- 1.9
ED Staff/Coordination
Overall Score: N=333; 90% conf. int. +/- 1.1
Collaboration with other ED offices: N=257; 90% conf. int. +/- 2.3
Consistency of responses with ED Staff: N=283; 90% conf. int. +/- 1.9

Detailed Report

Comparing ED-Funded Technical Assistance across programs

Overall, ED-Funded Technical Assistance is rated as a strength. Groups vary widely in their assessment of ED-funded technical assistance. Career and Technical Education State Directors were extremely positive about *ED-funded Technical Assistance* with a rating of 90, but State Title I Directors do not feel nearly as positive (69).

ED-Funded Technical Assistance
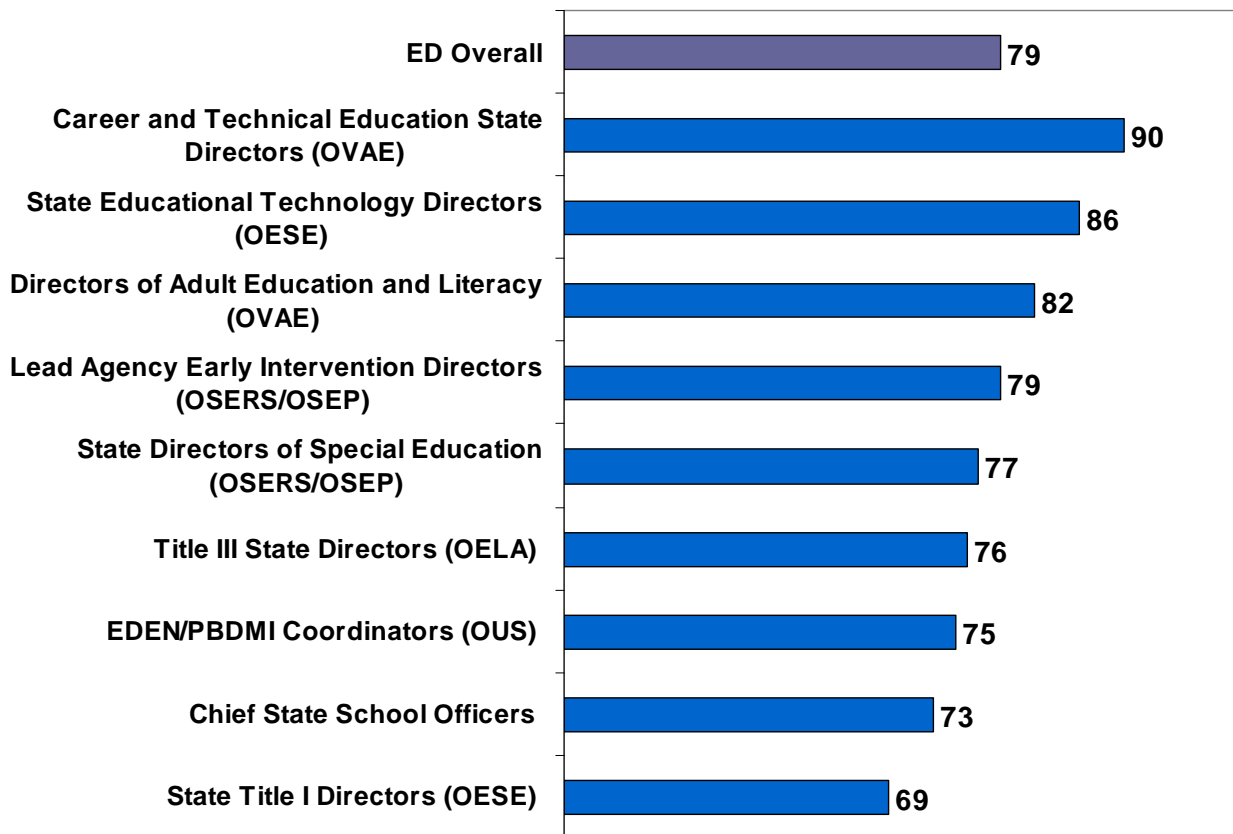
Group	Score
ED Overall	79
Career and Technical Education State Directors (OVAE)	90
State Educational Technology Directors (OESE)	86
Directors of Adult Education and Literacy (OVAE)	82
Lead Agency Early Intervention Directors (OSERS/OSEP)	79
State Directors of Special Education (OSERS/OSEP)	77
Title III State Directors (OELA)	76
EDEN/PBDMI Coordinators (OUS)	75
Chief State School Officers	73
State Title I Directors (OESE)	69

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED Overall: N=281; 90% conf. int. +/- 1.5
Career and Technical Education State Directors: N=20; 90% conf. int +/- 2.5
State Educational Technology Directors: N=45; 90% conf. int. +/- 1.2
Directors of Adult Education and Literacy: N=34; 90% conf. int. +/- 2.5
Lead Agency Early Intervention Directors: N=26; 90% conf. int. +/- 6.1
State Directors of Special Education: N=43; 90% conf. int. +/- 2.1
Title III State Directors: N=30; 90% conf. int.+/- 5.3
EDEN/PBDMI Coordinators: N=25; 90% conf. int.+/- 4.3
Chief State School Officers: N=20; 90% conf. int. +/- 6.2
State Title I Directors: N=42; 90% conf. int. +/- 2.1

Detailed Report

Technology

Overall

ED's use of technology was seen by the grantees as an opportunity for improvement. Of the five component areas, *Technology* scored the lowest (65). Grantees were most skeptical about the *'expected reduction in federal paperwork'* (58) as a result of ED's technology initiatives, as well as the *'effectiveness of the automated process in improving state's reporting'* (61). They had a somewhat more favorable view of how effective technology was being used to *'deliver its services'* (69). *Technology* has an impact on satisfaction of 1.2, meaning that an improvement from 65 to 70 would increase overall satisfaction by 1.2 points. Below are the scores for the four *Technology* questions and the component score for *Technology*.
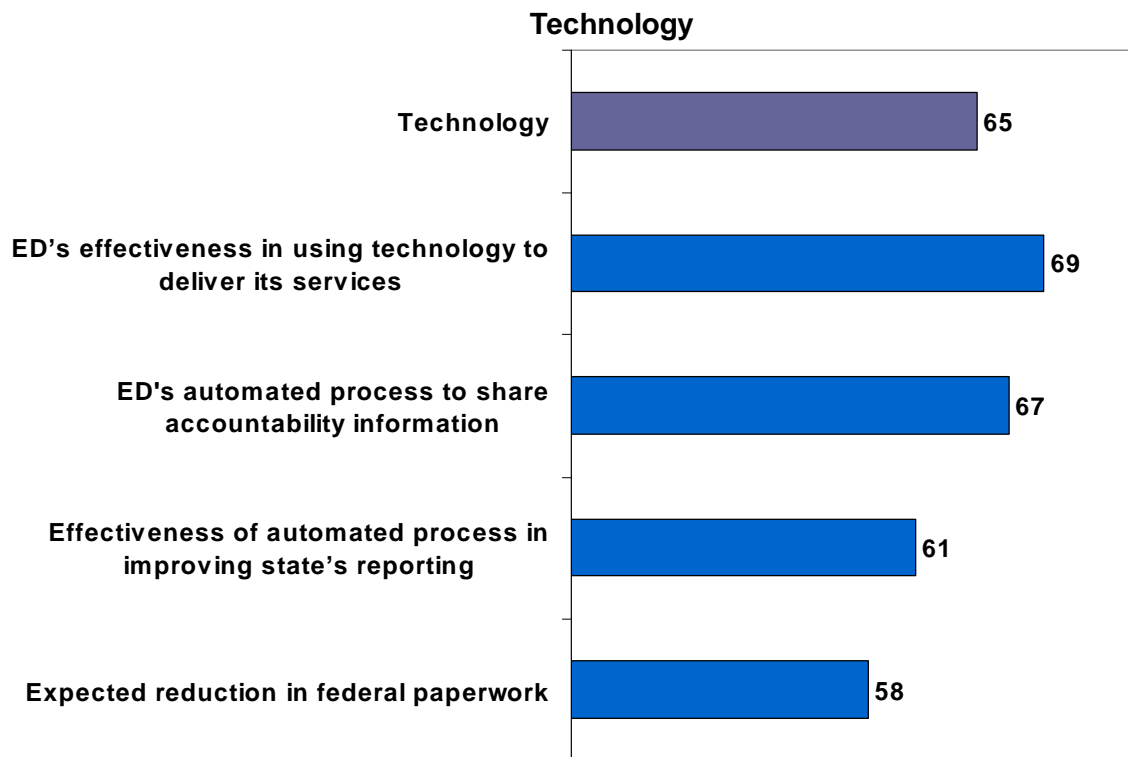
Technology

	Score
Technology	65
ED's effectiveness in using technology to deliver its services	69
ED's automated process to share accountability information	67
Effectiveness of automated process in improving state's reporting	61
Expected reduction in federal paperwork	58

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

    Technology: *N=332; 90% conf. int. +/- 1.2*
    ED's effectiveness in using technology to deliver ... : *N=329; 90% conf int. +/- 1.3*
    ED's automated process to share accountability information: *N=269; 90% conf. int. +/- 1.8*
    Effectiveness of automated process ... : *N=260; 90% conf. int. +/- 2.1*
    Expected reduction in federal paperwork: *N=293; 90% conf. int. +/- 2.2*

CFI Group
Claes Fornell International

Detailed Report

Comparing Technology across programs

Technology was consistently rated low across all nine programs. Only Career and Technical Education State Directors rated *Technology* as high as 70. Most groups scored *Technology* in the low to mid 60's.
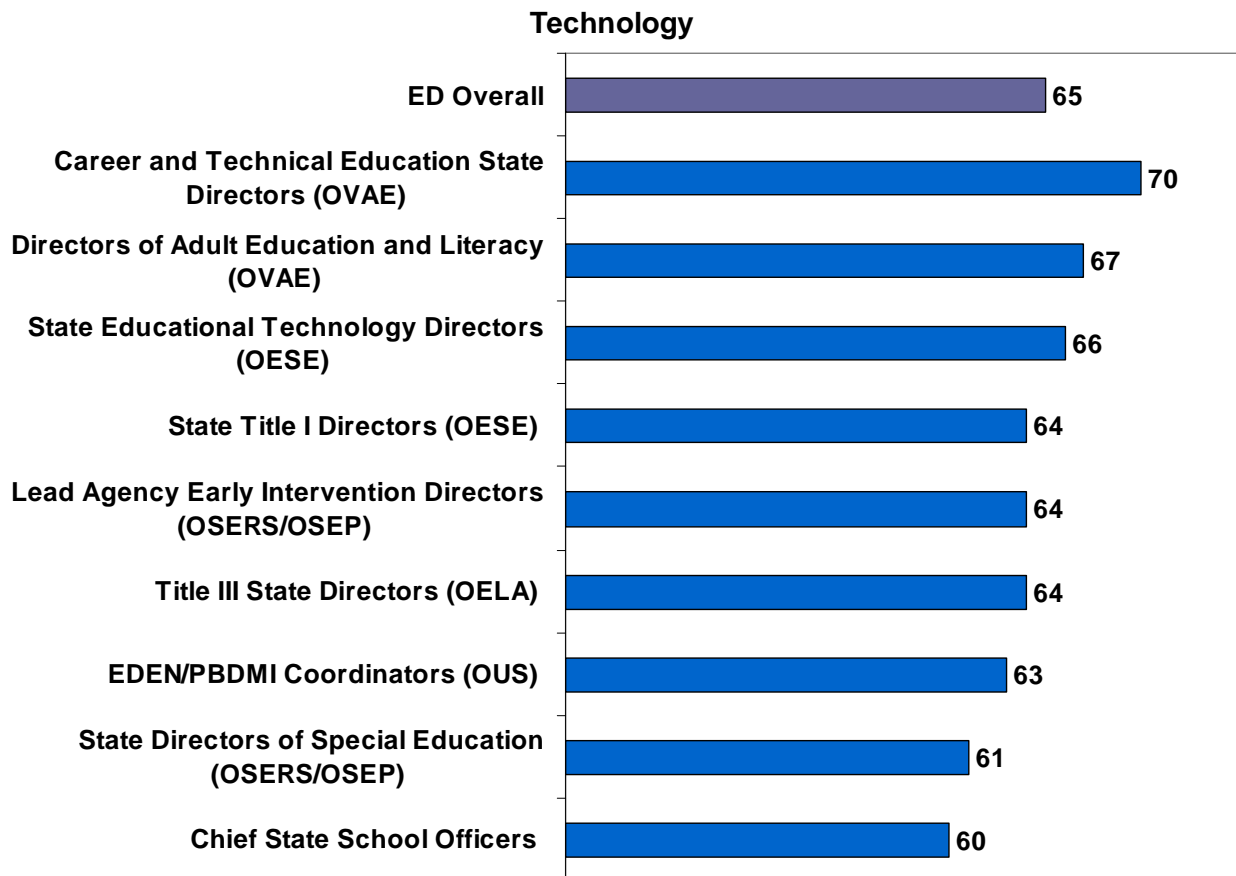
Technology

Group	Score
ED Overall	65
Career and Technical Education State Directors (OVAE)	70
Directors of Adult Education and Literacy (OVAE)	67
State Educational Technology Directors (OESE)	66
State Title I Directors (OESE)	64
Lead Agency Early Intervention Directors (OSERS/OSEP)	64
Title III State Directors (OELA)	64
EDEN/PBDMI Coordinators (OUS)	63
State Directors of Special Education (OSERS/OSEP)	61
Chief State School Officers	60

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED Overall: N=332; 90% conf. int. +/- 1.2
Career and Technical Education State Directors: N=38; 90% conf. int +/- 2.8
Directors of Adult Education and Literacy: N=44; 90% conf. int. +/- 2.6
State Educational Technology Directors: N=46; 90% conf. int. +/- 1.7
State Title I Directors: N=42; 90% conf. int. +/- 2.0
Lead Agency Early Intervention Directors: N=26; 90% conf. int. +/- 5.4
Title III State Directors: N=40; 90% conf. int.+/- 3.1
EDEN/PBDMI Coordinators: N=30; 90% conf. int.+/- 3.4
State Directors of Special Education: N=44; 90% conf. int. +/- 2.1
Chief State School Officers: N=20; 90% conf. int. +/- 6.2

CFI Group
Claes Fornell International

Detailed Report

'Expected reduction in federal paperwork' was the lowest scoring item (58) in *Technology*. Yet, some groups were clearly more skeptical than others about the reduced paperwork benefits to come. Lead Agency Early Intervention (38) and State Directors of Special Education (47) were among the most skeptical.

Expected reduction in federal paperwork
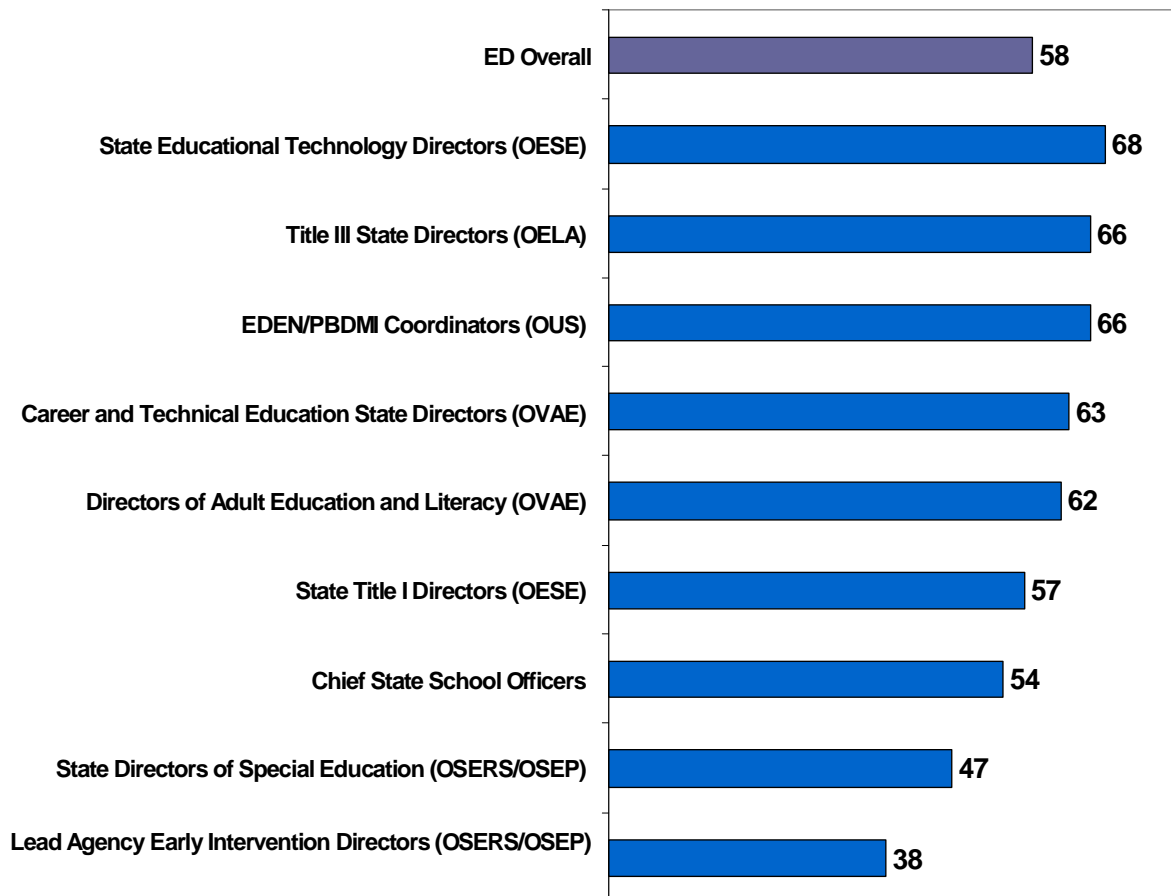
Group	Score
ED Overall	58
State Educational Technology Directors (OESE)	68
Title III State Directors (OELA)	66
EDEN/PBDMI Coordinators (OUS)	66
Career and Technical Education State Directors (OVAE)	63
Directors of Adult Education and Literacy (OVAE)	62
State Title I Directors (OESE)	57
Chief State School Officers	54
State Directors of Special Education (OSERS/OSEP)	47
Lead Agency Early Intervention Directors (OSERS/OSEP)	38

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

> *ED Overall:* N=293; 90% conf. int. +/- 2.2
> *Lead Agency Early Intervention Directors:* N=23; 90% conf. int. +/- 6.7
> *Career and Technical Education State Directors:* N=36; 90% conf. int +/- 4.4
> *State Title I Directors:* N=34; 90% conf. int. +/- 4.5
> *Directors of Adult Education and Literacy:* N=43; 90% conf. int. +/- 3.8
> *Title III State Directors:* N=28; 90% conf. int.+/- 6.6
> *State Educational Technology Directors:* N=36; 90% conf. int. +/- 3.8
> *EDEN/PBDMI Coordinators:* N=29; 90% conf. int.+/- 6.3
> *State Directors of Special Education:* N=42; 90% conf. int. +/- 4.3
> *Chief State School Officers:* N=22; 90% conf. int. +/- 6.1

CFI Group
Claes Fornell International

Detailed Report

Online Resources

Overall

Similar to *Technology, Online Resources* was viewed by most groups as an opportunity for improvement. Grantees felt better about *'submitting information over the web' (72)* than *'finding materials online'* (64). *Online Resources* has an impact on satisfaction of 1.0 point. Results for the two *Online Resources* questions and overall score for the component are below.
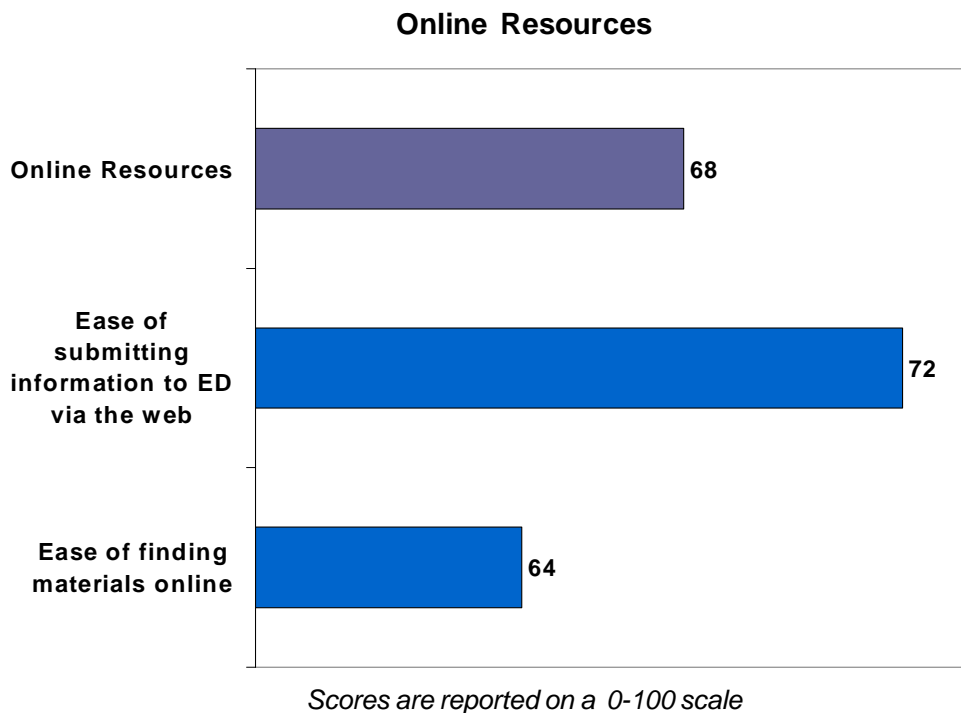
Online Resources

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

    Online Resources: *N=326; 90% conf. int. +/- 1.4*
    Ease of submitting information ... : *N=303; 90% conf. int. +/- 1.8*
    Ease of finding materials online : *N=319; 90% conf. int. +/-1.6*

Detailed Report

Comparing Online Resources across programs

For most programs, ED's use of online resources was viewed as an opportunity for improvement. There was one exception. With a score of 80, Title III are clearly more satisfied with *Online Resources*. There is an opportunity for Title III to serve as a best practice model and share their online practices with the other groups. Conversely, State Directors of Special Education rated the use of online resources the lowest (58).

Online Resources
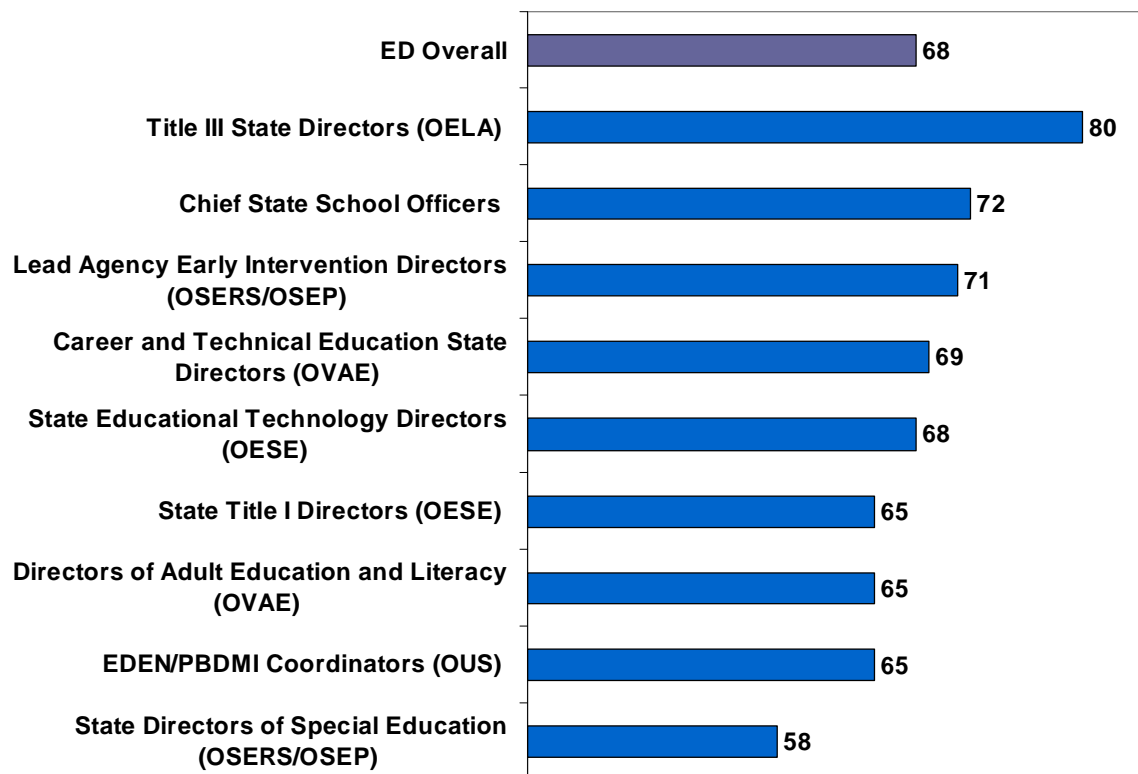
Group	Score
ED Overall	68
Title III State Directors (OELA)	80
Chief State School Officers	72
Lead Agency Early Intervention Directors (OSERS/OSEP)	71
Career and Technical Education State Directors (OVAE)	69
State Educational Technology Directors (OESE)	68
State Title I Directors (OESE)	65
Directors of Adult Education and Literacy (OVAE)	65
EDEN/PBDMI Coordinators (OUS)	65
State Directors of Special Education (OSERS/OSEP)	58

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

> ***ED Overall:*** *N=326; 90% conf. int. +/- 1.4*
> ***Title III State Directors:*** *N=40; 90% conf. int.+/- 2.7*
> ***Chief State School Officers:*** *N=19; 90% conf. int. +/- 6.6*
> ***Lead Agency Early Intervention Directors:*** *N=25; 90% conf. int. +/- 5.2*
> ***Career and Technical Education State Directors:*** *N=36; 90% conf. int +/- 3.3*
> ***State Educational Technology Directors:*** *N=47; 90% conf. int. +/- 1.7*
> ***State Title I Directors:*** *N=42; 90% conf. int. +/- 2.3*
> ***Directors of Adult Education and Literacy:*** *N=43; 90% conf. int. +/- 2.8*
> ***EDEN/PBDMI Coordinators:*** *N=30; 90% conf. int.+/- 4.5*
> ***State Directors of Special Education:*** *N=44; 90% conf. int. +/- 2.8*

CFI Group
Claes Fornell International

Detailed Report

Documents

Overall

With a *Documents* score of 71, grantees are mostly satisfied with the documents they receive from ED. They indicated that the documents are relevant to their needs, the information is well-organized and clear. However, grantees noted that they would like more comprehensive information. *Documents* has an impact on satisfaction of 1.4. Below are the scores for the five questions used to evaluate *Documents* and the component score.
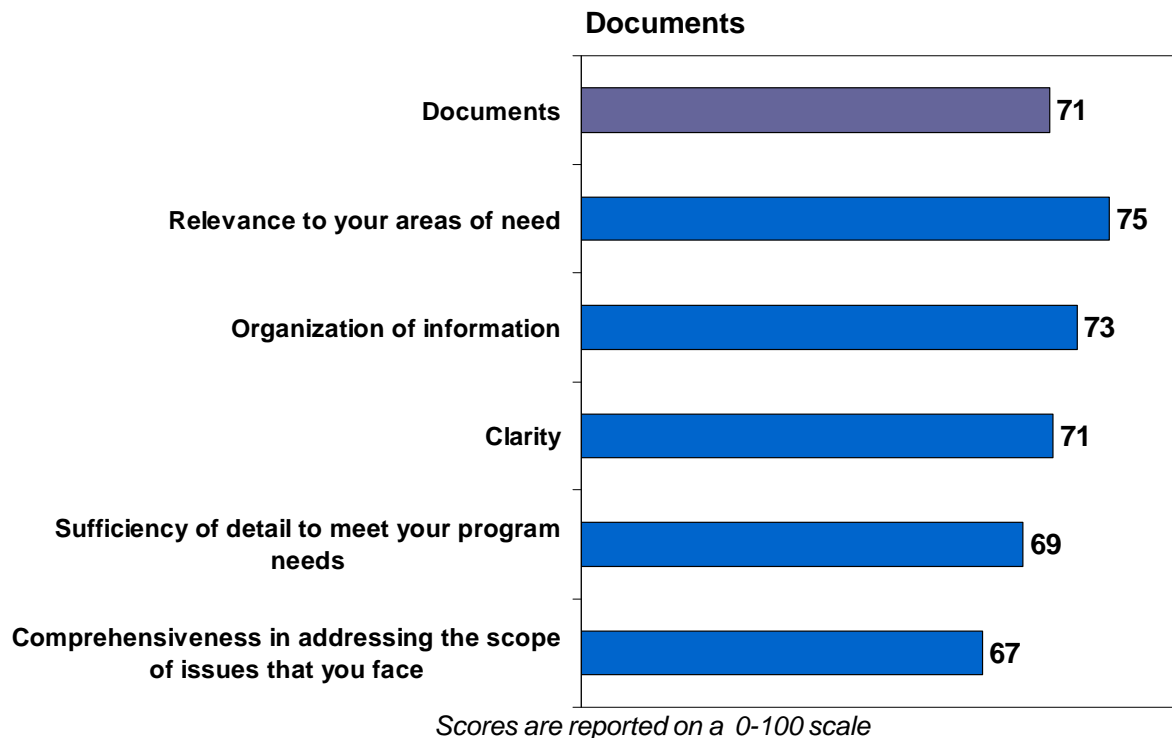
Documents

Category	Score
Documents	71
Relevance to your areas of need	75
Organization of information	73
Clarity	71
Sufficiency of detail to meet your program needs	69
Comprehensiveness in addressing the scope of issues that you face	67

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

Documents: *N=333; 90% conf. int. +/- 1.2*
Relevance to your areas of need: *N=331; 90% conf int. +/- 1.3*
Organization of information: *N=333; 90% conf. int. +/- 1.2*
Clarity: *N=333; 90% conf. int. +/- 1.3*
Sufficiency of detail ... : *N=333; 90% conf. int. +/- 1.3*
Comprehensiveness in addressing the scope ... : *N=331; 90% conf. int. +/- 1.4*

Detailed Report

Comparing Documents across programs

For the most part, groups indicated that they were mostly satisfied with the *Documents* from ED, with ratings in the low to mid 70's. Chief State School Officers (65) and EDEN/PBDMI Coordinators (65) rated documents the lowest.
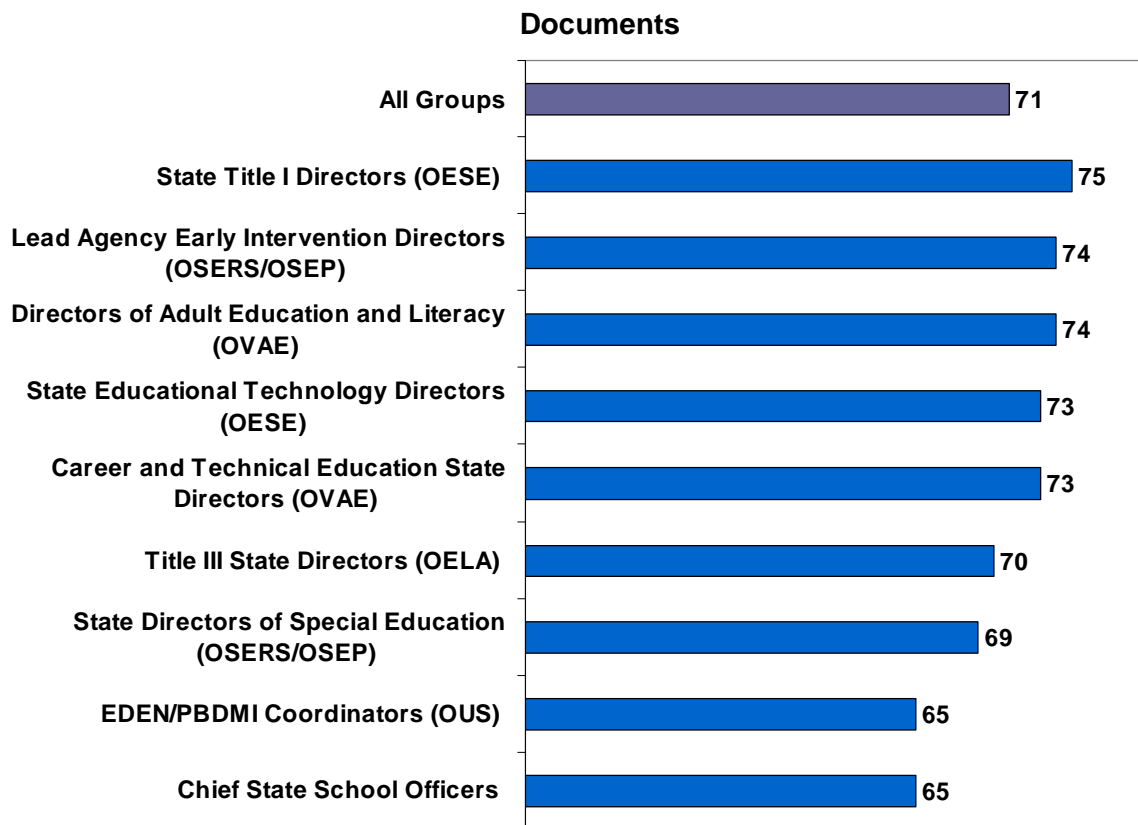
Documents

Group	Score
All Groups	71
State Title I Directors (OESE)	75
Lead Agency Early Intervention Directors (OSERS/OSEP)	74
Directors of Adult Education and Literacy (OVAE)	74
State Educational Technology Directors (OESE)	73
Career and Technical Education State Directors (OVAE)	73
Title III State Directors (OELA)	70
State Directors of Special Education (OSERS/OSEP)	69
EDEN/PBDMI Coordinators (OUS)	65
Chief State School Officers	65

Scores are reported on a 0-100 scale

Listed below are the number of responses (N) used to calculate each score with the corresponding confidence interval at 90% confidence level for each score.

ED Overall: N=333; 90% conf. int. +/- 1.2
State Title I Directors: N=42; 90% conf. int. +/- 2.1
Lead Agency Early Intervention Directors: N=26; 90% conf. int. +/- 4.5
Directors of Adult Education and Literacy: N=44; 90% conf. int. +/- 2.0
State Educational Technology Directors: N=47; 90% conf. int. +/- 1.2
Career and Technical Education State Directors: N=38; 90% conf. int +/- 2.8
Title III State Directors: N=40; 90% conf. int.+/- 2.9
State Directors of Special Education: N=44; 90% conf. int. +/- 2.0
EDEN/PBDMI Coordinators: N=30; 90% conf. int.+/- 4.4
Chief State School Officers: N=22; 90% conf. int. +/- 6.1

CFI Group
Claes Fornell International

Detailed Report

Complaints

Overall

Overall, complaint behavior was very low. Only 3% of respondents indicated that they had complained about the assistance they received from an ED staff member.

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?
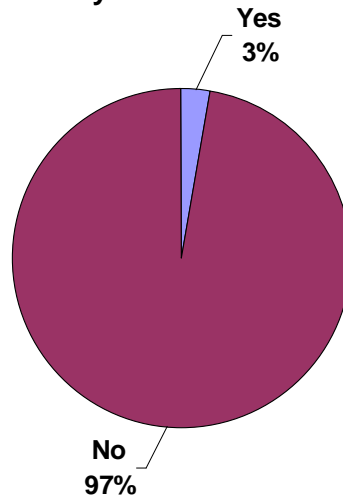
Complaints by Program/Group

Most groups had either no complaints or one about the assistance they received over the past 6 months. Chief State School Officers had the most complaints with 3, that accounts for 14% of their respondents.

Complaints by Program/Group

Program/Group	Number of complaints	Percentage of respondents
Chief State School Officers	3	14%
Directors of Adult Education and Literacy (OVAE)	2	5%
EDEN/PBDMI Coordinators (OUS)	1	3%
State Educational Technology Directors (OESE)	1	2%
State Directors of Special Education (OSERS/OSEP)	1	2%
State Title I Directors (OESE)	1	2%
Lead Agency Early Intervention Directors (OSERS/OSEP)	0	0%
Career and Technical Education State Directors (OVAE)	0	0%
Title III State Directors (OELA)	0	0%
ED Overall	**9**	**3%**

CFI Group
Claes Fornell International

Recommendations

Recommendations

Key Action Areas

It is recommended that ED focus on improving those items which have a high impact and are low performing. Of the five component areas, four have very similar impacts. Only *ED-Funded Technical Assistance* (with an impact of 0.0) is significantly different. *Online Resources* and *Technology* have scores relatively low (in the mid to high 60's) compared to the other components, and should be a first priority.

ED-Funded Technical Assistance's 0.0 impact should not be interpreted that it is unimportant, but rather an increase in performance will not produce a further increase in satisfaction. Performance should be maintained at its current level. Grantees were mostly satisfied with *ED Staff/Coordination* and *Documents*, however, within each area there were specific items which can be improved to build upon satisfaction with these two components.

Component Impacts and Scores

	Maintain Status Quo	**Maintain or Improve**
HIGH	**ED-Funded Tech Asst. (79; 0.0)**	**ED Staff/Coordination (76; 1.0)** **Documents (71; 1.4)**
Score	**Monitor**	**Key Action Areas** **Online Resources (68; 1.0)** **Technology (65; 1.2)**
LOW		

LOW ———— Impact on Satisfaction (CSI) ———— HIGH
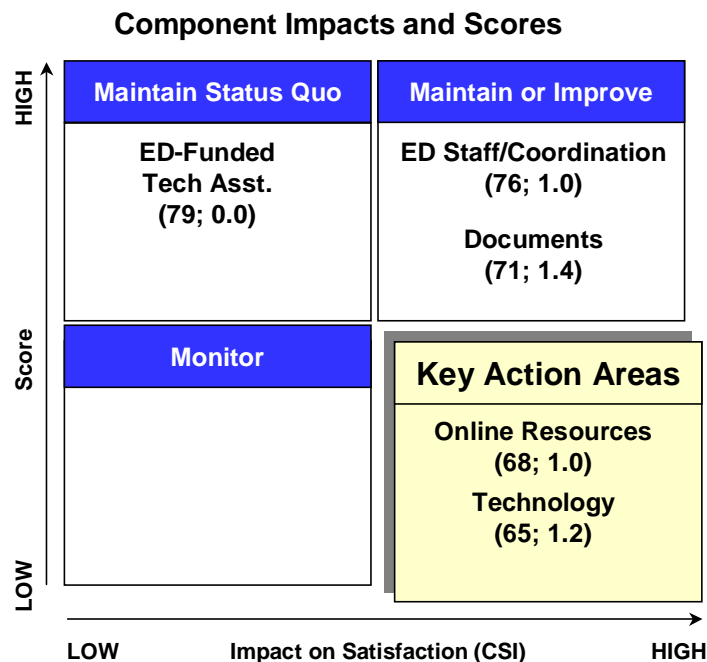
Online Resources and the use of *Technology* were two areas that were viewed by groups as areas for improvement. In particular, respondents wanted to see better technology used to communicate, such as during audio conferences. Some suggested using WebEx for conferencing, and increasing the frequency of conferencing with the new technology. Given the low rating respondents gave to the expected reduction in paperwork, communicating the benefits of technology will also be important to grantee satisfaction.

The website and the search function were issues with many users. Conducting usability studies with users will allow ED to determine problematic areas.

Recommendations

While for the most part, grantees were satisfied with documents, they wanted more comprehensiveness in addressing their issues. With respect to areas which are strengths, ED can build upon its performance in the area of ED Staff by focusing on better collaboration with other ED offices in delivering services.

Finally, in comparing performance across groups for the five component areas, one notable finding was the performance of Title III in the area of online resources. While overall this was an area of focus for most, their score of an 80 indicated that they would be an excellent candidate for sharing best practices across other groups.

CFI Group
Claes Fornell International

Detailed Tables

- Responses to General Section Questions

CFI Group
Claes Fornell International

ED Aggregate Scores

Aggregate Scores

	Score	N	90% Conf. Interval +/-
ACSI	**63**	**327**	**1.2**
How satisfied are you with ED's products and services	69	325	1.2
How well ED's products and services meet expectations	61	321	1.3
How well ED compares with ideal products and services	57	324	1.3
ED Staff/Coordination	**76**	**333**	**1.1**
Knowledge of relevant legislation, regulations, policies, and procedures	83	328	1.0
Responsiveness to your questions	76	332	1.4
Accuracy of responses	81	328	1.2
Sufficiency of legal guidance in responses	75	286	1.7
Consistency of responses with ED staff	70	283	1.9
Collaboration with other ED offices in providing relevant services	63	257	2.3
ED-funded Technical Assistance	**79**	**281**	**1.5**
Knowledge of relevant legislation, regulations, policies, and procedures	79	274	1.6
Responsiveness to your questions	82	279	1.6
Accuracy of responses	80	275	1.6
Sufficiency of legal guidance in responses	73	203	2.6
Consistency of responses with ED staff	78	251	1.8
Collaboration with ED staff in providing relevant services	80	250	1.8
Collaboration with other ED-funded providers of technical assistance	78	226	2.2
Online Resources	**68**	**326**	**1.4**
Ease of finding materials online	64	319	1.6
Ease of submitting information to ED via the web	72	303	1.8
Technology	**65**	**332**	**1.2**
ED's effectiveness in using technology to deliver its services	69	329	1.3
ED's automated process to share accountability information	67	269	1.8
Effectiveness of automated process in improving state's reporting	61	260	2.1
Expected reduction in federal paperwork	58	293	2.2
Documents	**71**	**333**	**1.2**
Clarity	71	333	1.3
Organization of information	73	333	1.2
Sufficiency of detail to meet your program needs	69	333	1.3
Relevance to your areas of need	75	331	1.3
Comprehensiveness in addressing the scope of issues that you face	67	331	1.4
Complaint	**3%**	**333**	
Issued a formal complaint about assistance received from ED staff member	3%	333	

CFI Group
Claes Fornell International

Chief State School Officers

Chief State School Officers

	Score	N	90% Conf. Interval +/-
ACSI	**57**	**22**	**5.5**
How satisfied are you with ED's products and services	61	22	5.5
How well ED's products and services meet expectations	59	22	5.5
How well ED compares with ideal products and services	52	22	5.6
ED Staff/Coordination	**71**	**22**	**5.6**
Knowledge of relevant legislation, regulations, policies, and procedures	81	22	5.7
Responsiveness to your questions	68	22	5.7
Accuracy of responses	77	22	5.7
Sufficiency of legal guidance in responses	70	21	5.9
Consistency of responses with ED staff	62	22	5.7
Collaboration with other ED offices in providing relevant services	63	20	6.2
ED-funded Technical Assistance	**73**	**20**	**6.2**
Knowledge of relevant legislation, regulations, policies, and procedures	77	20	6.3
Responsiveness to your questions	78	20	6.3
Accuracy of responses	75	20	6.3
Sufficiency of legal guidance in responses	67	14	7.9
Consistency of responses with ED staff	76	17	7.0
Collaboration with ED staff in providing relevant services	73	15	7.6
Collaboration with other ED-funded providers of technical assistance	68	16	7.3
Online Resources	**72**	**19**	**6.6**
Ease of finding materials online	70	19	6.6
Ease of submitting information to ED via the web	77	18	6.9
Technology	**60**	**22**	**6.1**
ED's effectiveness in using technology to deliver its services	64	21	6.3
ED's automated process to share accountability information	60	21	6.3
Effectiveness of automated process in improving state's reporting	57	18	6.9
Expected reduction in federal paperwork	54	22	6.1
Documents	**65**	**22**	**6.1**
Clarity	70	22	6.1
Organization of information	64	22	6.1
Sufficiency of detail to meet your program needs	64	22	6.2
Relevance to your areas of need	64	22	6.2
Comprehensiveness in addressing the scope of issues that you face	61	22	6.2

CFI Group
Claes Fornell International

Chief State School Officers continued

Chief State School Officers compared to all groups

	Score	N	ALL
ACSI	**57**	**22**	**63**
How satisfied are you with ED's products and services	61	22	69
How well ED's products and services meet expectations	59	22	61
How well ED compares with ideal products and services	52	22	57
ED Staff/Coordination	**71**	**22**	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	81	22	83
Responsiveness to your questions	68	22	76
Accuracy of responses	77	22	81
Sufficiency of legal guidance in responses	70	21	75
Consistency of responses with ED staff	62	22	70
Collaboration with other ED offices in providing relevant services	63	20	63
ED-funded Technical Assistance	**73**	**20**	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	77	20	79
Responsiveness to your questions	78	20	82
Accuracy of responses	75	20	80
Sufficiency of legal guidance in responses	67	14	73
Consistency of responses with ED staff	76	17	78
Collaboration with ED staff in providing relevant services	73	15	80
Collaboration with other ED-funded providers of technical assistance	68	16	78
Online Resources	**72**	**19**	**68**
Ease of finding materials online	70	19	64
Ease of submitting information to ED via the web	77	18	72
Technology	**60**	**22**	**65**
ED's effectiveness in using technology to deliver its services	64	21	69
ED's automated process to share accountability information	60	21	67
Effectiveness of automated process in improving state's reporting	57	18	61
Expected reduction in federal paperwork	54	22	58
Documents	**65**	**22**	**71**
Clarity	70	22	71
Organization of information	64	22	73
Sufficiency of detail to meet your program needs	64	22	69
Relevance to your areas of need	64	22	75
Comprehensiveness in addressing the scope of issues that you face	61	22	67
Complaint	**14%**	**22**	**3%**
Issued a formal complaint about assistance received from ED staff member	14%	22	3%

State Title I Directors

State Title I Directors

	Score	N	90% Conf. Interval +/-
ACSI	**63**	**42**	**2.1**
How satisfied are you with ED's products and services	70	41	2.1
How well ED's products and services meet expectations	60	41	2.7
How well ED compares with ideal products and services	58	42	2.5
ED Staff/Coordination	**78**	**42**	**2.0**
Knowledge of relevant legislation, regulations, policies, and procedures	85	42	2.1
Responsiveness to your questions	73	42	2.9
Accuracy of responses	85	42	2.2
Sufficiency of legal guidance in responses	78	40	2.8
Consistency of responses with ED staff	74	40	2.7
Collaboration with other ED offices in providing relevant services	64	37	4.0
ED-funded Technical Assistance	**69**	**38**	**2.7**
Knowledge of relevant legislation, regulations, policies, and procedures	69	38	2.8
Responsiveness to your questions	74	37	3.3
Accuracy of responses	70	36	2.9
Sufficiency of legal guidance in responses	57	28	4.8
Consistency of responses with ED staff	67	29	4.1
Collaboration with ED staff in providing relevant services	68	29	4.7
Collaboration with other ED-funded providers of technical assistance	65	28	5.3
Online Resources	**65**	**42**	**2.3**
Ease of finding materials online	54	42	2.9
Ease of submitting information to ED via the web	78	37	3.1
Technology	**64**	**42**	**2.0**
ED's effectiveness in using technology to deliver its services	67	41	2.4
ED's automated process to share accountability information	63	29	4.3
Effectiveness of automated process in improving state's reporting	58	29	4.3
Expected reduction in federal paperwork	57	34	4.5
Documents	**75**	**42**	**2.1**
Clarity	76	42	2.5
Organization of information	78	42	2.3
Sufficiency of detail to meet your program needs	72	42	2.4
Relevance to your areas of need	82	42	2.0
Comprehensiveness in addressing the scope of issues that you face	69	42	2.6

CFI Group
Claes Fornell International

State Title I Directors continued

State Title I Directors scores compared to all groups

	Score	N	ALL
ACSI	**63**	*42*	**63**
How satisfied are you with ED's products and services	70	*41*	69
How well ED's products and services meet expectations	60	*41*	61
How well ED compares with ideal products and services	58	*42*	57
ED Staff/Coordination	**78**	*42*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	85	*42*	83
Responsiveness to your questions	73	*42*	76
Accuracy of responses	85	*42*	81
Sufficiency of legal guidance in responses	78	*40*	75
Consistency of responses with ED staff	74	*40*	70
Collaboration with other ED offices in providing relevant services	64	*37*	63
ED-funded Technical Assistance	**69**	*38*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	69	*38*	79
Responsiveness to your questions	74	*37*	82
Accuracy of responses	70	*36*	80
Sufficiency of legal guidance in responses	57	*28*	73
Consistency of responses with ED staff	67	*29*	78
Collaboration with ED staff in providing relevant services	68	*29*	80
Collaboration with other ED-funded providers of technical assistance	65	*28*	78
Online Resources	**65**	*42*	**68**
Ease of finding materials online	54	*42*	64
Ease of submitting information to ED via the web	78	*37*	72
Technology	**64**	*42*	**65**
ED's effectiveness in using technology to deliver its services	67	*41*	69
ED's automated process to share accountability information	63	*29*	67
Effectiveness of automated process in improving state's reporting	58	*29*	61
Expected reduction in federal paperwork	57	*34*	58
Documents	**75**	*42*	**71**
Clarity	76	*42*	71
Organization of information	78	*42*	73
Sufficiency of detail to meet your program needs	72	*42*	69
Relevance to your areas of need	82	*42*	75
Comprehensiveness in addressing the scope of issues that you face	69	*42*	67
Complaint	**2**	*42*	**3%**
Issued a formal complaint about assistance received from ED staff member	2	*42*	3%

CFI Group
Claes Fornell International

Title III State Directors

Title III State Directors	Score	N	90% Conf. Interval +/-
ACSI	**68**	**39**	**2.7**
How satisfied are you with ED's products and services	74	38	2.8
How well ED's products and services meet expectations	68	37	3.1
How well ED compares with ideal products and services	62	37	3.0
ED Staff/Coordination	**76**	**40**	**2.7**
Knowledge of relevant legislation, regulations, policies, and procedures	81	40	2.7
Responsiveness to your questions	82	40	3.0
Accuracy of responses	81	39	2.6
Sufficiency of legal guidance in responses	75	39	3.6
Consistency of responses with ED staff	73	36	4.2
Collaboration with other ED offices in providing relevant services	65	39	3.9
ED-funded Technical Assistance	**76**	**30**	**5.3**
Knowledge of relevant legislation, regulations, policies, and procedures	77	29	4.9
Responsiveness to your questions	76	29	6.1
Accuracy of responses	77	28	5.9
Sufficiency of legal guidance in responses	75	25	6.8
Consistency of responses with ED staff	76	25	6.8
Collaboration with ED staff in providing relevant services	75	28	6.2
Collaboration with other ED-funded providers of technical assistance	77	23	7.7
Online Resources	**80**	**40**	**2.7**
Ease of finding materials online	74	39	3.5
Ease of submitting information to ED via the web	85	39	3.0
Technology	**64**	**40**	**3.1**
ED's effectiveness in using technology to deliver its services	67	40	3.3
ED's automated process to share accountability information	64	24	7.5
Effectiveness of automated process in improving state's reporting	67	24	7.5
Expected reduction in federal paperwork	66	28	6.6
Documents	**70**	**40**	**2.9**
Clarity	69	40	3.2
Organization of information	73	40	2.9
Sufficiency of detail to meet your program needs	66	40	3.4
Relevance to your areas of need	75	40	3.2
Comprehensiveness in addressing the scope of issues that you face	66	40	3.2

CFIGroup
Claes Fornell International

Title III State Directors continued

Title III State Directors compared to all groups

	Score	N	ALL
ACSI	**68**	*39*	**63**
How satisfied are you with ED's products and services	74	*38*	69
How well ED's products and services meet expectations	68	*37*	61
How well ED compares with ideal products and services	62	*37*	57
ED Staff/Coordination	**76**	*40*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	81	*40*	83
Responsiveness to your questions	82	*40*	76
Accuracy of responses	81	*39*	81
Sufficiency of legal guidance in responses	75	*39*	75
Consistency of responses with ED staff	73	*36*	70
Collaboration with other ED offices in providing relevant services	65	*39*	63
ED-funded Technical Assistance	**76**	*30*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	77	*29*	79
Responsiveness to your questions	76	*29*	82
Accuracy of responses	77	*28*	80
Sufficiency of legal guidance in responses	75	*25*	73
Consistency of responses with ED staff	76	*25*	78
Collaboration with ED staff in providing relevant services	75	*28*	80
Collaboration with other ED-funded providers of technical assistance	77	*23*	78
Online Resources	**80**	*40*	**68**
Ease of finding materials online	74	*39*	64
Ease of submitting information to ED via the web	85	*39*	72
Technology	**64**	*40*	**65**
ED's effectiveness in using technology to deliver its services	67	*40*	69
ED's automated process to share accountability information	64	*24*	67
Effectiveness of automated process in improving state's reporting	67	*24*	61
Expected reduction in federal paperwork	66	*28*	58
Documents	**70**	*40*	**71**
Clarity	69	*40*	71
Organization of information	73	*40*	73
Sufficiency of detail to meet your program needs	66	*40*	69
Relevance to your areas of need	75	*40*	75
Comprehensiveness in addressing the scope of issues that you face	66	*40*	67
Complaint	**0%**	*40*	**3%**
Issued a formal complaint about assistance received from ED staff member	0%	*40*	3%

CFI Group
Claes Fornell International

Directors of Adult Education and Literacy

Directors of Adult Education and Literacy

	Score	N	90% Conf. Interval +/-
ACSI	**63**	**43**	**2.4**
How satisfied are you with ED's products and services	69	43	2.4
How well ED's products and services meet expectations	61	43	2.6
How well ED compares with ideal products and services	58	43	2.7
ED Staff/Coordination	**76**	**44**	**2.0**
Knowledge of relevant legislation, regulations, policies, and procedures	82	44	1.7
Responsiveness to your questions	75	44	2.9
Accuracy of responses	81	44	2.3
Sufficiency of legal guidance in responses	76	38	3.2
Consistency of responses with ED staff	69	33	5.1
Collaboration with other ED offices in providing relevant services	65	33	5.1
ED-funded Technical Assistance	**82**	**34**	**2.5**
Knowledge of relevant legislation, regulations, policies, and procedures	85	34	2.9
Responsiveness to your questions	84	34	2.5
Accuracy of responses	84	34	2.6
Sufficiency of legal guidance in responses	83	22	4.6
Consistency of responses with ED staff	79	34	3.1
Collaboration with ED staff in providing relevant services	83	34	2.7
Collaboration with other ED-funded providers of technical assistance	78	25	5.1
Online Resources	**65**	**43**	**2.8**
Ease of finding materials online	63	43	3.1
Ease of submitting information to ED via the web	69	42	3.7
Technology	**67**	**44**	**2.6**
ED's effectiveness in using technology to deliver its services	72	44	2.5
ED's automated process to share accountability information	70	43	3.2
Effectiveness of automated process in improving state's reporting	63	43	3.4
Expected reduction in federal paperwork	62	43	3.8
Documents	**74**	**44**	**2.0**
Clarity	73	44	2.3
Organization of information	75	44	2.0
Sufficiency of detail to meet your program needs	70	44	2.5
Relevance to your areas of need	78	44	2.1
Comprehensiveness in addressing the scope of issues that you face	71	43	2.7

CFI Group
Claes Fornell International

Directors of Adult Education and Literacy continued

Directors of Adult Education and Literacy compared to all groups

	Score	N	ALL
ACSI	**63**	*43*	**63**
How satisfied are you with ED's products and services	69	*43*	69
How well ED's products and services meet expectations	61	*43*	61
How well ED compares with ideal products and services	58	*43*	57
ED Staff/Coordination	**76**	*44*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	82	*44*	83
Responsiveness to your questions	75	*44*	76
Accuracy of responses	81	*44*	81
Sufficiency of legal guidance in responses	76	*38*	75
Consistency of responses with ED staff	69	*33*	70
Collaboration with other ED offices in providing relevant services	65	*33*	63
ED-funded Technical Assistance	**82**	*34*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	85	*34*	79
Responsiveness to your questions	84	*34*	82
Accuracy of responses	84	*34*	80
Sufficiency of legal guidance in responses	83	*22*	73
Consistency of responses with ED staff	79	*34*	78
Collaboration with ED staff in providing relevant services	83	*34*	80
Collaboration with other ED-funded providers of technical assistance	78	*25*	78
Online Resources	**65**	*43*	**68**
Ease of finding materials online	63	*43*	64
Ease of submitting information to ED via the web	69	*42*	72
Technology	**67**	*44*	**65**
ED's effectiveness in using technology to deliver its services	72	*44*	69
ED's automated process to share accountability information	70	*43*	67
Effectiveness of automated process in improving state's reporting	63	*43*	61
Expected reduction in federal paperwork	62	*43*	58
Documents	**74**	*44*	**71**
Clarity	73	*44*	71
Organization of information	75	*44*	73
Sufficiency of detail to meet your program needs	70	*44*	69
Relevance to your areas of need	78	*44*	75
Comprehensiveness in addressing the scope of issues that you face	71	*43*	67
Complaint	**0%**	*44*	**3%**
Issued a formal complaint about assistance received from ED staff member	0%	*44*	3%

Career and Technical Education State Directors

Career and Technical Education State Directors

	Score	N	90% Conf. Interval +/-
ACSI	**62**	**36**	**3.1**
How satisfied are you with ED's products and services	66	36	3.3
How well ED's products and services meet expectations	60	35	3.3
How well ED compares with ideal products and services	57	36	3.5
ED Staff/Coordination	**80**	**38**	**2.8**
Knowledge of relevant legislation, regulations, policies, and procedures	86	38	2.3
Responsiveness to your questions	80	38	3.3
Accuracy of responses	82	38	3.0
Sufficiency of legal guidance in responses	75	34	4.6
Consistency of responses with ED staff	80	31	4.3
Collaboration with other ED offices in providing relevant services	62	22	7.9
ED-funded Technical Assistance	**90**	**20**	**2.5**
Knowledge of relevant legislation, regulations, policies, and procedures	91	20	3.0
Responsiveness to your questions	91	20	2.8
Accuracy of responses	91	20	2.8
Sufficiency of legal guidance in responses	90	18	3.5
Consistency of responses with ED staff	91	20	2.7
Collaboration with ED staff in providing relevant services	90	18	4.1
Collaboration with other ED-funded providers of technical assistance	90	14	4.3
Online Resources	**69**	**36**	**3.3**
Ease of finding materials online	61	34	4.5
Ease of submitting information to ED via the web	77	36	3.4
Technology	**70**	**38**	**2.8**
ED's effectiveness in using technology to deliver its services	74	38	3.1
ED's automated process to share accountability information	71	34	3.8
Effectiveness of automated process in improving state's reporting	72	34	4.3
Expected reduction in federal paperwork	63	36	4.4
Documents	**73**	**38**	**2.8**
Clarity	72	38	3.0
Organization of information	76	38	2.8
Sufficiency of detail to meet your program needs	75	38	2.8
Relevance to your areas of need	75	38	2.9
Comprehensiveness in addressing the scope of issues that you face	66	38	3.5

CFI Group
Claes Fornell International

Career and Technical Education State Directors continued

Career and Technical Education State Directors compared to all groups

	Score	N	ALL
ACSI	**62**	*36*	**63**
How satisfied are you with ED's products and services	66	*36*	69
How well ED's products and services meet expectations	60	*35*	61
How well ED compares with ideal products and services	57	*36*	57
ED Staff/Coordination	**80**	*38*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	86	*38*	83
Responsiveness to your questions	80	*38*	76
Accuracy of responses	82	*38*	81
Sufficiency of legal guidance in responses	75	*34*	75
Consistency of responses with ED staff	80	*31*	70
Collaboration with other ED offices in providing relevant services	62	*22*	63
ED-funded Technical Assistance	**90**	*20*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	91	*20*	79
Responsiveness to your questions	91	*20*	82
Accuracy of responses	91	*20*	80
Sufficiency of legal guidance in responses	90	*18*	73
Consistency of responses with ED staff	91	*20*	78
Collaboration with ED staff in providing relevant services	90	*18*	80
Collaboration with other ED-funded providers of technical assistance	90	*14*	78
Online Resources	**69**	*36*	**68**
Ease of finding materials online	61	*34*	64
Ease of submitting information to ED via the web	77	*36*	72
Technology	**70**	*38*	**65**
ED's effectiveness in using technology to deliver its services	74	*38*	69
ED's automated process to share accountability information	71	*34*	67
Effectiveness of automated process in improving state's reporting	72	*34*	61
Expected reduction in federal paperwork	63	*36*	58
Documents	**73**	*38*	**71**
Clarity	72	*38*	71
Organization of information	76	*38*	73
Sufficiency of detail to meet your program needs	75	*38*	69
Relevance to your areas of need	75	*38*	75
Comprehensiveness in addressing the scope of issues that you face	66	*38*	67
Complaint	**0%**	*38*	**3%**
Issued a formal complaint about assistance received from ED staff member	0%	*38*	3%

State Directors of Special Education

State Directors of Special Education

	Score	N	90% Conf. Interval +/-
ACSI	**62**	**42**	**2.3**
How satisfied are you with ED's products and services	68	42	2.3
How well ED's products and services meet expectations	61	42	2.6
How well ED compares with ideal products and services	55	42	2.6
ED Staff/Coordination	**72**	**44**	**1.7**
Knowledge of relevant legislation, regulations, policies, and procedures	80	43	1.8
Responsiveness to your questions	75	44	2.3
Accuracy of responses	80	44	2.2
Sufficiency of legal guidance in responses	70	38	3.4
Consistency of responses with ED staff	66	42	2.8
Collaboration with other ED offices in providing relevant services	54	41	3.1
ED-funded Technical Assistance	**77**	**43**	**2.1**
Knowledge of relevant legislation, regulations, policies, and procedures	80	43	2.1
Responsiveness to your questions	83	43	2.4
Accuracy of responses	79	43	2.2
Sufficiency of legal guidance in responses	69	33	4.8
Consistency of responses with ED staff	75	40	2.8
Collaboration with ED staff in providing relevant services	78	40	2.8
Collaboration with other ED-funded providers of technical assistance	76	42	2.6
Online Resources	**58**	**44**	**2.8**
Ease of finding materials online	56	41	3.5
Ease of submitting information to ED via the web	62	40	3.9
Technology	**61**	**44**	**2.1**
ED's effectiveness in using technology to deliver its services	69	43	2.3
ED's automated process to share accountability information	64	40	2.9
Effectiveness of automated process in improving state's reporting	57	37	3.6
Expected reduction in federal paperwork	47	42	4.3
Documents	**69**	**44**	**2.0**
Clarity	68	44	2.2
Organization of information	71	44	2.3
Sufficiency of detail to meet your program needs	68	44	2.6
Relevance to your areas of need	74	43	2.4
Comprehensiveness in addressing the scope of issues that you face	62	44	2.4

CFI Group
Claes Fornell International

State Directors of Special Education continued

State Directors of Special Education compared to all groups

	Score	N	ALL
ACSI	**62**	*42*	**63**
How satisfied are you with ED's products and services	68	*42*	69
How well ED's products and services meet expectations	61	*42*	61
How well ED compares with ideal products and services	55	*42*	57
ED Staff/Coordination	**72**	*44*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	80	*43*	83
Responsiveness to your questions	75	*44*	76
Accuracy of responses	80	*44*	81
Sufficiency of legal guidance in responses	70	*38*	75
Consistency of responses with ED staff	66	*42*	70
Collaboration with other ED offices in providing relevant services	54	*41*	63
ED-funded Technical Assistance	**77**	*43*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	80	*43*	79
Responsiveness to your questions	83	*43*	82
Accuracy of responses	79	*43*	80
Sufficiency of legal guidance in responses	69	*33*	73
Consistency of responses with ED staff	75	*40*	78
Collaboration with ED staff in providing relevant services	78	*40*	80
Collaboration with other ED-funded providers of technical assistance	76	*42*	78
Online Resources	**58**	*44*	**68**
Ease of finding materials online	56	*41*	64
Ease of submitting information to ED via the web	62	*40*	72
Technology	**61**	*44*	**65**
ED's effectiveness in using technology to deliver its services	69	*43*	69
ED's automated process to share accountability information	64	*40*	67
Effectiveness of automated process in improving state's reporting	57	*37*	61
Expected reduction in federal paperwork	47	*42*	58
Documents	**69**	*44*	**71**
Clarity	68	*44*	71
Organization of information	71	*44*	73
Sufficiency of detail to meet your program needs	68	*44*	69
Relevance to your areas of need	74	*43*	75
Comprehensiveness in addressing the scope of issues that you face	62	*44*	67
Complaint	**2%**	*44*	**3%**
Issued a formal complaint about assistance received from ED staff member	2%	*44*	3%

Lead Agency Early Intervention Directors

Lead Agency Early Intervention Directors

	Score	N	90% Conf. Interval +/-
ACSI	**68**	**26**	**4.6**
How satisfied are you with ED's products and services	74	26	4.7
How well ED's products and services meet expectations	67	26	4.6
How well ED compares with ideal products and services	62	26	5.3
ED Staff/Coordination	**80**	**26**	**4.0**
Knowledge of relevant legislation, regulations, policies, and procedures	85	26	3.7
Responsiveness to your questions	78	26	5.0
Accuracy of responses	82	26	4.0
Sufficiency of legal guidance in responses	74	23	5.8
Consistency of responses with ED staff	79	20	6.1
Collaboration with other ED offices in providing relevant services	78	10	13.5
ED-funded Technical Assistance	**79**	**26**	**6.1**
Knowledge of relevant legislation, regulations, policies, and procedures	79	26	6.7
Responsiveness to your questions	84	26	5.7
Accuracy of responses	80	26	6.3
Sufficiency of legal guidance in responses	65	19	10.8
Consistency of responses with ED staff	76	26	6.5
Collaboration with ED staff in providing relevant services	83	25	5.9
Collaboration with other ED-funded providers of technical assistance	81	25	6.7
Online Resources	**71**	**25**	**5.2**
Ease of finding materials online	72	25	5.1
Ease of submitting information to ED via the web	70	20	8.3
Technology	**64**	**26**	**5.4**
ED's effectiveness in using technology to deliver its services	74	26	5.3
ED's automated process to share accountability information	67	22	5.9
Effectiveness of automated process in improving state's reporting	57	23	7.6
Expected reduction in federal paperwork	38	23	6.7
Documents	**74**	**26**	**4.5**
Clarity	75	26	4.4
Organization of information	75	26	4.9
Sufficiency of detail to meet your program needs	75	26	4.9
Relevance to your areas of need	75	26	4.6
Comprehensiveness in addressing the scope of issues that you face	69	26	5.3

CFI Group
Claes Fornell International

Lead Agency Early Intervention Directors continued

Lead Agency Early Intervention Directors compared to all groups

	Score	N	ALL
ACSI	**68**	*26*	**63**
How satisfied are you with ED's products and services	74	*26*	69
How well ED's products and services meet expectations	67	*26*	61
How well ED compares with ideal products and services	62	*26*	57
ED Staff/Coordination	**80**	*26*	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	85	*26*	83
Responsiveness to your questions	78	*26*	76
Accuracy of responses	82	*26*	81
Sufficiency of legal guidance in responses	74	*23*	75
Consistency of responses with ED staff	79	*20*	70
Collaboration with other ED offices in providing relevant services	78	*10*	63
ED-funded Technical Assistance	**79**	*26*	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	79	*26*	79
Responsiveness to your questions	84	*26*	82
Accuracy of responses	80	*26*	80
Sufficiency of legal guidance in responses	65	*19*	73
Consistency of responses with ED staff	76	*26*	78
Collaboration with ED staff in providing relevant services	83	*25*	80
Collaboration with other ED-funded providers of technical assistance	81	*25*	78
Online Resources	**71**	*25*	**68**
Ease of finding materials online	72	*25*	64
Ease of submitting information to ED via the web	70	*20*	72
Technology	**64**	*26*	**65**
ED's effectiveness in using technology to deliver its services	74	*26*	69
ED's automated process to share accountability information	67	*22*	67
Effectiveness of automated process in improving state's reporting	57	*23*	61
Expected reduction in federal paperwork	38	*23*	58
Documents	**74**	*26*	**71**
Clarity	75	*26*	71
Organization of information	75	*26*	73
Sufficiency of detail to meet your program needs	75	*26*	69
Relevance to your areas of need	75	*26*	75
Comprehensiveness in addressing the scope of issues that you face	69	*26*	67
Complaint	**0%**	*26*	**3%**
Issued a formal complaint about assistance received from ED staff member	0%	*26*	3%

CFI Group
Claes Fornell International

EDEN/PBDMI Coordinators

EDEN/PBDMI Coordinators

	Score	N	90% Conf. Interval +/-
ACSI	**60**	**30**	**2.8**
How satisfied are you with ED's products and services	67	30	3.0
How well ED's products and services meet expectations	56	29	3.6
How well ED compares with ideal products and services	53	29	3.5
ED Staff/Coordination	**73**	**30**	**3.1**
Knowledge of relevant legislation, regulations, policies, and procedures	85	26	2.7
Responsiveness to your questions	80	29	3.0
Accuracy of responses	76	28	4.2
Sufficiency of legal guidance in responses	81	16	5.0
Consistency of responses with ED staff	59	21	8.5
Collaboration with other ED offices in providing relevant services	59	24	8.0
ED-funded Technical Assistance	**74**	**25**	**4.3**
Knowledge of relevant legislation, regulations, policies, and procedures	71	20	5.5
Responsiveness to your questions	76	25	6.2
Accuracy of responses	72	24	5.8
Sufficiency of legal guidance in responses	69	12	7.1
Consistency of responses with ED staff	76	17	7.4
Collaboration with ED staff in providing relevant services	82	18	4.9
Collaboration with other ED-funded providers of technical assistance	78	13	9.8
Online Resources	**65**	**30**	**4.5**
Ease of finding materials online	66	30	4.5
Ease of submitting information to ED via the web	62	29	5.7
Technology	**63**	**30**	**3.4**
ED's effectiveness in using technology to deliver its services	65	30	3.8
ED's automated process to share accountability information	69	28	4.1
Effectiveness of automated process in improving state's reporting	50	26	6.0
Expected reduction in federal paperwork	66	29	6.3
Documents	**65**	**30**	**4.4**
Clarity	64	30	4.8
Organization of information	67	30	4.3
Sufficiency of detail to meet your program needs	64	30	4.9
Relevance to your areas of need	70	29	4.7
Comprehensiveness in addressing the scope of issues that you face	61	29	5.4

EDEN/PBDMI Coordinators continued

EDEN/PBDMI Coordinators compared to all groups

	Score	N	ALL
ACSI	**60**	**30**	**63**
How satisfied are you with ED's products and services	67	30	69
How well ED's products and services meet expectations	56	29	61
How well ED compares with ideal products and services	53	29	57
ED Staff/Coordination	**73**	**30**	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	85	26	83
Responsiveness to your questions	80	29	76
Accuracy of responses	76	28	81
Sufficiency of legal guidance in responses	81	16	75
Consistency of responses with ED staff	59	21	70
Collaboration with other ED offices in providing relevant services	59	24	63
ED-funded Technical Assistance	**74**	**25**	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	71	20	79
Responsiveness to your questions	76	25	82
Accuracy of responses	72	24	80
Sufficiency of legal guidance in responses	69	12	73
Consistency of responses with ED staff	76	17	78
Collaboration with ED staff in providing relevant services	82	18	80
Collaboration with other ED-funded providers of technical assistance	78	13	78
Online Resources	**65**	**30**	**68**
Ease of finding materials online	66	30	64
Ease of submitting information to ED via the web	62	29	72
Technology	**63**	**30**	**65**
ED's effectiveness in using technology to deliver its services	65	30	69
ED's automated process to share accountability information	69	28	67
Effectiveness of automated process in improving state's reporting	50	26	61
Expected reduction in federal paperwork	66	29	58
Documents	**65**	**30**	**71**
Clarity	64	30	71
Organization of information	67	30	73
Sufficiency of detail to meet your program needs	64	30	69
Relevance to your areas of need	70	29	75
Comprehensiveness in addressing the scope of issues that you face	61	29	67
Complaint	**3%**	**30**	**3%**
Issued a formal complaint about assistance received from ED staff member	3%	30	3%

State Educational Technology Directors

State Educational Technology Directors

	Score	N	90% Conf. Interval +/-
ACSI	**62**	**47**	**1.5**
How satisfied are you with ED's products and services	68	47	1.5
How well ED's products and services meet expectations	60	46	1.9
How well ED compares with ideal products and services	57	47	1.7
ED Staff/Coordination	**75**	**47**	**1.5**
Knowledge of relevant legislation, regulations, policies, and procedures	79	47	1.5
Responsiveness to your questions	72	47	2.0
Accuracy of responses	80	45	1.9
Sufficiency of legal guidance in responses	78	37	3.1
Consistency of responses with ED staff	70	38	3.4
Collaboration with other ED offices in providing relevant services	67	31	5.0
ED-funded Technical Assistance	**86**	**45**	**1.2**
Knowledge of relevant legislation, regulations, policies, and procedures	85	44	1.5
Responsiveness to your questions	89	45	1.3
Accuracy of responses	87	44	1.4
Sufficiency of legal guidance in responses	83	32	2.7
Consistency of responses with ED staff	86	43	1.5
Collaboration with ED staff in providing relevant services	86	43	1.5
Collaboration with other ED-funded providers of technical assistance	86	40	1.9
Online Resources	**68**	**47**	**1.7**
Ease of finding materials online	65	46	2.1
Ease of submitting information to ED via the web	71	42	2.6
Technology	**66**	**46**	**1.7**
ED's effectiveness in using technology to deliver its services	68	46	2.0
ED's automated process to share accountability information	67	28	4.3
Effectiveness of automated process in improving state's reporting	65	26	4.3
Expected reduction in federal paperwork	68	36	3.8
Documents	**73**	**47**	**1.2**
Clarity	74	47	1.3
Organization of information	74	47	1.3
Sufficiency of detail to meet your program needs	70	47	1.4
Relevance to your areas of need	77	47	1.2
Comprehensiveness in addressing the scope of issues that you face	72	47	1.5

CFI Group
Claes Fornell International

State Educational Technology Directors continued

State Educational Technology Directors compared to all groups

	Score	N	ALL
ACSI	**62**	**47**	**63**
How satisfied are you with ED's products and services	68	47	69
How well ED's products and services meet expectations	60	46	61
How well ED compares with ideal products and services	57	47	57
ED Staff/Coordination	**75**	**47**	**76**
Knowledge of relevant legislation, regulations, policies, and procedures	79	47	83
Responsiveness to your questions	72	47	76
Accuracy of responses	80	45	81
Sufficiency of legal guidance in responses	78	37	75
Consistency of responses with ED staff	70	38	70
Collaboration with other ED offices in providing relevant services	67	31	63
ED-funded Technical Assistance	**86**	**45**	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	85	44	79
Responsiveness to your questions	89	45	82
Accuracy of responses	87	44	80
Sufficiency of legal guidance in responses	83	32	73
Consistency of responses with ED staff	86	43	78
Collaboration with ED staff in providing relevant services	86	43	80
Collaboration with other ED-funded providers of technical assistance	86	40	78
Online Resources	**68**	**47**	**68**
Ease of finding materials online	65	46	64
Ease of submitting information to ED via the web	71	42	72
Technology	**66**	**46**	**65**
ED's effectiveness in using technology to deliver its services	68	46	69
ED's automated process to share accountability information	67	28	67
Effectiveness of automated process in improving state's reporting	65	26	61
Expected reduction in federal paperwork	68	36	58
Documents	**73**	**47**	**71**
Clarity	74	47	71
Organization of information	74	47	73
Sufficiency of detail to meet your program needs	70	47	69
Relevance to your areas of need	77	47	75
Comprehensiveness in addressing the scope of issues that you face	72	47	67
Complaint	**2%**	**47**	**3%**
Issued a formal complaint about assistance received from ED staff member	2%	47	3%

CFI Group
Claes Fornell International

Detailed Tables

- Responses to Program Custom Questions

Chief State School Officers

Chief State School Officers
Scores

Custom Questions		Percent	Valid N
Have regular contact with a senior ED officer who can respond to your questions			
	Yes	86%	19
	No	14%	3

Questions

ED Staff/Coordination

CSSO1.   Do you have regular contact with a senior ED officer who can respond to your policy and programmatic questions?

1   Yes

2   No

CFI Group
Claes Fornell International

State Title I Directors

Scores

State Title I Directors

Custom Questions	Score	N	90% Conf. Interval +/-
Usefulness of technical assistance on NCLB	83	42	2.1
Usefulness of technical assistance on Even Start	75	21	6.3
Usefulness of technical assistance on Homeless Education	77	32	4.1
Availability of information on monitoring for Title I	78	42	2.3
Usefulness of information on monitoring for Title I	78	41	2.5
SASA's effectiveness in using technology to provide information	69	39	3.1
SASA's effectiveness in using technology to enhance communication between ED and State	69	39	2.8

Questions

Custom Questions – OESE – State Title I Directors

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

TitleI1.   Usefulness of technical assistance on NCLB
TitleI2.   Usefulness of technical assistance on Even Start
TitleI3.   Usefulness of technical assistance on Homeless Education

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

TitleI4.   Availability of information on monitoring for Title I
TitleI5.   Usefulness of information on monitoring for Title I

TitleI6.   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 TitleI6.1 only if TitleI6<6)
Title6.1   Please describe how SASA could better use technology to provide information.

TitleI7.   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.

TitleI8.   What can SASA do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

Title III State Directors

Scores

Title III State Directors

	Score	N	90% Conf. Interval +/-
Custom Questions			
Helping you understand data collection	71	36	3.6
Helping you understand reporting requirements	72	37	3.4
Usefulness of information provided at Title III State Director meetings	81	39	3.5
Providing you an interpretation of Title III (Program Officers)	79	40	3.5
Helping you with your implementation of Title III in your state (Program Officers)	75	39	3.9
Providing you with the information you needed (Web site)	84	38	2.8
Helping you with your implementation of Title III in your state (Web site)	76	37	3.2
Effectiveness of relationship between Title III and Title I offices at the state	69	40	4.2

Questions

Custom Questions – OELA – Title III State Directors

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

First, think about the Technical Assistance Video Teleconferences. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the teleconferences:

OELA1.   Helping you understand data collection
OELA2.   Helping you understand reporting requirements

OELA3.   Now, think about the Title III State Director meetings. On a 10-point scale where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of information provided at the meetings.

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:

OELA4.   Providing you an interpretation of Title III
OELA5.   Helping you with your implementation of Title III in your state

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

OELA6.   Providing you with the information you needed
OELA7.   Helping you with your implementation of Title III in your state

OELA8.   Think about the working relationship between Title III and Title I offices at the state level. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of this relationship.

(Ask OELA8.1 only if OELA8<6)
OELA8.1   Please describe how the working relationship between Title III and Title I could be improved.

OELA9.   What can OELA do over the next year to meet your state's technical assistance and program improvement needs?

Directors of Adult Education and Literacy

Scores
Directors of Adult Education and Literacy

Custom Questions	Score	N	90% Conf. Interval +/-
Usefulness of the training offered through the Enhancing Program Performance Contract	78	36	2.7
User-friendliness	71	43	2.8
Compatibility with state reporting systems	69	43	3.5
Helping you with your compliance efforts	76	33	4.0
Helping you to improve performance results	69	33	4.7
Being up to date	84	44	1.9
Usefulness to your program	80	44	2.5
Audit resolution process contribution to program improvement	79	25	4.5

Questions

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

DAEL1.　　Think about the training offered by the Office of Vocational and Adult Education (OVAE) through the Enhancing Program Performance Contract. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

Think about the National Reporting Systems (NRS) offered by OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate NRS's:

DAEL2.　　User-friendliness
DAEL3.　　Compatibility with state reporting systems

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

DAEL4.　　Helping you with your compliance efforts
DAEL5.　　Helping you to improve performance results

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:

DAEL6.　　Being up to date
DAEL7.　　Usefulness to your program

DAEL8.　　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.

DAEL9.　　What can OVAE do over the next year to meet your state's technical assistance/program improvement needs?

CFI Group
Claes Fornell International

Career and Technical Education State Directors

Scores
Career and Technical Education State Directors

Custom Questions	Score	N	90% Conf. Interval +/-
User-friendliness	81	38	2.5
Compatibility with state reporting systems	74	37	3.6
Helping you with your compliance efforts	78	33	3.4
Helping you to improve performance results	75	32	3.8
Being up to date	76	37	3.1
Usefulness to your program	71	37	3.8

Questions

Custom Questions – OVAE – Career and Technical State Directors

Think about the Consolidated Annual Report (CAR) as it relates to the Office of Vocational and Adult Education (OVAE). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the CAR's:

CTSD1.   User-friendliness
CTSD2.   Compatibility with state reporting systems

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

CTSD3.   Helping you with your compliance efforts
CTSD4.   Helping you to improve performance results

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:

CTSD5.   Being up to date
CTSD6.   Usefulness to your program

CTSD7.   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.

CTSD8.   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.

CTSD9.   What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?

State Directors of Special Education

Scores
State Directors of Special Education

Custom Questions	Score	N	90% Conf. Interval +/-
Staff responsiveness to answering questions	81	44	2.3
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	76	43	3.0
Centers' responsiveness to answering questions	73	40	3.6
Centers' responsiveness to information requests	74	40	3.5
Effectiveness in addressing systems improvement issues of the state	49	41	4.3

Questions

Custom Questions – OSERS/OSEP

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:

OSERS1. Responsiveness to answering questions
OSERS2. Supportiveness in helping you complete your state's federally required performance plans/reports/applications.

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':

OSERS3. Responsiveness to answering questions
OSERS4. Responsiveness to information requests

OSERS5. 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.

OSERS6. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

Lead Agency Early Intervention Directors

Scores

Lead Agency Early Intervention Directors

	Score	N	90% Conf. Interval +/-
Custom Questions			
Staff responsiveness to answering questions	78	26	5.5
Supportiveness in helping you complete your state's federally required performance plans/reports/applications	77	26	5.5
Centers' responsiveness to answering questions	83	25	4.7
Centers' responsiveness to information requests	83	25	4.4
Effectiveness in addressing systems improvement issues of the state	54	23	6.9

Questions

Custom Questions – OSERS/OSEP

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:

OSERS1.　Responsiveness to answering questions
OSERS2.　Supportiveness in helping you complete your state's federally required performance plans/reports/applications.

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':

OSERS3.　Responsiveness to answering questions
OSERS4.　Responsiveness to information requests

OSERS5.　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.

OSERS6.　What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

EDEN/PBDMI Coordinators

Scores

EDEN/PBDMI Coordinators

Custom Questions	Score	N	90% Conf. Interval +/-
Timeliness of the support	74	30	4.2
Accuracy of information	70	30	4.2
Helping you with your compliance efforts	66	29	5.7
Helping you to improve performance results	62	29	5.8
Expected reduction in federal paperwork because of the EDEN data submission process	69	29	5.6
Expected improvement in education performance measurement	60	30	5.4
Training provided by the EDEN/PBDMI team	74	29	3.6

Questions

Custom Questions – OUS - EDEN/PBDMI Coordinators

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:

EDEN1.   Timeliness of the support
EDEN2.   Accuracy of information

Think about the EDEN/PBDMI 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:

EDEN3.   Helping you with your compliance efforts
EDEN4.   Helping you to improve performance results

EDEN5.   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."

EDEN6.   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."

EDEN7.   Think about the training provided by the EDEN/PBDMI team on data submission. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the training's usefulness.

EDEN8.   What can ED do over the next year to meet your state's technical assistance and program improvement needs?

State Educational Technology Directors

Scores

State Educational Technology Directors

	Score	N	90% Conf. Interval +/-
Custom Questions			
Providing you an interpretation of Title II, Part D	76	*44*	*2.2*
Helping you with your implementation of Title II, Part D	67	*44*	*2.7*
Usefulness of guidance document provided by the EETT program office	78	*45*	*1.4*
Usefulness of the information presented at SETDA meetings	75	*45*	*2.2*
Helping you with your compliance efforts	64	*40*	*3.3*
Helping you to improve performance results	61	*40*	*3.4*
Effectiveness of relationship with EETT program office	75	*45*	*2.3*

Questions

Custom Questions – OESE – State Educational Technology Directors

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

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

EETT1.   Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)
EETT2.   Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

EETT3.   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.

EETT4.   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:

EETT5.   Helping you with your compliance efforts
EETT6.   Helping you to improve performance results

EETT7.   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 EETT7.1 only if EETT7 <6)
EETT7.1   Please describe how your working relationship with EETT could be improved.

EETT8.   What can EETT do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

Questionnaire

U.S. Department of Education: Grantee Satisfaction Survey 2004

Introduction

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

The CFI Group 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 Dr. Hugh Walkup, Director, Strategic Accountability Service, Office of the Under Secretary, 202-401-0273. Hugh.Walkup@ed.gov.

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

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

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

Program Office

PROG1.   Please indicate your current program office.

Chief State School Officers (ASK CSSO1.)

OESE – State Title I Directors (SKIP TO STAFF1)

OELA – Title III State Directors (SKIP TO STAFF1)

OVAE – Directors of Adult Education and Literacy (SKIP TO STAFF1)

OVAE – Career and Technical Education State Directors (SKIP TO STAFF1)

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

OSERS/OSEP – Lead Agency Early Intervention Directors (SKIP TO STAFF1)

OUS – EDEN/PBDMI Coordinators (SKIP TO STAFF1)

OESE – State Educational Technology Directors (SKIP TO STAFF1)

None of the above currently apply (SKIP TO END)

ED Staff/Coordination

(ASK CSSO1. Only if PROG = Chief State School Officers)

CSSO1.   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.

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:

STAFF1.   Knowledge of relevant legislation, regulations, policies, and procedures

STAFF2.   Responsiveness to your questions

STAFF3.   Accuracy of responses

STAFF4.   Sufficiency of legal guidance in responses

STAFF5.   Consistency of responses with ED staff from different program offices

STAFF6.   Collaboration with other ED offices in providing relevant services (e.g., collaboration among Title 1, Student Achievement and School Accountability Office; Office of Special Education; Office of English Language Acquisition; etc.)

(Ask STAFF6.1 only if STAFF6<6)

STAFF6.1   Please identify your state's best example of collaboration across offices that you would offer as a model for ED.

ED-funded Technical Assistance

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:

TA1.   Knowledge of relevant legislation, regulations, policies, and procedures

TA2.   Responsiveness to your questions

TA3.   Accuracy of responses

TA4.   Sufficiency of legal guidance in responses

TA5.   Consistency of responses with ED staff

TA6.   Collaboration with ED staff in providing relevant services

TA7.   Collaboration with other ED-funded providers of technical assistance in providing relevant services.

CFI Group
Claes Fornell International

Online Resources

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

WEB1.   Ease of finding materials online

WEB2.   Ease of submitting information to ED via the web (e.g., grant applications, annual reports, accountability data)

Technology

TECH1.   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 TECH1.1 only if TECH1<6)

TECH1.1   Please describe how ED could better use technology to deliver its services.

TECH2.   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."

TECH3.   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."

TECH4.   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."

Documents

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

DOC1.   Clarity

DOC2.   Organization of information

DOC3.   Sufficiency of detail to meet your program needs

DOC4.   Relevance to your areas of need

DOC5.   Comprehensiveness in addressing the scope of issues that you face

Custom Questions – OESE – State Title I Directors

<u>(ONLY IF PROG1= OESE – State Title I Directors)</u>

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

TitleI1.	Usefulness of technical assistance on NCLB
TitleI2.	Usefulness of technical assistance on Even Start
TitleI3.	Usefulness of technical assistance on Homeless Education

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

TitleI4.	Availability of information on monitoring for Title I
TitleI5.	Usefulness of information on monitoring for Title I

TitleI6.   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 TitleI6.1 only if TitleI6<6)
Title6.1   Please describe how SASA could better use technology to provide information.

TitleI7.   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.

TitleI8.   What can SASA do over the next year to meet your state's technical assistance and program improvement needs?

Custom Questions – OELA – Title III State Directors

(ONLY IF PROG1= OELA – Title III State Directors)

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

First, think about the <u>Technical Assistance Video Teleconferences</u>. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the teleconferences:

OELA1.   Helping you understand data collection
OELA2.   Helping you understand reporting requirements

OELA3.   Now, think about the <u>Title III State Director meetings</u>. On a 10-point scale where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of information provided at the meetings**.**

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

OELA4.   Providing you an interpretation of Title III
OELA5.   Helping you with your implementation of Title III in your state

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

OELA6.   Providing you with the information you needed
OELA7.   Helping you with your implementation of Title III in your state

OELA8.   Think about the <u>working relationship between Title III and Title I</u> offices at the state level.
    On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of this relationship.

(Ask OELA8.1 only if OELA8<6)
OELA8.1   Please describe how the working relationship between Title III and Title I could be improved.

OELA9.   What can OELA do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

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

(ONLY IF PROG1= OVAE – Directors of Adult Education and Literacy (DAEL))

DAEL1.   Think about the training offered by the Office of Vocational and Adult Education (OVAE) through the Enhancing Program Performance Contract. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

Think about the National Reporting Systems (NRS) offered by OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate NRS's:

DAEL2.   User-friendliness
DAEL3.   Compatibility with state reporting systems

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

DAEL4.   Helping you with your compliance efforts
DAEL5.   Helping you to improve performance results

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:

DAEL6.   Being up to date
DAEL7.   Usefulness to your program

DAEL8.   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.

DAEL9.   What can OVAE do over the next year to meet your state's technical assistance/program improvement needs?

CFI Group
Claes Fornell International

Custom Questions – OVAE – Career and Technical State Directors

(ONLY IF PROG1= OVAE – Career and Technical State Directors)

Think about the Consolidated Annual Report (CAR) as it relates to the Office of Vocational and Adult Education (OVAE). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the CAR's:

CTSD1.   User-friendliness
CTSD2.   Compatibility with state reporting systems

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

CTSD3.   Helping you with your compliance efforts
CTSD4.   Helping you to improve performance results

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:

CTSD5.   Being up to date
CTSD6.   Usefulness to your program

CTSD7.   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.

CTSD8.   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.

CTSD9.   What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?

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

(ONLY IF PROG1= OSERS/OSEP – State Directors of Special Education)

Think about the technical support provided by the Office of Special Education Programs and the Monitoring and State Improvement Planning Staff from the Office of Special Education and Rehabilitative Services (OSERS). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's:

OSERS1. Responsiveness to answering questions
OSERS2. Supportiveness in helping you complete your state's federally required performance plans/reports/applications.

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':

OSERS3. Responsiveness to answering questions
OSERS4. Responsiveness to information requests

OSERS5. 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.

OSERS6. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

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

(ONLY IF PROG1= OSERS/OSEP – Lead Agency Early Intervention Directors)

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:

OSERS1. Responsiveness to answering questions
OSERS2. Supportiveness in helping you complete your state's federally required performance plans/reports/applications.

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':

OSERS3. Responsiveness to answering questions
OSERS4. Responsiveness to information requests

OSERS5. 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.

OSERS6. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

Custom Questions – OUS - EDEN/PBDMI Coordinators

(ONLY IF PROG1= OUS - EDEN/PBDMI Coordinators)

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:

EDEN1.   Timeliness of the support
EDEN2.   Accuracy of information

Think about the EDEN/PBDMI 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:

EDEN3.   Helping you with your compliance efforts
EDEN4.   Helping you to improve performance results

EDEN5.   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."

EDEN6.   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."

EDEN7.   Think about the training provided by the EDEN/PBDMI team on data submission. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the training's usefulness.

EDEN8.   What can ED do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

Custom Questions – OESE – State Educational Technology Directors

(ONLY IF PROG1= OESE – State Educational Technology Directors)

Think about the particular ways in which you have received technical assistance from the Enhancing Education Through Technology Program (EETT). First, consider the <u>one-on-one consultations</u> 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:

EETT1.	Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)

EETT2.	Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

EETT3.	Think about the <u>guidance document</u> provided by the EETT program office. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate its usefulness.

EETT4.	Think about the Educational Technology State Directors' <u>national meetings</u> (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 <u>federal monitoring process</u> 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:

EETT5.	Helping you with your compliance efforts

EETT6.	Helping you to improve performance results

EETT7.	Think about your <u>working relationship</u> 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 EETT7.1 only if EETT7 <6)
EETT7.1	Please describe how your working relationship with EETT could be improved.

EETT8.	What can EETT do over the next year to meet your state's technical assistance and program improvement needs?

CFI Group
Claes Fornell International

ACSI Benchmark Questions

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

ACSI1.   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?

ACSI2.   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."

ACSI3.   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.

BENCH1.   Overall, when I think of all of ED's products and services, I am satisfied with their quality.

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

Closing

CLOSE1.   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

CLOSE2.   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!

CFI Group
Claes Fornell International