



## Introduction

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This document provides guidance for collection of Stakeholder Feedback Survey (SFS) data and updates the instructions shared with the RELs in May 2012. It reflects the experiences and suggestions made by IES, REL Directors, Task 5 and Task 6 leads during the needs-sensing interviews conducted in February and March 2013.

### What is the purpose of the Regional Educational Laboratory (REL) Program Stakeholder Feedback Survey (SFS)?

The Regional Educational Laboratory (REL) Program Stakeholder Feedback Survey (SFS) is intended to capture timely feedback on products, activities, and events developed or offered by the RELs. Data obtained from the survey can be used for program improvement. For example, the data can assist REL staff in understanding the utility of products and activities, identifying areas of stakeholder need or concern, and identifying future research and technical assistance activities. In addition, these data can help RELs in determining the extent to which they are achieving the expected outcomes of the REL program (as outlined in the 2012–2017 REL Performance Work Statement).

Please note that RELs may continue to collect informal feedback from their stakeholders as needed. As mentioned above, the SFS collects specific feedback on products, activities, and events, but RELs also engage in informal conversations to learn the views of stakeholders in their region about products or services received. Data from the SFS might prompt some of these informal conversations. The SFS is designed to be just one component of the REL feedback system.

The SFS survey is to be administered under OMB control number 1880-0542, which expires July 31, 2017.

## Content of SFS

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### What does the SFS cover?

The survey consists of five distinct modules (A–E):

- A. Data Summary or Report
- B. Support Activity
- C. Technical Assistance Workshop, Training, or Bridge Event
- D. Data Template or Tool
- E. Research Alliance Participation

Each module contains a series of close-ended questions that ask respondents about their satisfaction with specific REL products and activities. These questions are rated on a four-point scale (Strongly Disagree, Disagree, Agree, Strongly Agree, and Not Applicable).

The SFS modules also include eight additional questions. There are six open-ended questions whose stems are the same across the five modules. Two demographic questions ask about the respondent's primary occupation and state/territory where their work is based.

The five modules are included in [Appendix A](#).

### How do you decide which modules are appropriate to administer?

In most cases, only one module will be appropriate for the majority of activities hosted by your REL. If you need to include questions from two modules for any given survey administration, you may do so. For this reason, the REL team at IES has created a separate file for each of the survey modules (A–E) as well as a document that includes all modules in one file (“RELMA Stakeholder Feedback Survey as APPROVED all modules 5\_22\_12”). The “all modules” file is meant to be a resource for RELs, as it is intended to allow for easy review and selection of appropriate modules, **but the “all modules” file should not be administered in its entirety**. Module items should be administered exactly as shown in the OMB-approved documents, except for the specific instances described in the section, [May RELs change questions on the SFS?](#)

The following guidance is provided to assist RELs in administering the appropriate module. If there are any questions, RELs should contact their Contract Officer's Representative (COR).

## A: Data Summary or Research Report

This module should be used for any research reports that are generated as part of Task 3 (Analytic Technical Support) or Task 4 (Applied Research and Evaluation) efforts, including literature reviews, policy scans and data summaries (e.g., a set of tables, figures, and/or graphs based on extant data or data analyses) that the RELs conduct and share.

## B: Support Activity

This module should be used to collect data after technical assistance events such as meetings, trainings or debriefings, for research alliance members or a particular state education agency (SEA) or local education agency (LEA).

## C: Workshop, Training, or Bridge Event

This module should be used for events, such as workshops, trainings, or bridge events designed to appeal to a broad audience.

## D: Data Template or Tool

This module should be used for any data templates or tools that are developed by the REL and shared with stakeholders.

## E: Research Alliance Participation

This module should be used for stakeholders in research alliances. In addition, it may be appropriate for alliance members to complete other survey modules for specific activities or products they are involved with throughout the year. Module E specifically focuses on their participation in the research alliance.

# Administration

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## When should the SFS be used?

It is **expected** that all RELs will use the SFS to seek stakeholder feedback on the activities covered by the SFS in Modules A–E. If there is a different activity for which you would like stakeholder feedback, please contact your COR to discuss it.



# Overview and Administration of Stakeholder Feedback Surveys

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## Who should complete the SFS?

The SFS should be administered to participants in REL events (workshops, trainings, bridge events, technical support activities, etc.), individuals who participate in REL research alliances, and recipients of REL reports and products.

## How long will it take respondents to complete the SFS?

We estimate that each module will take the following amount of time to complete (including questions 1–8):

Module A	8 minutes
Module B	8 minutes
Module C	11 minutes
Module D	6 minutes
Module E	9 minutes

## How frequently should RELs collect SFS data?

The SFS data should be collected at the end of an event (e.g., training, workshop, webinar, bridge event) and when a product, tool, summary, or report is shared with a stakeholder. Therefore, the frequency of data collection is directly tied to the event or product to provide immediate feedback.

Module E, Research Alliance Participation, is not meant for frequent use. IES recommends that members of research alliances be surveyed about their participation in the alliance once per year. Note that Module E is for research alliance *participation*. If a training or workshop is delivered specifically for a research alliance, then SFS Module B (Support Activity) should be administered at the completion of the event.

## By what modes can the SFS be administered?

This survey shall be administered under **OMB control number 1880-0542** and may be conducted in person, via internet, or by mail. The survey may be translated into other languages, if necessary for certain stakeholder populations. **The survey is not approved for administration over the telephone.**

Specific guidance for each method of survey administration is provided below, along with suggestions for increasing response rates.

## In person

The SFS can be administered in person, via a paper copy. Tips for increasing response rates at an event include:

- Include SFS in packet of materials. Print the SFS on different colored paper to differentiate it from other materials in the packet.
- Ask the event facilitator to point out the survey during the agenda overview. Ask if any participants need to leave before the end of the session, and ask them to complete the SFS based on their experience at the event before they leave.
- Have a designated place for the SFS to be returned (sign-in table, box, etc.).
- Allow time for completion before the end of the session. (Include this on the agenda to ensure that time is provided.)
- Provide talking points for the facilitator to share prior to completion of the SFS:
  - Explain why the SFS is being administered. Be explicit and say that IES, our REL, the REL program, and the U.S. Department of Education value participants' opinions and suggestions for improvement. Stress that we are collecting data to improve our efforts.
  - Note that the SFS is an opportunity for the participants to share their reflections about the presenter and content shared during this event.
  - Tell participants that if they do not understand the question, they should let us know and we will explain.
  - Remind participants that their responses are anonymous.
- If the REL event is being held in conjunction with another event (a session in a larger conference), RELs still need to use the SFS instrument to evaluate their REL session, because it is important that a common data collection instrument be used across all RELs.

## Internet

The SFS may be administered electronically via the internet, using online data collection software. It is important that the software be able to export data into the Excel templates. Some suggestions for increasing online response rates are:

- If the SFS is collecting data about a webinar:
  - At the end of the webinar, provide an active link that brings the participants to the online SFS; some webinar programs are able to send participants directly to another website (e.g., the SFS page; the REL home page) at the end of the event.
  - Include either a link or a pdf document of the survey as part of the “thank you for attending” email sent to webinar participants within a day of the event.
  - Send a follow-up email to all participants a week after the event, with a link or a pdf attachment of the SFS instrument.
- If the product or report is to be downloaded from the website, include a link to the online SFS form as part of the download process. If the user’s email address is available, send a follow-up email reminder one week later.

## By mail

The SFS may be administered via mail. Suggestions for increasing response rates include:

- Include a cover letter that explains why the SFS is being administered:
  - Be explicit and say that IES, our REL, the REL program, and the U.S. Department of Education value participants’ opinions and suggestions for improvement. Stress that we are collecting data to improve our efforts.
  - Note that the SFS is an opportunity for the participants to share their reflections about a report, tool, event, training, or workshop.
  - Remind participants that their responses are anonymous.
- Provide a deadline for sending back the SFS; a week from receipt of the letter is reasonable.
- Provide a URL to give the respondent an option for completing the SFS online.
- Include a return envelope with postage.
- Send a follow-up postcard to remind respondents to complete the survey after the deadline has passed.

## May RELs change questions on the SFS?

Each module is written in a way that questions may be tailored (by staff at each REL) to include the title and/or specific objectives of a product or event. For any given administration of this survey, respondents may be asked to fill out **no more than two modules**, in addition to the open-ended questions at the end of the survey (1–8). This requirement was a condition for OMB’s approval of this survey.

Once a module is selected, RELS are **not** allowed to select which questions within the module to administer. **All** questions within selected modules must be administered.

The wording of items within each module of the survey **may not be altered** unless there is a specific question that requires the REL to insert information. Again, this was a condition of OMB approval to conduct these surveys.

***The REL may alter only the following information on the survey modules:***

### All modules

- Add the name of the REL region to the survey instructions (where it says “<Insert Region Name>”).
- Insert activity or product title or name in the survey instructions (where it says “<pre-printed information>”).
- Insert research alliance affiliation in the survey instructions, if applicable (where it says “<pre-printed information>”).
- Enter the survey completion date in the survey instructions.
- For question 6 in the open-ended questions, insert the name of your REL (where it says “< insert name of REL here>”).

### Module A: Data Summary or Research Report

- Fill in the appropriate information where you see “<insert name of summary or report>” or “<Insert Module Title here to indicate type of support>.”<sup>1</sup>

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<sup>1</sup> The All Modules document is slightly different from the individual Module A/B/C/D/E documents, so we have included both wordings to indicate to the RELs where they should customize text.

## Module B: Support Activity

- Fill in the appropriate information in each place you see “<insert name or type of support activity>” or “<Insert Module Title here to indicate type of support>.”

## Module C: Technical Assistance Workshop, Training, or Bridge Event

- Fill in the appropriate information where you see “<insert name of workshop or training>” or “<Insert Module Title here to indicate type of support>.”
- For questions C5, C6, C7, C8, and C9, fill in the event objective(s) where it says “<insert event objective>.” Delete one or more of these questions if an event has fewer than five objectives. **Do not add more than five objectives.**

## Module D: Data Template or Tool

- Fill in the appropriate information in each place you see “<insert name of template or tool>” or “<Insert Module Title here to indicate type of support>.”

## Module E: Research Alliance Participation

- Fill in the name of the research alliance in each place you see “<insert name of Research Alliance>” or “<Insert Module Title here to indicate type of support >.”

## If a REL has questions about the SFS, whom should they contact?

They should contact their COR.

## If survey respondents have questions or concerns about the SFS, whom should they contact?

Per the information at the bottom of the survey, if respondents have any comments or questions about the SFS, they may write to: Felicia Sanders, Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue NW, Room 504E, Washington, D.C. 20208-5644.

## Data Entry and Submission of SFS Data

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### How should SFS data be documented and shared with the COR?

To standardize the format used by the RELs to report SFS data to the CORs, all RELs are asked to use the SFS reporting templates when submitting their SFS summaries to their CORs. If RELs have any questions about the Excel templates, they should direct those questions to Task 8 staff ([jason.schoeneberger@icfi.com](mailto:jason.schoeneberger@icfi.com) and [teresa.duncan@icfi.com](mailto:teresa.duncan@icfi.com)).

### SFS Reporting Templates

SFS reporting templates are located on the REL Intranet at the following location: REL Intranet --> Stakeholder Feedback Surveys --> SFS\_data\_reporting\_templates.

- SFS-A\_template.xls
- SFS-B\_template.xls
- SFS-C\_template.xls
- SFS-D\_template.xls
- SFS-E\_template.xls

Each Excel file contains two worksheets for data entry:

- The first worksheet is for the close-ended responses of the module. The top part of the worksheet contains a series of questions about the product or event, including key staff, priority area, relevant research alliance, number of participants, etc. The bottom part of the worksheet is the SFS summary table for that module. RELs should enter the number of responses, per question, by each response category. The worksheet has been configured to automatically compute percentages.

Note: Because these reports are not public, **RELs are not obliged to suppress cells with small sample sizes.**

- The second worksheet is for the open-ended and demographic questions of the module (Questions 1-8, which are common across the five modules). RELs should enter all responses to Questions 1-8, one row per respondent, in the columns corresponding to each question.

- To standardize data entry, some responses are to be selected from drop-down menus.
  - A list of the response options offered within the drop-down menus is presented in [Appendix B](#).
  - Be sure to click on the Enable Content button when you open the file (see Figure 1), to enable the macro that permits multiple response options to be chosen.
  - To select multiple responses from the drop-down menus, click on an option one at a time. You will have to click on the pull-down arrow each time you need to add another option from the menu (see Figure 2).

Figure 1. Click on the “Enable Content” Button at the Top of the Newly-Opened File

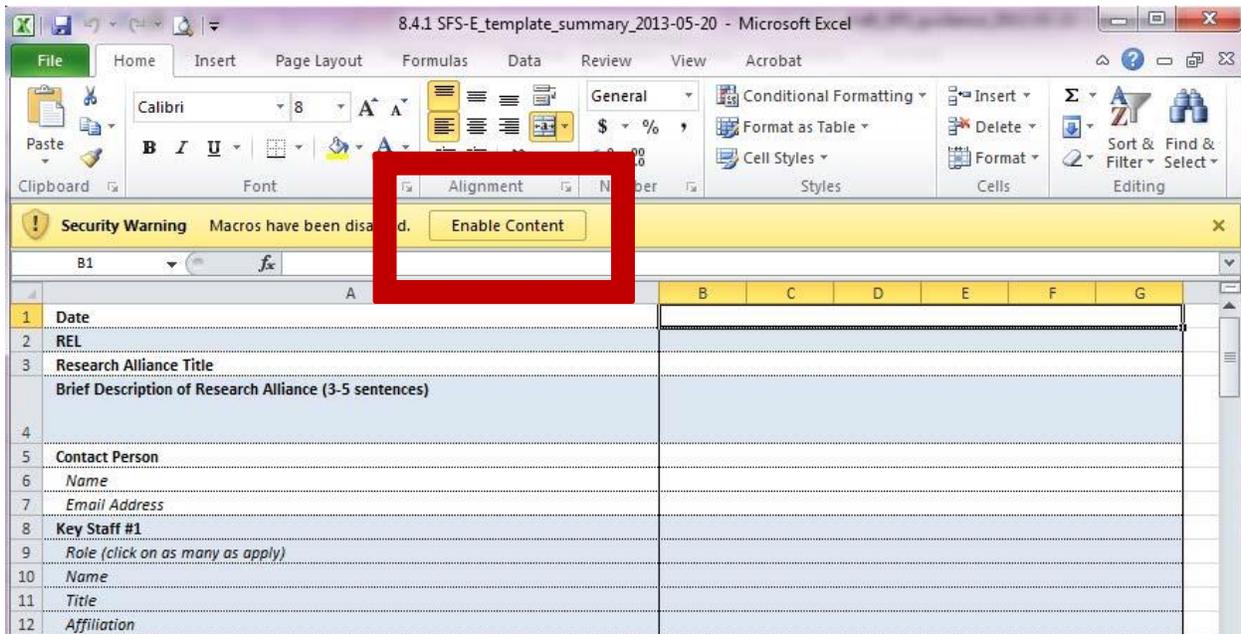


Figure 2. Selecting Multiple Response Options from a Drop-down Menu

Brief Description of Research Alliance (3-5 sentences)		
4		
5	<b>Contact Person</b>	
6	Name	
7	Email Address	
8	<b>Key Staff #1</b>	
9	Role (click on as many as apply)	Author
10	Name	Author
11	Title	Facilitator
12	Affiliation	Meeting Planner
13	<b>Key Staff #2 (if applicable)</b>	Presenter
14	Role (click on as many as apply)	RA Coordinator/Lead
15	Name	State Coordinator
16	Title	Task Lead
		Other

Brief Description of Research Alliance (3-5 sentences)		
4		
5	<b>Contact Person</b>	
6	Name	
7	Email Address	
8	<b>Key Staff #1</b>	
9	Role (click on as many as apply)	Author
10	Name	Author
11	Title	Facilitator
12	Affiliation	Meeting Planner
13	<b>Key Staff #2 (if applicable)</b>	Presenter
14	Role (click on as many as apply)	RA Coordinator/Lead
15	Name	State Coordinator
16	Title	Task Lead
		Other

Brief Description of Research Alliance (3-5 sentences)		
4		
5	<b>Contact Person</b>	
6	Name	
7	Email Address	
8	<b>Key Staff #1</b>	
9	Role (click on as many as apply)	Author, Presenter
10	Name	
11	Title	

## Uploading SFS Data

After COR approval, the REL should upload the **SFS data** (Excel document only) in the appropriate sub-folder of the Stakeholder Feedback Survey folder on the REL Intranet --> Stakeholder Feedback Surveys. This task should be completed by the last business day of the month. RELs should notify their COR to confirm that the data were uploaded.

The sub-folders are organized by Q1 (January – March), Q2 (April – June), Q3 (July – September) and Q4 (October – December) of each year. **RELs should upload SFS data according to the date of COR approval, not the date of the event.**

Example #1. If an event took place in February and the event summary was approved in March, the SFS data should be uploaded to the Q1 folder by March 31<sup>st</sup>.

Example #2. If an event took place in March and the event summary was approved in April, the SFS data should be uploaded to the Q2 folder by April 30<sup>th</sup>.

Task 8 will provide three data analysis reports in 2013 to IES:

- April report (included SFS data submissions from Year 1: 2012)
- July report (will include SFS data submissions from January through June 2013 survey data)
- October report (will include SFS data submissions from July through September 2013)

Beginning in 2014, Task 8 will produce quarterly reports to IES as follows:

- January report (will include SFS data submissions from October through December 2013)
- April report (will include SFS data submissions from January through March 2014)
- July report (will include SFS data submissions from April through June 2014)
- October report (will include SFS data submissions from July through September 2014)

## Appendix A: SFS Modules A – E

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- A. Data Summary or Report
- B. Support Activity
- C. Technical Assistance Workshop, Training, or Bridge Event
- D. Data Template or Tool
- E. Research Alliance Participation



Please take a few minutes to provide feedback about your experience with activities or documents created by Regional Educational Laboratory Mid-Atlantic. Your responses are voluntary, will be used for program improvement purposes only, and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) (Section 9573, 20 U.S. Code)]. Your responses to this survey will be aggregated to inform future activities and documents created by the REL.

**Activity or Product:** <pre-printed information>  
**Research Alliance affiliation (if applicable):** <pre-printed information>  
**Survey Completion Date:** \_\_\_\_\_

For the questions below, please indicate the extent to which you agree or disagree with the following statements about the activity or product.

- 1 – I strongly disagree with this statement (SD).
- 2 – I disagree with this statement (D).
- 3 – I agree with this statement (A).
- 4 – I strongly agree with this statement (SA).
- NA – Not applicable (NA).

Module A: Data Summary or Report: < insert name of summary or report >	SD	D	A	SA	NA
A1. The data summary or report is relevant to a particular issue facing my agency or organization.	1	2	3	4	NA
A2. The data summary or report presents the information in a clear, organized manner.	1	2	3	4	NA
A3. The data summary or report provides information that I otherwise would have difficulty obtaining.	1	2	3	4	NA
A4. The data summary or report explains what the data suggest (and what they may not suggest, if applicable).	1	2	3	4	NA
A5. The data summary or report increased my interest in additional analyses or studies on this topic.	1	2	3	4	NA
A6. My agency or organization will use the information in the data summary or report to discuss related policies and practices.	1	2	3	4	NA
A7. I understood my role and the expectations for my participation in this project.	1	2	3	4	NA
A8. Given our organization’s resources, the level of collaboration between REL staff and members of my organization on this project was appropriate.	1	2	3	4	NA
A9. The benefits from this project were worth the time and resources my organization invested to participate.	1	2	3	4	NA

- What aspects of the <Insert Module Title here to indicate type of support> were most helpful and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What aspects of the <Insert Module Title here to indicate type of support> were least helpful and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What additional follow up activities would help you increase your knowledge of this topic or help you apply the information to your own work?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



4. What part of this <Insert Module Title here to indicate type of support> would you suggest changing to make it better for future participants?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. As a result of <Insert Module Title here to indicate type of support>, I plan to take the following action steps:

a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

6. Please list any other areas of need or interest to your organization on which REL Mid-Atlantic could base future workshops or studies:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Respondent Information**

7. Which of the following best describes your primary occupation? (Please choose only one)

Local Education Agency

- Teacher/Educator
- Principal/Vice-Principal
- Other school-level administrator
- Librarian
- School board member
- School district central office staff
- School superintendent/Assistant superintendent

State Government

- State legislator or legislative staff member

Other

- Community organizing / advocacy
- Staff member of an education or public policy organization
- Researcher
- Journalist, writer or reporter
- Other (Please specify): \_\_\_\_\_

State Education Agency

- State-level education administrator
- State-level advisor or board member

8. In which State/Territory is your work based? \_\_\_\_\_

***Thank you for your feedback.***

**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 1880-0542. The time required to complete this information collection is estimated to average 10 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: Felicia Sanders, Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue NW, Room 504E, Washington, D.C. 20208-5644.*



3. What additional follow up activities would help you increase your knowledge of this topic or help you apply the information to your own work?

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4. What part of this <Insert Module Title here to indicate type of support> would you suggest changing to make it better for future participants?

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5. As a result of <Insert Module Title here to indicate type of support>, I plan to take the following action steps:

- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_

6. Please list any other areas of need or interest to your organization on which REL Mid-Atlantic could base future workshops or studies:

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**Respondent Information**

7. Which of the following best describes your primary occupation? (Please choose only one)

Local Education Agency

- Teacher/Educator
- Principal/Vice-Principal
- Other school-level administrator
- Librarian
- School board member
- School district central office staff
- School superintendent/Assistant superintendent

State Government

- State legislator or legislative staff member

Other

- Community organizing / advocacy
- Staff member of an education or public policy organization
- Researcher
- Journalist, writer or reporter
- Other (Please specify): \_\_\_\_\_

State Education Agency

- State-level education administrator
- State-level advisor or board member

8. In which State/Territory is your work based? \_\_\_\_\_

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Please take a few minutes to provide feedback about your experience with activities or documents created by Regional Educational Laboratory Mid-Atlantic. Your responses are voluntary, will be used for program improvement purposes only, and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) (Section 9573, 20 U.S. Code)]. Your responses to this survey will be aggregated to inform future activities and documents created by the REL.

**Activity or Product:** <pre-printed information>  
**Research Alliance affiliation (if applicable):** <pre-printed information>  
**Survey Completion Date:** \_\_\_\_\_

For the questions below, please indicate the extent to which you agree or disagree with the following statements about the activity or product.

- 1 – I strongly disagree with this statement (SD).
- 2 – I disagree with this statement (D).
- 3 – I agree with this statement (A).
- 4 – I strongly agree with this statement (SA).
- NA – Not applicable (NA).

<b>Module C: Technical Assistance Workshop, Training, or Bridge Event: &lt;insert name of workshop or training&gt;</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>
C1. The goals for the workshop / training were clearly stated at or before the beginning of the event.	1	2	3	4	NA
C2. The structure of the workshop / training was appropriate for meeting the stated goals.	1	2	3	4	NA
C3. The presenter(s) explained the research evidence clearly.	1	2	3	4	NA
C4. The presenter(s) clearly connected research evidence to practical implementation	1	2	3	4	NA
C5. As a result of my participation, I <insert event objective 1>	1	2	3	4	NA
C6. As a result of my participation, I <insert event objective 2>	1	2	3	4	NA
C7. As a result of my participation, I <insert event objective 3> (insert/delete objectives as necessary)	1	2	3	4	NA
C8. The format of the workshop / training provided ample opportunity for participants to meaningfully interact with each other.	1	2	3	4	NA
C9. The workshop / training actively engaged me in learning the content.	1	2	3	4	NA
C10. The workshop / training was relevant to an issue currently facing my organization.	1	2	3	4	NA
C11. The presenter was knowledgeable or experienced with the type of setting or role in which I work.	1	2	3	4	NA
C12. The workshop / training provided opportunities to consider how to use research or effectively incorporate data into decision making within my agency or organization.	1	2	3	4	NA
C13. I expect to apply information from the workshop / training in my work.	1	2	3	4	NA
C14. I expect to share the information I learned at the workshop / training with my colleagues.	1	2	3	4	NA
C15. If the REL were to offer additional workshops or / trainings, I would be likely to attend.	1	2	3	4	NA
C16. I am satisfied with the overall quality of this workshop / training.	1	2	3	4	NA
C17. The benefits of attending this workshop / training were worth the time I invested.	1	2	3	4	NA



1. What aspects of the <Insert Module Title here to indicate type of support> were most helpful and why?  
\_\_\_\_\_  
\_\_\_\_\_
2. What aspects of the <Insert Module Title here to indicate type of support> were least helpful and why?  
\_\_\_\_\_  
\_\_\_\_\_
3. What additional follow up activities would help you increase your knowledge of this topic or help you apply the information to your own work?  
\_\_\_\_\_  
\_\_\_\_\_
4. What part of this <Insert Module Title here to indicate type of support> would you suggest changing to make it better for future participants?  
\_\_\_\_\_  
\_\_\_\_\_
5. As a result of <Insert Module Title here to indicate type of support>, I plan to take the following action steps:  
a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_
6. Please list any other areas of need or interest to your organization on which REL Mid-Atlantic could base future workshops or studies:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Respondent Information**

7. Which of the following best describes your primary occupation? (Please choose only one)

Local Education Agency

- Teacher/Educator
- Principal/Vice-Principal
- Other school-level administrator
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- School district central office staff
- School superintendent/Assistant superintendent

State Government

- State legislator or legislative staff member

Other

- Community organizing / advocacy
- Staff member of an education or public policy organization
- Researcher
- Journalist, writer or reporter
- Other (Please specify): \_\_\_\_\_

State Education Agency

- State-level education administrator
- State-level advisor or board member

8. In which State/Territory is your work based? \_\_\_\_\_

***Thank you for your feedback.***

**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 1880-0542. The time required to complete this information collection is estimated to average 10 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: Felicia Sanders, Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue NW, Room 504E, Washington, D.C. 20208-5644.*





5. As a result of <Insert Module Title here to indicate type of support>, I plan to take the following action steps:
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
6. Please list any other areas of need or interest to your organization on which REL Mid-Atlantic could base future workshops or studies:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Respondent Information**

7. Which of the following best describes your primary occupation? (Please choose only one)

Local Education Agency

- Teacher/Educator
- Principal/Vice-Principal
- Other school-level administrator
- Librarian
- School board member
- School district central office staff
- School superintendent/Assistant superintendent

State Government

- State legislator or legislative staff member

Other

- Community organizing / advocacy
- Staff member of an education or public policy organization
- Researcher
- Journalist, writer or reporter
- Other (Please specify): \_\_\_\_\_

State Education Agency

- State-level education administrator
- State-level advisor or board member

8. In which State/Territory is your work based? \_\_\_\_\_

***Thank you for your feedback.***

**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 1880-0542. The time required to complete this information collection is estimated to average 10 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: Felicia Sanders, Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue NW, Room 504E, Washington, D.C. 20208-5644.*



2. What aspects of the <Insert Module Title here to indicate type of support> were least helpful and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What additional follow up activities would help you increase your knowledge of this topic or help you apply the information to your own work?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What part of this <Insert Module Title here to indicate type of support> would you suggest changing to make it better for future participants?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. As a result of <Insert Module Title here to indicate type of support>, I plan to take the following action steps:  
 a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_
6. Please list any other areas of need or interest to your organization on which REL Mid-Atlantic could base future workshops or studies:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Respondent Information**

7. Which of the following best describes your primary occupation? (Please choose only one)

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- Teacher/Educator
- Principal/Vice-Principal
- Other school-level administrator
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- School board member
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- State legislator or legislative staff member

Other

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- Journalist, writer or reporter
- Other (Please specify): \_\_\_\_\_

State Education Agency

- State-level education administrator
- State-level advisor or board member

8. In which State/Territory is your work based? \_\_\_\_\_

***Thank you for your feedback.***

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## Appendix B: Drop-Down Menu Response Options for SFS Templates

Medium of Request	Priority Topic Area
Ask-A-REL electronic request	Academic standards & assessments
Direct email	College readiness, access, & completion
In person	Early childhood education
REL website	Effective teachers & principals
Telephone	English language learners
Other	Low-achieving schools
	Rural students & communities
	Special education students
	SLDS
	Students from families in poverty
Organization Type	Event Type
Affinity Group	Bridge Event
College/University	Briefing/De-briefing
Federal Government	Conference
Local TA Provider	Training
Federal TA Provider	Workshop
LEA	Other
Research Organization	
State Government	
SEA	
School - charter	
School - private	
School - public	
School - unspecified type	
Other	
Limited Distribution	Event Mode
Yes	Face-to-Face
No	Webinar
	Hybrid
	Other
State	Event Frequency
Alabama	One-time only event
Alaska	Series event
American Samoa	Follow-up event
Arizona	Replicated event
Arkansas	Other
California	
Chuuk	
Colorado	
Connecticut	
Delaware	
District of Columbia	
Florida	
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	
Kentucky	
	Event Length
	Quarter day (less than 2 hrs)
	Half day (2-4 hrs)
	Full day (5-8 hrs)
	One to two days (9-16 hrs)
	More than two days (greater than 16 hrs)
	Target Audience
	Community organizers/advocates
	Governing Board members
	Journalists, writers, or reporters
	Librarians
	Parents
	Principals/Vice Principals
	Researchers/University faculty
	School board members
	School district central office staff



# Overview and Administration of Stakeholder Feedback Surveys

Kosrae  
 Louisiana  
 Maine  
**State (continued)**  
 Maryland  
 Marshall Islands  
 Massachusetts  
 Michigan  
 Minnesota  
 Mississippi  
 Missouri  
 Montana  
 Nebraska  
 Nevada  
 New Hampshire  
 New Jersey  
 New Mexico  
 New York  
 North Carolina  
 North Dakota  
 Northern Mariana Islands  
 Ohio  
 Oklahoma  
 Oregon  
 Palau  
 Pennsylvania  
 Pohnpei  
 Puerto Rico  
 Rhode Island  
 South Carolina  
 South Dakota  
 Tennessee  
 Texas  
 Utah  
 Vermont  
 Virginia  
 Virgin Islands  
 Washington  
 West Virginia  
 Wisconsin  
 Wyoming  
 Yap

School superintendents/Assistant superintendents  
 Staff members of an education or public policy organization  
 State legislators or legislative staff members  
 State-level advisors or board members  
 State-level education administrators  
 State-level policymakers  
 Teachers/Educators  
 Other

## Primary activities for audience participation

Brainstorming sessions  
 Ice-breaking activities  
 Question & Answer session  
 Shared experiences  
 Team planning exercise  
 Working directly with data  
 Other

## Type of Dissemination Activity

Announcement/E-Blast  
 Distribution of Promotional Items  
 Newsletter  
 Other

## REL

Appalachia  
 Central  
 Mid-Atlantic  
 Midwest  
 Northeast & Islands  
 Northwest  
 Pacific  
 Southeast  
 Southwest  
 West

## Role

Author  
 Facilitator  
 Meeting Planner  
 Presenter  
 RA Coordinator/Lead  
 State Coordinator  
 Task Lead  
 Other