Collaborative for Educational Service
Annual Customer Needs and Satisfaction Survey
Spring 2016 Summary of Findings

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Survey Administration
Between March 1st and May 10th of 2016, CES sent the 2016 survey to 10,059 individuals with past and current affiliations with CES. Those affiliations may be through working in or for a member district, course or event attendance, or use of CES service lines.

As planned following our 2015 annual survey, this year’s annual survey was fielded a full 6 weeks earlier in the spring this year than in previous years, and with the help of our Research and Evaluation staff, the survey itself has been redesigned to streamline and improve user experience and question response. The improvements in both timing and the survey instrument itself generated a great improvement in overall response.

618 people began survey responses, for an initial response rate of 6.1%. Of these, 208 provided incomplete responses with limited data. There were 477 complete or near complete responses, on which we based our summary of findings. This number is equivalent with our 2014 experience, and more than doubles the response achieved in 2015.

Summary of Findings
Of the common concerns listed in responders’ open ended comments, a number echoed trends in our 2015 survey feedback. Among the top concerns:

1. Mental or emotionally challenged students
2. (Related) Increasing challenges in managing behavior (disruptive and sometimes physically violent)
3. Effective teaching and development of curricula for ELLs and special education students in the inclusive classroom
4. Time for needed professional development and collaboration
5. More professional development to help obtain ELL/SPED PDPs, and more PD related to the new Science Standards.

Among Franklin and Hampshire County responders, we saw an overall increase in knowledge that they were a member of CES, but a slight drop in the percentage of those who understood what benefits membership brought. That said, a larger number and percentage of response this year came from paraprofessionals, nurses, guidance counselors, and librarians than in previous years – and these are job roles that have traditionally had less involvement with transactions that involve membership, even that of special pricing for professional development.
Of the responses in terms of geography, job roles, and settings, the profile of responses remains consistent with previous years. Teachers represented again the largest percentage of responders at 33%, followed by early childhood professionals, and instructional support staff. Hampshire, Hampden and Franklin counties represent the largest response pools geographically, and make up the majority of our responders.

**Experience with CES services:** The top 5 services from CES in terms of overall awareness among responders are consistent with last year’s results; with extremely high awareness, ranging from 80-96%, for PD, PLCs, Curriculum Support, Licensure, and ELL supports and training. PD, PLCs and Curriculum Support also ranked highest in usage during the preceding year; as on other surveys. Among those using these services, they also ranked them at the top for likelihood to recommend to others, providing rankings of 50-66%.

**Demographics**

**Respondents’ Job Roles**

Of respondents who submitted complete or nearly complete responses and indicated specific job roles, just over one third are general education teachers, ELL specialists, or Special Education teachers (all in the category Teachers), and a little under one fourth are early childhood professionals, involved in all aspects of early childhood education and care.

*Respondents primarily represent teachers and early childhood professionals.*
Among those who indicated their role and work in public school districts involved instruction, (n=231), 37% are K-12 general educators, and 20% are Special Education teachers. Over 30% are instructional support staff, including instructional coaches, nurses, guidance counselors or mental health staff, media specialists, etc.

**Teachers and instructional support staff make up ~89% of public school respondents.**

Among all respondents, 48 identified themselves secondarily as licensure students, while 15 (those not currently teaching or otherwise working in public schools) identified primarily as licensure students.
Geography of Responses

The table below shows the distribution of complete or nearly complete responses by county. All Massachusetts counties were represented in the survey except for those covering the Cape Cod area. In addition, four respondents characterized their service area as statewide, and seven were from outside of Massachusetts.

_Nearly half of respondents hail from Hampshire or Franklin counties._

<table>
<thead>
<tr>
<th>County</th>
<th>Complete or Nearly Complete Responses</th>
<th>2016 %</th>
<th>2015 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampshire</td>
<td>141</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Hampden</td>
<td>108</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Franklin</td>
<td>85</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Worcester</td>
<td>39</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Berkshire</td>
<td>35</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>All other</td>
<td>61</td>
<td>13%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Additionally, over 70% of Hampshire and Franklin county respondents work for member school districts, v. non-school settings. Among Franklin County public school employees invited to fill out the survey, the response rate is 7.7%, while the response rate in Hampshire County is 9.3%.
Awareness of CES Membership Benefits

Respondents who said that they work in a public school district in Franklin or Hampshire counties indicated their awareness of how their district and school benefit from CES membership. Charts 1-3 illustrate membership awareness over time, by county, and by professional role.

**Chart 1. Overall, changes in awareness of membership and its benefits are small over the last three years.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Aware of membership/benefits</th>
<th>Aware of membership</th>
<th>Not aware of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>55%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>2015</td>
<td>60%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>2014</td>
<td>61%</td>
<td>23%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Relative to the two previous years, overall awareness of membership has not changed much. However, it is important to keep in mind that these responses represent less than 10% of the employees of Hampshire and Franklin counties’ public schools.

**Chart 2. CES membership awareness is comparable between Franklin and Hampshire counties.**

- Franklin (n=80):
  - Aware of membership/benefits: 59%
  - Aware of membership: 29%
  - Not aware of membership: 13%

- Hampshire (n=104):
  - Aware of membership/benefits: 53%
  - Aware of membership: 30%
  - Not aware of membership: 17%

2016 respondents from both Hampshire and Franklin counties are similarly aware of CES benefits.
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**Chart 3. CES membership awareness is over 50% in key roles.**

<table>
<thead>
<tr>
<th>Role</th>
<th>Aware of membership</th>
<th>Aware of membership/benefits</th>
<th>Not aware of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator (n=39)</td>
<td></td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>School Committee member (n=10)</td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Teacher (n=84)</td>
<td></td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Instructional Support (n=42)</td>
<td></td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Early Childhood (n=7)</td>
<td></td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

While membership awareness is relatively high, School Committee members and administrators are predictably more aware of CES member *benefits* than are teachers, instructional support staff, or early childhood professionals.
Interactions with CES

Respondents indicated which CES services they were aware of, have used, and would recommend to others. The table below reports top five services in each of five categories based on all responses.

A. Top five services that are best known and how commonly they have been used. B. Top five services that are most used and the proportion of users who would recommend them. C. Top five services about which respondents would like to know more.

<table>
<thead>
<tr>
<th>A. Service</th>
<th>Best known *</th>
<th>% Have used †</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development events</td>
<td>95%</td>
<td>71%</td>
</tr>
<tr>
<td>Licensure courses or courses for graduate credit</td>
<td>84%</td>
<td>28%</td>
</tr>
<tr>
<td>Training and support for ELL programs</td>
<td>80%</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>77%</td>
<td>35%</td>
</tr>
<tr>
<td>Curriculum, assessment, and instruction consultation</td>
<td>76%</td>
<td>32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Service</th>
<th>Most used †</th>
<th>% Would recommend ^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development events</td>
<td>71%</td>
<td>66%</td>
</tr>
<tr>
<td>Professional development for Early Childhood providers</td>
<td>35%</td>
<td>56%</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>Curriculum, assessment, and instruction consultation</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td>Assistive technology services or evaluations</td>
<td>30%</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Service</th>
<th>% interested in learning more *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development events</td>
<td>15%</td>
</tr>
<tr>
<td>Grant writing/collaboration</td>
<td>10%</td>
</tr>
<tr>
<td>Curriculum, assessment, and instruction consultation</td>
<td>9%</td>
</tr>
<tr>
<td>Google Apps for Education implementation and training</td>
<td>9%</td>
</tr>
<tr>
<td>Licensure courses or courses for graduate credit</td>
<td>8%</td>
</tr>
</tbody>
</table>

* Out of all respondents
† Out of those who indicated awareness, use, or use and inclination to recommend the service
^ Out of those who indicated use or use and inclination to recommend

Professional development events, licensure, and Professional Learning Communities are the services for which CES is best known and which are most commonly used. This has been true in each of the last four years’ survey administrations. This year’s trainings and support for ELL programs have stood out in respondents’ minds relative to previous years.

When broken down by professional role, responses varied considerably. This is sensible, given that stakeholders in certain roles have no particular need to know about or use some services. For example, it is not necessary that a middle school science teacher know about or indicate use of cooperative purchasing agreements.
Sources of Professional Information

We asked respondents to reflect on how frequently they use various tools for getting information related to their profession. The chart below shows a strong preference for email (over 90% use it at least once a day) and specific organizations' websites. Facebook and YouTube, while not typically use multiple times a day, are used by 34% and 40% of responders at least weekly. In addition to over half of respondents using YouTube at least monthly, judging from write-in responses, respondents may also use YouTube-like platforms for some professional learning, including TED Talks and TeacherTube. Blogs, Twitter, and LinkedIn are rarely used by survey respondents for professional purposes.

**Email is the most common tool for keying into professional information and learning.**

Other sources of professional information noted by participants included:

- Google (5 respondents)
- Specific websites:
  - Wikipedia
  - Learnzillion
  - Teaching channel
- Pinterest (4 respondents)
- Instagram (3 respondents)

Among these tools, email is predictably the most favored tool, as it can be tailored to reflect personal and professional interests, with content coming directly from relevant associations, organizations, news briefs, etc. While Facebook continues to be a source of networking and information for a subset of teachers, social media do not yet have a strong hold on how our stakeholders learn about opportunities, ideas, and strategies in their professions (see the table below). Similar findings in the previous three years suggest that email continues to be a best bet in communication with stakeholders.
Email persists as the favorite tool for learning and getting information about one's profession.

<table>
<thead>
<tr>
<th>Tool</th>
<th>% favoring it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>53%</td>
</tr>
<tr>
<td>Organization websites</td>
<td>24%</td>
</tr>
<tr>
<td>Facebook</td>
<td>4%</td>
</tr>
<tr>
<td>YouTube</td>
<td>3%</td>
</tr>
<tr>
<td>Blogs</td>
<td>2%</td>
</tr>
<tr>
<td>Twitter</td>
<td>2%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1%</td>
</tr>
</tbody>
</table>

2016 Trends and Concerns – Open Ended Comments

While not quantitative, customer responses to open ended questions can be some of the most illuminating feedback we receive each year in our annual survey. These comments provide insight into trending concerns year on year, and surface topics for further research and service development or improvement.

Of those providing answers (n=346) to questions about their goals for the coming year and how we might help, the majority of professionals were teachers (n=180), and of these, 52 were special education teachers and 106 came from general education teachers. In addition, there were comments from 25 principals, some of whom were grappling with incorporating into their schools new approaches like project based learning, and new answers for increasing inclusion and numbers of students with high needs.

This feedback is being shared with our programs and departments as they plan new services for the upcoming fiscal year.

A Recap of 2015 Feedback

A majority of the 213 responses received last year to these questions focused on concerns around professional development needs. Educators had concerns around effective teaching for ELL students, managing increasing behavior problems in the classroom, integrating technology, and getting the required training for the SEI endorsement and to achieve their needed ELL/Special Ed PDPs. There were also requests for help to develop curriculum for the next generation MA Science Standards, and training for gen ed teachers for inclusion of special ed students.

In response, CES developed PD offerings with a focus on teaching special ed students in an inclusive classroom, effective teaching for ELL students, the new MA Science Standards, and several offerings related to approaches to behavior management – both in the classroom and school-wide. In addition, CES developed a significant number of SEI courses for local districts and an array of opportunities for teachers to earn their needed ELL/SPED PDPs.
Mentally or Emotionally Challenged Students

A significant continuing trend in our responses signaled concerns and challenges presented by increasing numbers and diversity of either special education or mentally/emotionally challenged students in the inclusive classroom. The majority of these concerns were expressed by gen ed teachers (n=33) in the public schools (not special education specific teachers). For the first time, multiple comments spoke to traumatized and impoverished children and their families who need mental health or other support services, and a concern that necessary supports were lacking. Also for the first time comments touched upon a concern for identifying and providing supports for children entering at the preschool and kindergarten level with emotional, behavioral, and mental illnesses challenges, without enough training and support for the teachers working with them in the classroom.

Even among our non-school based early childhood providers, comments expressed an increasing need for help in identifying and working with preK children with mental and emotional needs.

"Identifying possible special needs in early education."

"More and more students presenting with mental health/trauma/abuse"

"Classroom management for preschool with several special needs children"

In our public school settings, special education teachers and mental health professionals expressed concerns also. Among their comments:

"We have hit the poverty guidelines and our children are needier than ever before with outside agencies that have 3 month long wait lists (for mental/behavioral health)."

"Need help in providing in-house and programmatic supports for students with mental illness."

In a related area, teachers felt continuing challenges with behavior management in the classroom (n=12) (also a 2015 trend). A number of responders noted a need for help with physically aggressive students,
and particularly noted increasing problems with students in early (Pk-K classes), as well as elementary and middle schools.

Teachers noted, among other issues:

“A noticeable increase in students (with high needs, executive functions dysfunction and behavior issues)”

“Students who have a history of moderate to severe trauma.”

“Working with a large population of upcoming 8th grade students with significant behavioral concerns”

“Too many children with physical/ aggressive behaviors”

**English Language Learners**

Teachers in 2015 expressed concerns around their desire to do a better job to help increasing numbers of English Language Learners in their classrooms. This year, (n=18) responses related to ELL students. 10 of these specifically requested more and different types of PD and training, while three spoke specifically about what a big help our ELL PLC is for them. A number either have ELL students in their classrooms for the first time, or are low incidence schools without significant training and support. As with last year’s responses, teachers continue to have a concern about meeting requirements for both SEI endorsements (although to a much lesser degree than in 2015), and the 155 ELL PDPs requirement.

**Time for Professional Development**

It is no surprise that a large number of open ended comments dealt with challenges related to professional development or the perceived need for more professional development. Of these, the majority were teachers in public school settings. Some of the comments indicated that teachers were pressed to even find time to pursue professional development, and that scheduling and being able to attend PD was seen as a huge challenge. Teachers also noted their desire to benefit from collegial discussions and networking outside their own schools, but without the bandwidth to make this happen.

Sixteen separate comments spoke to the challenge of time.

“Having time and trust to collaborate”

“Time to complete all professional development training needed that is interesting and fulfilling.”

“There are too many demands and not enough time to get everything done.”

“Too little time to service all students deeply and efficiently”

“There is not enough time to do well all the expectations (due to state/ federal initiatives) of the job.”

**Professional Development Topics**

These spanned a variety of requested subject areas for PD, including a continuing trend in those with a strong need for PDPs to recertify. For the most part, as with last year at this time, those needs were focused around the SPED/ELL 15 PDP requirement. Seven additional responders requested help and
training in the creation of lesson plans and units around the new science standards. Relative to inclusive classrooms, we are hearing from gen ed teachers the need for math units and assessments, reading interventions, and science curricula that will work for the special education students in their classrooms. A number of comments requested more training and professional development around integrating technology into the classroom.

From our early childhood educators, we continue to hear the need for help and training for QRIS.

**Licensure students need help with MTELs**

9 of the 14 comments provided by licensure students specifically spoke to their struggles in passing their MTELs. As in other years, we have a group of students that clearly desire training and support in this area.

**Budgets**

Finally, as in all previous years, the sustainability of school budgets is an important issue facing particularly the superintendents and central office personnel responding to our survey.