

APPENDIX B

(Examples of OMB Approved Customer Surveys)

EXAMPLE 1:

The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention Client Survey

Please answer the following questions about your experiences with the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (*hereafter referred to as the Center*).

I. Institution and Respondent Description

1. How many undergraduates are enrolled at your institution?
 Fewer than 1,000
 1,000 to 4,999
 5,000 to 9,999
 10,000 to 19,999
 20,000 or more
2. Which of the following best describes your institution?
 Public Private
3. Which of the following best describes your institution?
 2-Year 4-Year
4. Which of the following best describes your institution?
 Commuter Residential
5. Which of the following best describes your institution's geographic location?
 Urban Suburban Rural
6. Does your state have a statewide alcohol and other drug (AOD) prevention initiative?
 Yes No Don't Know
7. Which of the following best describes your position?
 AOD Prevention Coordinator
 Administrator
 Faculty
 Other Staff
 Student
 Other (please specify): _____
8. Which of the following best describes the college/university sector in which you work (*choose one*)?
 Student Life
 Housing
 Greek Life
 Health Services
 President's Office
 Faculty
 Psychological Services
 Athletics
 Security

Other (please specify): _____

II. Center Services

1. Have you ever used any of the Center's services? Services include their Web site, HEC/News service, printed publications, technical assistance, and/or trainings conducted by Center staff.

Yes No Don't Know

If NO or DON'T KNOW – SKIP TO:

1. What types of services or resources would you ideally like to receive from a national resource center on college-level alcohol and other drug abuse and violence prevention?

To learn more about the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, please visit their Web site at: www.higheredcenter.org

Thank you for your participation! Your survey is complete.

IF YES:

Section 1: Overall Accessibility and Usefulness of Center staff and services

2. How long have you been accessing Center services (including the Web site, printed publications, HEC/News service, trainings, and/or technical assistance)?

Less than 1 year 1 year to less than 2 years 2 years to less than 3 years More than 3 years

3. About how many times did you access services from the Center last year?

0 times 1 – 2 times 3 – 5 times 6 – 10 times 11 + times

4. Overall, how would you rate the accessibility of Center staff and services?

Excellent Good Fair Poor

5. To what extent do you agree with the following statements?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
It is easy to reach staff at the Center by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to reach staff at the Center by e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to identify the appropriate Center staff member to answer my question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Based on your experiences to date, how do you rate the importance of the Center as a resource to you?

High Importance Moderate Importance Low Importance Not Important

Section 2: Individual Services

The survey will ask you whether you have used each of the following five Center services - Web site, HEC/News service, publications, technical assistance, and training - followed by a few brief questions about each.

A. Center Web Site

1. Have you ever used the Center's Web site? Yes No

If No, skip to next Center service

If Yes:

2. How often do you access the Center's Web site?
 Daily Weekly Every few weeks Monthly
 Every few months Every 6 months Annually

3. Please rate each of the Center's Web site pages on key topic areas in terms of their importance to your work.

	High Importance	Moderate Importance	Low Importance	Not Important
Environmental management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statewide AOD prevention initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol use on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other drug use on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence prevention on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social norms and social norms marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screening, early intervention, treatment, and recovery strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of prevention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing the Biennial Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complying with Drug-Free Schools and Communities Act (DFSCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate each of the Web site pages on Center services in terms of their importance to your work.

	High Importance	Moderate Importance	Low Importance	Not Important
AODV information and technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HEC/News (subscription information; archives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications (access online or order copies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about and links to The Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the Department of Education's National Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"This Week!" home page feature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"What Campuses and Communities Are Doing" program summaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about grant opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar of Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you rate the **quality of content** on the Center's Web site?
 Excellent Good Fair Poor

6. How would you rate the Web site for **ease of use and navigability**?
 Excellent Good Fair Poor

7. How would you rate the overall usefulness of the Center's Web site?
 Highly Useful Moderately Useful A Little Useful Not Useful

8. How important to you is the Center's Web site for the following purposes:

	High Importance	Moderate Importance	Low Importance	Not Important
To educate self or support own prevention efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference when writing reports or grant proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference or handouts for workshops, meetings, and/or retreats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference or handouts for courses/classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enlist support of senior college administrators for making AOD prevention a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enlist support of key community leaders for making AOD prevention a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build support for environmental approaches to AOD Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase faculty buy-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with the Biennial Review (DFSCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In what ways could the Center improve its Web site? Please provide suggestions regarding content and/or navigability.

B. HEC/News: The Higher Education Center News List – HEC/News is an electronic mailing list used by the Center to disseminate news stories related to alcohol and other drug abuse and violence prevention in higher education. Subscribers to HEC/News choose to receive either *daily* or *weekly* notices, keeping up-to-date on the latest issues and concerns around college AODV prevention across the country.

1. Have you ever received HEC/News? Yes No
If No, skip to next Center service

If Yes:

2. Are you currently subscribed to HEC/News?
 Yes, Daily Update Yes, Weekly Updates No

3. How often do you read HEC/News?
 Every time Most of the time Some of the time Rarely or Never

4. Overall, how would you rate the quality of HEC/News?
 Excellent Good Fair Poor

5. How would you rate HEC/News for ease of use?
 Excellent Good Fair Poor

6. How often do you pass HEC/News e-mails along to others in your institution and/or community?
 Frequently Occasionally Rarely Never

7. In what ways could the Center improve HEC/News?

C. Printed Publications

1. Have you ever used any of the Center’s publications? Yes No

If No, skip to next Center service

If Yes:

2. Overall, how would you rate the quality of the Center’s materials and publications?
 Excellent Good Fair Poor
3. How often do you pass the Center’s printed materials along to others in your institution and/or community?
 Frequently Occasionally Rarely Never
4. Which format would be most useful to you for obtaining Center materials and publications?
 Hard copy Download copy (pdf) CD
5. In what ways could the Center improve its materials and publications?
6. Are there any topics for which you would like to see new materials or publications developed?

D. Information and Technical Assistance – By technical assistance, we mean any help that you may have received from Center staff regarding implementation and/or evaluation of alcohol or other drug abuse or violence prevention or early intervention strategies.

1. Have you ever received technical assistance from the Center? *Check all that apply.*
 Yes, by phone
 Yes, by e-mail
 Yes, in-person or on-site
 No
 Don’t know

If No, skip to next HEC service

If Yes or Don’t Know:

2. Overall, how responsive has the Center been to your specific technical assistance needs?
 Very Responsive Somewhat Responsive Somewhat Unresponsive Very Unresponsive
3. In what ways could the Center improve its technical assistance services?
4. Please indicate whether or not you have used any of the following technical assistance services from the Center. If you answer "yes", please rate the quality of the service received.

	Have you received any of the following technical assistance services?			If YES, how would you rate the quality of the Center service?			
	YES	NO	Don't Know	Excellent	Good	Fair	Poor
General information about alcohol and other drug abuse prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General information about violence prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Have you received any of the following technical assistance services?			If YES, how would you rate the quality of the Center service?			
	YES	NO	Don't Know	Excellent	Good	Fair	Poor
Assistance in locating outside experts and/or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant-writing assistance (including help in locating funding sources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with AOD prevention program development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with AOD policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with violence prevention program development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with violence prevention policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with Biennial Review (DFSCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use literature review from Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center staff participation in your events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other technical assistance (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Training

1. Have you ever attended a training conducted by Center staff?
 Yes No

If No, Skip to Overall Section (Last Section)

If Yes:

2. Please indicate whether or not you have attended any of the following Center trainings. If you answer "yes", please indicate how satisfied you were with the service.

	Have you received any of the following trainings?		If YES, how would you rate the quality of the Center training?			
	YES	NO	Excellent	Good	Fair	Poor
Training Progression: Building Momentum (1 day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Progression: Moving to Action (1 day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Policy to Create Change (1/2 day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Planning: Move Your Prevention Efforts Forward (2 days)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other training (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Overall, how responsive has the Center been to your specific training needs?
 Very Responsive Somewhat Responsive Somewhat Unresponsive Very Unresponsive

4. In what ways could the Center improve its training services?

5. How likely would you be to access online training from the Center?
 Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely

Section 3. Overall (Final Section)

1. Please indicate whether your institution has accomplished the following. If you answer "yes", please indicate how important the Center has been in making your effort possible.

	Has your institution accomplished the following?			IF YES, how important was the Center in making your effort possible?			
	YES	NO	Don't Know	High Importance	Moderate Importance	Low Importance	Not Important
Initiated or participated in a campus task force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiated or participated in a campus-community coalition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiated or participated in a statewide or regional prevention coalition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied for funding to support environmental approaches to prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a statewide prevention exchange, forum, or conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a strategic plan for environmentally-based AOD prevention efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed new AODV policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased enforcement of existing AODV policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restricted alcohol marketing and promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created and promoted alcohol-free options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducted social norms marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed the normative environment (e.g., scheduling morning and Friday classes; substance-free housing; correcting misperceptions of student AOD use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restricted alcohol availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducted brief intervention strategies (e.g., BASICS, motivational interviewing, E-CHUG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please feel free to elaborate on the importance of the Center in making these efforts possible.

3. Which of the following Center services do you use for the following purposes? Select all that apply.

	<i>HEC / News</i>	<i>Publications</i>	<i>Technical Assistance</i>	<i>Training</i>
To educate self or support own prevention efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference when writing reports or grant proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference or handouts for workshops, meetings, and/or retreats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As reference or handouts for courses/classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enlist support of senior college administrators for making AOD prevention a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enlist support of key community leaders for making AOD prevention a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build support for environmental approaches to AOD prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase faculty buy-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with the Biennial Review (DFSCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR COMPLETING THIS SURVEY!

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1800-0011**. The time required to complete this information collection is estimated to average **30** minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4700. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6450. The expiration date for this approval is August 31, 2009.

EXAMPLE 2:

FORM APPROVED
O.M.B. NO.: 1800-0011
EXPIRATION DATE:

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1800-0011. The time required to complete this information collection is estimated to average 15x minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of the Deputy Secretary, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-0600.

U.S. Department of Education

Grantee Satisfaction Survey 2008

Introduction

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

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

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

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

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

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

Program Office

Q1. Please indicate your current program office.

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

ED Staff/Coordination

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

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

1. Yes
2. No

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

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

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

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

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

(Ask Q9 only if Q8 is rated <6)

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

ED-funded Technical Assistance

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

1. Yes
2. No (SKIP TO WEB 1.)

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

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

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

Online Resources

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

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

Technology

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

(Ask Q21 only if Q20 is rated <6)

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

Documents

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

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

ACSI Benchmark Questions

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

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

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

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

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

Closing

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

1. Yes
2. No

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

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

2008 - OELA - Title III State Directors Questions

Custom Questions - OELA - Title III State Directors

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

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

- Q1. Providing you an interpretation of Title III
- Q2. Helping you with your implementation of Title III in your state
- Q3. What can OELA do over the next year to meet your state's technical assistance and program improvement needs?

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

- Q4. Providing you with the information you needed
- Q5. Helping you inform programs serving ELLs in your state
- Q6. Think about the working relationship between Title III and Title I.
On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate how effective the Department has been in encouraging collaboration between Title I and Title III.

(Ask only if question is scored <6)

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

Think about the Title III Biennial Report that is being used to collect data this cycle and the role of the regional meetings. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the regional meetings for:

- Q8. Helping familiarize you with the Biennial Report form
- Q9. Allowing for your input and comments for refining the Biennial Report form

2008 – OESE – STATE EDUCATIONAL TECHNOLOGY DIRECTORS

Custom Questions – OESE – State Educational Technology Directors

Think about the particular ways in which you have received technical assistance from the Enhancing Education Through Technology Program (EETT).

First, consider the one-on-one consultations with EETT program officers. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the one-on-one consultations in:

- Q1. Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)
- Q2. Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

Think about the guidance document provided by the EETT program office.

- Q3. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate its usefulness.

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

- Q4. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the information presented at these meetings.

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

- Q5. Helping you with your compliance efforts
- Q6. Helping you to improve performance results

Think about your working relationship with the Enhancing Education Through Technology program office.

- Q7. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of this relationship.

(Ask only if question is scored <6)

- Q8. Please describe how your working relationship with EETT could be improved.
- Q9. What can EETT do over the next year to meet your state’s technical assistance and program improvement needs?

2008 – OESE – STATE TITLE I DIRECTORS

Custom Questions – OESE – State Title I Directors

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

- Q1. Usefulness of technical assistance on Standards and Assessments, Instructional Support and Fiduciary of Title I, Part A of NCLB
- Q2. Usefulness of technical assistance on Neglected and Delinquent
- Q3. Usefulness of technical assistance on Even Start
- Q4. Usefulness of technical assistance on Homeless Education

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

- Q5. Availability of information on monitoring for Title I
- Q6. Usefulness of information on monitoring for Title I
- Q7. Think about how SASA uses electronic communications approaches such as email, Web casts and WebEx to provide you information. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate SASA’s effectiveness in using technology to provide information.

(Ask only if question is scored <6)

- Q8. Please describe how SASA could better use technology to provide information.
- Q9. Again, thinking about SASA’s use of electronic communications approaches to provide information: on a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate SASA’s effectiveness in using technology to enhance communication between ED and the state.

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

2008 - OESE - STATE TITLE V, PART A DIRECTORS

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

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

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

- Q1. Providing you an interpretation of Title V, Part A
- Q2. Helping you with your implementation of Title V, Part A
- Q3. Think about the guidance document provided by the Title V, Part A program office. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate its usefulness.
- Q4. Think about Title V, Part A national meetings and conference calls (including the Steering Committee's national meetings and the program office's conference calls for orientation and follow-up to the Steering Committee's national meetings) where the Title V, Part A program office made presentations. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the usefulness of the information presented by the program office.

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

- Q5. Helping you with your compliance efforts
- Q6. Helping you to improve performance results
- Q7. Think about your working relationship with the Title V, Part A program office. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of this relationship.

(Ask only if question is scored <6)

- Q8. Please describe how your working relationship with the Title V, Part A program office could be improved.
- Q9. What can the Title V, Part A program office do over the next year to meet your state's technical assistance and program improvement needs?

2008 – OSERS/OSEP – LEAD AGENCY EARLY INTERVENTION COORDINATORS

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

Think about the technical support State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs provided. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

- Q1. Responsiveness to answering questions
- Q2. Supportiveness in helping you complete your state’s federally required performance plans/reports/applications
- Q3. Dissemination of accurate information
- Q4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the centers’:

- Q5. Responsiveness to answering questions
- Q6. Responsiveness to information requests
- Q7. **Support to positively impact on your State’s SPP improvement targets.**
- Q8. Think about the Communities of Practice from OSERS. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate its effectiveness in addressing systems improvement issues of the state.
- Q9. What can OSEP do over the next year to meet your state’s technical assistance and program improvement needs?

2008 – OSERS/OSEP – State Directors of Special Education

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

Think about the technical support State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs provided. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

- Q1. Responsiveness to answering questions
- Q2. Supportiveness in helping you complete your state’s federally required performance plans/reports/applications
- Q3. Dissemination of accurate information
- Q4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the centers’:

Q5. Responsiveness to answering questions

Q6. Responsiveness to information requests

Q7. Support to positively impact on your State's SPP improvement targets

Q8. Think about the Communities of Practice from OSEP. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate its effectiveness in addressing systems improvement issues of the state.

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

2008 - OPEPD - EDEN/EDFACTS COORDINATORS

Custom Questions – EDEN/EDFacts Coordinators

Think about the support provided by the U.S. Department of Education EDEN/EDFacts team. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

Q1. Timeliness of the support

Q2. Usefulness of the support

Q3. Accuracy of information

Q4. Relevance of information

Think about the EDEN/EDFacts data submission process. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the data submission process in:

Q5. Helping you to meet federal mandates for data collection and submission

Q6. Helping you to streamline your federal data collection and submission processes

Q7. Helping you to improve state data collection and submission processes

Q8. How much of a reduction in federal paperwork do you expect over the next few years because of the EDEN data submission process? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”

Q9. How much do you expect the data you provide to contribute to improving education performance measurement? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”

Q10. Think about the training provided by the EDEN/EDFacts team on data submission. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the training’s usefulness.

Q11. On a 10-point scale where “1” is, “Poor” and “10” is “Excellent,” please rate the support provided by the Department’s Partner Support Center.

- Q12. What has been the most significant change to your state data collection and submission process as a result of the ED Facts work?
- Q13. How can the Department's ED Facts team be most helpful to you in meeting federal mandates for data collection, submission, analysis, and reporting in the coming year?

Changes From 2007: None

2008- OVAE – CAREER AND TECHNICAL STATE DIRECTORS

Custom Questions – OVAE – Career and Technical State Directors

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

- Q1. User-friendliness
- Q2. Compatibility with state reporting systems

If you have been monitored within the last year, think about the federal monitoring process as it relates to your Perkins grant. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the federal monitoring process in:

- Q3. Identifying and correcting compliance issues in your state
- Q4. Helping you to improve program quality

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

- Q5. Being up to date
- Q6. Usefulness to your program
- Q7. Think about the audit resolution process as it concerns OVAE. On a 10-point scale, where "1" is "Not very significant" and "10" is "Very significant," please rate its contribution to program improvement.
- Q8. Think about the Peer Collaborative Resource Network (PCRN) as it concerns OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate PCRN's usefulness to your program.

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

- Q9. User-friendliness
- Q10. Compatibility with state reporting systems
- Q11. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?

2008 OVAE – DIRECTORS OF ADULT ED AND LITERACY

Custom Questions – OVAE – Directors of Adult Ed and Literacy

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

- Q1. Ease of reporting using the NRS Web-based system.
- Q2. Think about the training offered by OVAE through its contract to support the National Reporting System (NRS). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

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

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

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

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

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

- Q10. Usefulness of the products in helping your state meet AEFLA program priorities.
- Q11. How well the technical assistance provided through the national activities address your program priorities and needs? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."
- Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?

Example 3:

U.S. Department of Education Equity Assistance Centers Program

Client Survey

For Summer 2007 through School Year 2007–2008

Dear Respondent: Your response is essential to help assess and improve the Equity Assistance Centers Program. All responses are confidential. No individual respondents or organizations will be identified. Thank you for your help. If you have any questions, please contact Sandra Meditz at the Library of Congress (phone: 202-707-2888; email: smed@loc.gov).

Instructions

1. Please fill out this electronic form.
2. Save your completed electronic form under a new file name using “Save As.”
3. Return your completed electronic form as an email attachment to patmil@loc.gov by April 18, 2008.

The Equity Assistance Center (EAC) that serves your region is:

[PREFILL THE NAME OF THE EAC FOR THIS RESPONDENT – BIG CAPS & BOLD]

A Few Examples of EAC Services

EACs provide training, planning, consultation, workshops, and other services together with materials and online resources in areas such as, for example:

1. Legal requirements related to non-discrimination on the basis of race, gender, and national origin in education programs.
2. Harassment, hate crimes, racial prejudice, bullying, and civil rights conflicts.
3. Programs for Limited English Proficient (LEP) students.
4. Culturally relevant instruction.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this survey is 1800-0011. The time required to complete this survey is estimated to average 7 minutes per respondent, including the time to review instructions and complete the survey. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4700. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, Lyndon Baines Johnson Building, 400 Maryland Avenue, SW, Washington, DC 20202.

1. Did your organization receive services from the EAC anytime during the period from summer 2007 through school year 2007-2008?
 - a. Yes (PROCEED TO QUESTION 2)
 - b. No (THANK YOU, PLEASE RETURN THE SURVEY)
 - c. Don't know (THANK YOU, PLEASE RETURN THE SURVEY)

2. As a result of EAC services, did your organization develop, implement, or improve its policies or practices - or both - in any of the following areas? (Check one response in each row.)

	Yes	No	Don't Know
a. Eliminating, reducing, or preventing harassment, conflict, and school violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reducing over-representation of minorities in Special Education or under-representation of minorities in Gifted and Talented programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ensuring that students of different race, sex, and national origin have equitable opportunity for high-quality instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improving academic opportunities for Limited English Proficient (LEP) students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Ensuring culturally relevant instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please rate the quality of the EAC products and services you received anytime during the period from summer 2007 through school year 2007-2008. (Check one response.)

Very Low	Low	Medium	High	Very High
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please rate the usefulness to your organization's policies and practices of the EAC products and services you received anytime during the period from summer 2007 through school year 2007-2008. (Check one response.)

Very Low	Low	Medium	High	Very High
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Why did your organization request services from the EAC instead of choosing another organization? (Use as much space as you need.)

6. As a result of EAC services, is your organization more effective at meeting its goals in the areas of these services?

Not at All	Somewhat	Moderately	Much	Very Much
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and provide any evidence. (Use as much space as you need.)

7. Does the EAC need to increase or decrease its delivery of the following services, or is the amount of services about right? (Check one answer in each row.)

	<u>More</u> <u>Services</u> Are Needed	The Amount of Services Is <u>About</u> <u>Right</u>	<u>Fewer</u> <u>Services</u> Are Needed
a. Tailoring services to meet specific client needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning services with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying Internet website resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing materials and other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Offering conferences, workshops, and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing video-conferencing or distance-learning services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please provide any additional suggestions or comments about EAC products and services. (Use as much space as you need.)

Thank you very much for your participation.