

ATTACHMENT A. WHAT WORKS CLEARINGHOUSE SURVEY OF CUSTOMER AND POTENTIAL CUSTOMER SATISFACTION & NEEDS

We're trying to improve the products of the What Works Clearinghouse (WWC) and we need your help! Please answer the questions below. It will take you no more than 10 minutes, and your answers will help guide future development of the WWC.

1. How often do you visit the What Works Clearinghouse website on average?

- One or more times per week
- One or more times per month
- Once every 2-3 months
- Once or twice a year
- Never

<<If "Never", skip to question 5>>

2. We want What Works Clearinghouse website and products to meet your needs. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Not Applicable
2a. It was easy to find what I was looking for on the website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. It was easy to navigate through the website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. I would recommend this website to a colleague or friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. The information I found in WWC products was easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Information in WWC products is useful in making decisions about education programs and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. We want WWC products to be useful in making decisions about education programs and practices. Please indicate your level of agreement with the following statements.

WWC Products	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Not Applicable
Information in WWC Intervention Reports is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information in WWC Quick Reviews is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information in WWC Practice Guides is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Find What Works Search Tool is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The WWC Handbook is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How strongly would you agree that WWC products are useful for the following purposes?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Not Applicable
a. Planning school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Informing policy or legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conducting research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Preparing news or web articles, TV, or radio material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Comparing my program with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Facilitating professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Deciding about or implementing a new program or curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Finding ways to improve an existing program or curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Some other purpose (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following types of information would be useful to you?(select all that apply)

- Summary of findings from existing research on educational programs, policies, and practices
- Research-based recommendations for classroom practices
- Assessment of the quality of recent, high-profile studies
- The ability to conduct a targeted search for effective programs, policies and practices
- None of the above
- Other (specify) _____

6. Please take this opportunity to provide suggestions on what you would change to improve the What Works Clearinghouse

7. Which of the following are the best ways that the What Works Clearinghouse can provide updates and information about its publications? (select up to three)

- Email updates
- Social Media (e.g., LinkedIn, Facebook, Twitter)
- Newsletters from other professional associations (e.g., CCSSO- Council of Chief State School Officers, ASCD- formerly the Association for Supervision and Curriculum Development)
- Conferences and in-person events
- RSS Feeds
- Education journals and publications (e.g., *Education Week*, *Chronicle of Higher Education*, *Journal of Teacher Education*)
- Education blogs
- Other (specify) _____

8. Which of the following best describes your current job position? (select one)

EDUCATION

- School superintendent/Assistant-superintendent
- School district central office staff
- Principal/Vice-Principal
- Other school-level administrator
- School board member
- Teacher
- Faculty (College or University)
- Librarian
- Curriculum specialist
- State-level education administration
- State-level advisor or board member
- Other (specify) _____

GOVERNMENT

- School Congressional or state legislator staff member
- Policymaker or legislator, at federal, state, or local level
- U.S. Department of Education staff member
- Other government (specify) _____

OTHER

- Parent
- Researcher or analyst
- Journalist, writer or reporter
- Curriculum or services salesperson or marketer
- Consultant or service provider to education entities
- Director or staff member of an education or public policy organization
- Graduate student
- Other (specify) _____

9. For what kind of organization do you work?

- Early childhood (including Head Start, preschool)
- Elementary or secondary school (including vocational high schools or home school)
- School district/Central office
- Federal agency
- State agency
- Professional association or union
- Curriculum, textbook, or software developer/publisher
- Media

- College or university (including junior, community, or technical college)
- Research organization
- Independent consultant
- Some other business or organization (specify) _____

10. Approximately how many years have you been working in the field of education?

|_|_| ENTER YEARS

11. What other resources (not including the What Works Clearinghouse publications) have you used in the past two years to obtain education research or to get information when you have a question about education policy or practice?

- U.S. Department of Education Comprehensive Centers
- Regional Educational Laboratories
- State Education Agencies
- Professional associations (e.g., CCSSO – Council of Chief State School Officers, ASCD – formerly the Association for Supervision and Curriculum Development)
- Research centers at academic institutions
- Consulting firms or private contractors
- Think tanks or special interest firms
- Publishers or developers of education materials
- Colleagues or peers (e.g., word of mouth)
- Education journals and publications (e.g., Education Week, Chronicle of Higher Education, Journal of Teacher Education)
- Other media (e.g., newspapers, magazines)
- Internet search for information (e.g., Google)
- Other (specify) _____

- Check here if you have not used any other resources to get education research in the past two years

If you have questions about filling out this form, or would like to submit this information in paper form, please contact us at:

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