

## Assessment Stats: Evaluation of the NCLVI Fellows First Face-to-Face Meeting in Kentucky October 2005

<b>Name:</b>	Evaluation of the NCLVI Fellows First Face-to-Face Meeting in Kentucky October 2005
<b>Number Of Attempts:</b>	14
<b>Instructions:</b>	<p>This survey will take you approximately 30 minutes, depending on how you respond to the open ended questions. The open ended questions (20-27) are indicated as essays BUT please do not write essays, just answer the questions to the best of your ability. Short concise answers will be fine.</p> <p>Your responses are anonymous. We know you all understand the importance of evaluations. Your responses will help guide us as we plan for the future. Thanks so much.</p>

### Question 1 Multiple Choice

How satisfied were you with the quality of the entire event?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	0.0%
4 Very Satisfied	71.42857%
5 The Best	28.57143%
<i>Unanswered</i>	0.0%

### Question 2 Multiple Choice

How satisfied were you with the scope of the information presented?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	14.285715%
4 Very Satisfied	64.28571%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

### Question 3 Multiple Choice

How satisfied were you with the usefulness of the information presented?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	14.285715%

4 Very Satisfied	57.14286%
5 The Best	28.57143%
<i>Unanswered</i>	0.0%

**Question 4 Multiple Choice**

How satisfied were you with the quality of the presentation "How to Survive a Full-Time 4-Year Doctoral Program and Love It?"

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	42.857143%
4 Very Satisfied	35.714287%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

**Question 5 Multiple Choice**

How satisfied were you with the quality of the presentation "NCLVI Concept, History and Objectives?"

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	28.57143%
4 Very Satisfied	42.857143%
5 The Best	28.57143%
<i>Unanswered</i>	0.0%

**Question 6 Multiple Choice**

How satisfied were you with the quality of the presentation: NCLVI Enrichment Program Overview and Expectations?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	28.57143%
4 Very Satisfied	42.857143%
5 The Best	28.57143%
<i>Unanswered</i>	0.0%

**Question 7 Multiple Choice**

How satisfied were you with the quality of the presentation "Public Policy: Leadership for Analysis and Change?"

Answers	Percent Answered
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1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	0.0%
4 Very Satisfied	78.57143%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

**Question 8 Multiple Choice**

How satisfied were you with the quality of the presentation "Overview of Research and Effective Strategies For Consensus Building, Negotiation, and Inclusive Public Policy?"

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	7.1428576%
4 Very Satisfied	57.14286%
5 The Best	35.714287%
<i>Unanswered</i>	0.0%

**Question 9 Multiple Choice**

How satisfied were you with the effectiveness of the Case Study Working Activities?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	7.1428576%
3 Satisfied	28.57143%
4 Very Satisfied	50.0%
5 The Best	14.285715%
<i>Unanswered</i>	0.0%

**Question 10 Multiple Choice**

How satisfied were you with the effectiveness of the Consensus Building Activities?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	0.0%
3 Satisfied	35.714287%
4 Very Satisfied	42.857143%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

**Question 11 Multiple Choice**

How satisfied were you with the content of the NCLVI Fellows Guiding Principles?

Answers	Percent Answered
1 Very Dissatisfied	0.0%
2 Dissatisfied	7.1428576%
3 Satisfied	57.14286%
4 Very Satisfied	28.57143%
5 The Best	7.1428576%
<i>Unanswered</i>	0.0%

**Question 12 Multiple Choice**

How satisfied were you with the informal opportunities to network with the University Consortium Representatives?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	7.1428576%
4 Very Satisfied	35.714287%
5 The Best	57.14286%
<i>Unanswered</i>	0.0%

**Question 13 Multiple Choice**

How satisfied were you with the formal and informal opportunities to network with the NCLVI Fellows?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	7.1428576%
3 Satisfied	7.1428576%
4 Very Satisfied	35.714287%
5 The Best	50.0%
<i>Unanswered</i>	0.0%

**Question 14 Multiple Choice**

How satisfied were you with the scope of opportunities to network with others in attendance at the APH meeting including other doctoral students?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	14.285715%
4 Very Satisfied	64.28571%
5 The Best	21.428572%

<i>Unanswered</i>	0.0%
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**Question 15 Multiple Choice**

How satisfied were you with the organization of the NCLVI events and agenda?

Answers	Percent Answered
1 Very Dissatisfied.	7.1428576%
2 Dissatisfied	0.0%
3 Satisfied	21.428572%
4 Very Satisfied	42.857143%
5 The Best	28.57143%
<i>Unanswered</i>	0.0%

**Question 16 Multiple Choice**

How satisfied were you with the quality of the APH agenda and events?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	42.857143%
4 Very Satisfied	50.0%
5 The Best	7.1428576%
<i>Unanswered</i>	0.0%

**Question 17 Multiple Choice**

How satisfied were you with the hotel?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	7.1428576%
4 Very Satisfied	42.857143%
5 The Best	50.0%
<i>Unanswered</i>	0.0%

**Question 18 Multiple Choice**

How satisfied were you with the food?

Answers	Percent Answered
1 Very Dissatisfied.	7.1428576%
2 Dissatisfied	0.0%
3 Satisfied	28.57143%
4 Very Satisfied	50.0%

5 The Best	14.285715%
<i>Unanswered</i>	0.0%

**Question 19 Multiple Choice**

How satisfied were you with the advance materials?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	42.857143%
4 Very Satisfied	35.714287%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

**Question 20 Multiple Choice**

How satisfied were you with the on-site materials?

Answers	Percent Answered
1 Very Dissatisfied.	0.0%
2 Dissatisfied	0.0%
3 Satisfied	35.714287%
4 Very Satisfied	42.857143%
5 The Best	21.428572%
<i>Unanswered</i>	0.0%

**Question 21 Essay**

What has become clear (regarding public policy and its relationship to leadership roles in Special Education and Visual Impairment)?

Given Answers
0 Unanswered Response(s)
Those in leadership roles have the ability to effect public polices in a variety of ways, publishing research, serving on task forces, and communicating information with the policy makers. Although values may drive policy, the leaders in the field can help influence others with their work and words to value policies that provide and promote appropriate learning opportunities for students with visual impairments.
In order to affect public policy we need strong advocates who have the research to back them up. We as leaders need to provide that knowledge and research.
The need for Leader in the field is greater than earlier anticipated.
That we have a lot of work to do. Due to the shortage of people in leadership position puts us as a field at a distinct disadvantage when competing for funding and policy writing.
It has become clear that as values (both at a federal and grass-roots level), research agendas and requirements and legislation evolves, our future as leaders depends on our abilities to stay in touch with the both the values and needs of children and adults who are blind and visually impaired and their families as well as the needs at national

and state levels in order to implement effective, integrated services.

I learned about the team work involved in the process, consensus and prioritized issues.

Public policy is not a clear cut. Interpretations of public policy guide how each state views roles in Special Education and Visual Impairment. Things tend to get messy and people tend to become very emotionally involved in various issues. However, if we don't stay up-to-date with the changes coming our way and stay in the mix of the changes, our field can change before our very eyes and we wouldn't even know it. We have the power to make the changes and become a loud voice for our field.

It is definitely clear that public policy has a huge impact on special education and the services children receive. I also learned how important it is to lobby for the rights of our students. I now have a better understanding of the process, but would still like to learn more about the exact steps it takes to put a policy into affect.

I have a lot to learn and look forward to the challenges that lie ahead fo all of us as future leaders in the field.

Public policy is very complex. With many of the public policy authors having little background in education, much less special education for students of visual impairments, the role of the leaders of the field is vital. It is the profession's responsibility to inform and educate those who do not have experience in our field. With all of these complexities, the leadership has to understand how the political system works and be vigilant in the cause for our students.

you will get things done by knowing and having good working relations with the right people.

For me the thing that became the most clear is that our field needs many different kinds of leaders (those who want to create/change policy at the federal level, those who want to be university professors, etc.). And while it takes all kinds, they all need to be able to work together or nothing will get done. I think that this fellowship program represents and unprecedented opportunity to create a group of leaders that are predisposed to think of themselves as a group instead of individual leaders. And that's a very good thing.

The idea that has become the most clear regarding public policy and its relationship to leadership roles in Special Education and Visual Impairment is that the law is clearly ahead of the people and now the leaders in public policy are scrambling to catch up in hope of someday keeping up.

After the APH convention, the fact that there is a critical need for more professionals in leadership roles became evident. The needs of those with visual impairment have been addressed by the department of education but is not completely aligned with the goals of those of us in the field of visual impairment.

## Question 22 Essay

What was most useful from the seminar presentations and activities?

Given Answers

0 Unanswered Response(s)

I really enjoyed Dr. Nora Jones Shirley & Dr. Erin's presentations. Support and practical suggestions for doctoral studies success were very helpful!

The most powerful message came from the combination of the history of NCLVI and the game Dr. Rude had us engage in. His game pointed out what NCLVI has already demonstrated, that collaborating will put the more points on the board than if competing. Also, that even though policy may not seem to be offering programs

needed, it is possible with extensive hard work and solid research to convince those in DC that a program is worth funding.

The activities were the most helpful in understanding the concepts covered. They allowed for the opportunity to move around, interact, and learn together while allowing us to gain a first-hand experience on the concept being discussed. Activities stand out in my mind and have a greater impact on my learning.

I think the combination of information and Dr. Rude's presentation style was the most useful. I especially like all of the resources outside of the field of special education the Dr. Rude cites and recommends.

I enjoyed getting together and reviewing the Policy Guidance from OSERS. We all had very strong opinions about what should be included in the policy. It was great that Mark gave us the opportunity for our voices to be heard. I think that was a great opportunity in interpreting policies that guide our field.

The group activity dissecting the OSERS document was most useful because we finally got to the nitty gritty of policy for students with visual impairment. It gave students an opportunity to critique and analyze a legislative document.

Networking with and meeting the other professionals in the field. Being able to discuss thoughts and ideas for future projects with colleagues.

not sure yet, i am still absorbing it. it was a really intense experience for me (very positive, though). I seem to be thinking about Dr. Rude's consensus activities a lot.

It was very informative to have a historical understanding of how NCLVI came to being. However, the consensus building activity was the most useful. As future leaders of this field, it is imperative that we learn to work together now. Working through the process of consensus building will help us in the future as we work together on future issues within the field. The activities taught great lessons.

Information gathering. I had very little knowledge of this side of the profession.

The networking opportunities with professionals in the field and university PAC members.

I personally enjoyed the presentation by Dr. Harvey Rude and Mark Richert. I have been taking a politics in education course this semester and having this enrichment activities made some things clear for me.

I found the presentations and activities on Sunday to be the most useful. They were the only ones that really required active engagement on our part, which allows me to learn a bit better than if I'm just listening/looking at slides.

NCLVI Enrichment Program Overview and Expectations was extremely helpful. The opportunity to formally and informally interact face to face with everyone involved in NCLVI also painted the picture of expectations and greatness of the NCLVI program.

### Question 23 Essay

What would be most beneficial to you in terms of content and process at the next seminar on public policy?

#### Given Answers

0 Unanswered Response(s)

I want to see how real public policy is made. I want to get into the "bowels" of the system and see how politics works. I would like to see how organizations express their views and lobby politicians. I have always heard about people going "up on the hill" to work on an issue. I would like to see at least a glimpse of this.



Allow us to do a simulation taking us through the whole process of advocating for something in public policy.
More networking and collaborative discussions.
I would like to look at the national agenda and explore what ideas we presented in our NCLVI essays of how we might contribute to the agenda as well as new ideas.
The exact process it takes to make something a policy and to see this in action at the federal level, basically concept to implementation. I would also be interested in learning what can be done about bad policies and remedying them.
Ways to make effective changes in the lives of children with visual impairments. I feel like we have and are receiving great information. I would like to be able to put theory into practice.
not quite sure- i dont feel experienced enough to answer this except by saying that I'd be happy to learn about whatever the consortium members find appropriate.
While in D.C. I would like to hear about the processes that our leaders in public policy take in order to get the voices in our field heard. How do they approach members on the Hill? How do they interact with officials in other agencies to get our concerns heard? How are decisions made about the order of issues that need to get the attention of Hill members?
I think I would most like some direction on how to be active in public policy without having to actually have a job whose focus is public policy. That doesn't sound very clear to me, but hopefully you'll understand what I'm saying.
Maybe to have the power points ahead of time so that we can write our own individual notes with them rather than having to wait for them to be posted at a later date.
Would like more information on the actual process of policy making. How does it start? Who writes it? How is written?
More hands-on activities that involve critical thinking and policy development.
Unknown at this time
I would benefit from more group activities that involve the Fellows working together as well as other group activities that involve everyone involved with NCLVI working together. Since we are going to be face to face at these seminars, I hope we can maximize the benefits of working face to face through group activities as often as possible.
I would like to learn more "inside" information on the procedures in drafting and finalizing public policies.

**Question 24 Essay**

What are the most beneficial leverage points for professionals who seek to influence public policy on behalf of clients/learners with visual impairments?

<b>Given Answers</b>
0 Unanswered Response(s)
Even though we are a small field with many different, and often opposing views, one of our strengths is found in our ability to join together on "big" issues. However, I think our most beneficial leverage point is found in the fear of blindness that so many people have. Our field has a long history when compared to other disabilities so this helps as we try to influence public policy.

An understanding of the culture of change. The ability to assess and address cultural alignment, infrastructure support, environmental awareness and the ability to design change that works.

An ability to stay in touch with grassroots efforts & practice to research.

Maintaining an interactive lifestyle with children and adults who are blind or visually impaired as well as their families.

I'm not entirely sure what is being asked here, but I think the most important leverage tools for anyone seeking to influence public policy are first and foremost, solid and defensible knowledge of current and past policy as well as knowledge of the issues effected by the policy. Second, I think that you need a strong base of support for the proposed change (in the case of education that would be the support of teachers, administrators, researchers, parents, consumer groups, etc).

Knowledge of issues, public policy process (ability to reach consensus) and political connections.

Individuals with visual impairments have a history and current status of a strong voice. There are many organizations with experience in lobbying for better public policies for professionals to join forces with to influence policy further.

the power of people with VI as consumers and advocates.

the potential of the same population in terms of it's value to the national work force.

From the content covered during the conference, the best leverage points would be the issues addressed in the OSERS document.

From a more comprehensive standpoint, I would include local legislation (state braille bills, for example) and national goals such as those outlined in the National Agenda. I find that the most effective leverage points often come from real people voicing their concerns. Having parents rally behind a cause always seems to get the ball rolling at the district level much more readily than a piece of paper.

The fact that we are small in number should mean that we are able to rally our efforts together to influence change.

Personal experiences within the field - good and bad

To have stories that impact others. Lots of times policies are derived from narrative stories. Of course, empirical data to support the stories actually helps as well.

Tangible data, community involvement, and dedicated personnel

The most beneficial leverage points for professionals who seek to influence public policy on behalf of the clients/learners with visual impairments include the results of research in our field that explicitly illustrates an area of need or further development.

I believe the most important concept I learned was the ability to find a common ground and compromise. This also means bringing all organizations together for the better of all and working for a common goal.

Understanding the points of view of others involved and trying to work toward a common ground.

### Question 25 Essay

What skills are essential to ensure that public policy is implemented with the fidelity of legislative intent?

Given Answers

1 Unanswered Response(s)

Being sure that the legislation is clearly defined and that law makers understand the problem. Compromise must also be obtained while not losing sight of the problem at hand.

Knowledge is the most essential skill. Too often the regulations handed down do not reflect the intent of the legislation. Therefore, we as a field have to be part of the entire process, from draft of the bill to the implementation process. We need to busy ourselves with a greater understanding so that we can lobby at all levels of public policy.

Consensus is also another important skill. The field with all of its diversity needs to be unified on important subjects and work together to ensure that they are implemented as they should be.

Knowledge of policy and law. How to communicate and network with people who can clarify and investigate the intent of policies.

to make sure the intent is feasible. to be realistic and have forethought about its implications and effects.

Good communication skills.  
An effective accountability system.  
Good leadership abilities.

In order to ensure that public policy is implemented properly, it must first be written clearly so that the intent can be deciphered and clearly explained in the regulations.

I believe that the skills involved include:  
-cultural awareness of the needs of the school/organization  
-effective communication skills to convey the meaning of the law in a clear manner.  
-organizational skills that work to develop clear and consistent implementation. (a plan for implementation)  
-strong supervision skills to observe the implementation and provide feedback.

Dedication, knowledge of the political arena, organization, and strong constituent support

Strong knowledge around the legislation.

An ability to look at legislation through the big picture.

An ability to follow the legal systems' reaction to intent of legislation.

When you think you know the exact answer, turn around and look again.

Knowledge of the interpretations of the public policy. Uniform interpretations would be essential.

Strategic planning, persuasion, collaboration and perseverance.

I think fine tuned interpersonal skills, vast knowledge on public policy, and experience working with officials in legislation are critical components that ensure public policy is implemented with the fidelity of legislative intent.

Um, I think that if I had that answer I wouldn't need outside funding for my doctorate. I don't know that any public policy, whether it be related to education, welfare, or criminal justice, can truly be implemented with the "fidelity of legislative intent". Perhaps if legislators worked less ambiguity into the laws, we wouldn't need to identify essential skills to ensure correct implementation.

How would you influence organizations to be proactive in the enforcement of public policy that is not consistently followed?

Given Answers
0 Unanswered Response(s)
<p>The key to influencing organizations is to first have a good rapport with the organization. Too often bridges are burned that can later hurt our students or clients. Having a good rapport gives you opportunity to get inside an organization and provide knowledge. This is the second and most powerful way to influence organizations. Too often organizations are ignorant of things that are happening around them. For an organization to truly be proactive, then it needs to have information early. Thirdly, sometimes organizations need organizational help. This may include helping organize documents, activities, etc. so that the organization can be heard.</p>
<p>Become a leader; lead for change</p> <p>Know the non-negotiables. Know what must get done. Avoid implementing something that is not based on quality knowledge. Believe in the content and substance of what you are doing. Think strategically and systemically.</p> <p>Scan the environment to see what is happening (What is the climate?, What are the organizations doing well? What needs to change?, What does the organization perceive it needs to change?, Define the organizational goals, values, and needs.)</p> <p>Look at the big picture. What is the cost for not changing? Is there a compelling reason to change? Is there a common image and understanding about what change is being proposed? Reduce obscure language, create a common language. Build consensus!</p>
<p>I would recommend that organizations first try sensitivity training. Second, I would then recommend In-Service credits for best practices regarding the policies in question. Mentoring could be a possibility as well.</p>
<p>"The squeaky wheel gets the oil." Staying visible and heard on issues.</p>
<p>I would first try to understand what factors or paradigms are hindering them from implementing the policy in the first place. Then, I would work with them to educate them on the reasons the policy is in the best interest of the students they serve. Finally I would work with them to find creative solutions for any technical problems that continue to prevent implementation.</p>
<p>Through education and tangible data from consistent implementation.</p>
<p>I would influence organizations to be proactive in the enforcement of public policy that is not consistently followed by taking "baby steps" in the right direction and reinforcing this progress by explaining the positive effects of every step taken in the new, more effective direction.</p>
<p>Figure out what the obstacles are for the public policy to be implemented. Show them how to do it step by step and create manageable steps toward the final outcome. When it is broken down, people become less overwhelmed by the whole process.</p>
<p>Honestly, I probably wouldn't. I'm not very politically active. I have a very hard time believing in the power of one. I just try to do what I can where I am. Please keep in mind that I've been in a classroom for the last few years and I've pretty much had my hands full with that. I haven't really felt like I've had the time to be to be influencing agencies to more consistently follow policy.</p>
<p>First, I would seek to understand the reasons why the policy is not being followed</p>

(lack of funding/resources, misconceptions about the policy, apathy towards serving the client??). Based on this, I would develop a plan that would address the root of the problem. For example, if the reason for inconsistent implementation is due to lack of funding or resources I would work with the community or engage in grant writing to try to acquire funds.

In addition, it would be relevant to explain or demonstrate the ramifications for not implementing the policy consistently. (Student achievement is jeopardized because she/he does not have texts in accessible format, etc.)

Despite the attitude of those towards those with visual impairment, I would try to be tactful and diplomatic.

Perhaps by clarifying best practices within the field and to show the differences in programs for children who receive these types of services.

I would approach organizations and tell them about the problems I personally witnessed where public policy was not consistently followed. I would work with the organizations to find out how we could work together to get the problem solved.

show them specifically how they can benefit from following the policy

By explaining to them the problem and how not enforcing policies effects kids. We must unite and come to together for the better of all. Organizations also need to seek clarity from law makers on policies that are not clear.

#### Question 27 Essay

Describe lessons and/or guiding principles from the literature on systems change that can be applied to the execution of public policy?

#### Given Answers

7 Unanswered Response(s)

Policy is not based on research, but on the values people hold at that time. If people do not value what you are trying to do, it will go nowhere. Change also takes time and we must not expect changes overnight.

The identification of individual or systemic needs.

The identification of relevant stakeholders who are addressing those needs to increase collaboration, avoid duplication, and identify gaps.

The identification of barriers to the provision of desired effects.

The revision of current policy and procedures that are not achieving the desired effect.

The development of policy and procedures to achieve the desired effect.

The evaluation of any efforts and their effects to meet the need.

There are many factors that contribute to systems change, vision, skills, incentives, resources, action plans, and results. It is critical that all elements are a part of the big picture or else the execution is likely to fail.

Lessons from the literature on systems change that can be applied to the execution of public policy include the effects of collaboration. Collaboration is an unnatural and vital process in new groups of all kinds, including individuals uniting for the successful execution of public policy.

I am really unsure what is being asked in this question as we recieved little "literature" on systems change.

Change is hard, especially in education. Change in education is often more evolutionary than revolutionary. We must be long-suffering and willing to stay on the path. There will be many "bumps on the road" as public policy is executed, but we as leaders need to work to make the execution as easy as possible.

Here's my lesson. One person can make all the difference. I disagree with Dr. Ruth's assertion that you can't get large scale reform from a bottom-up approach. Rosa Parks, the African American activist, died recently. Although she was certainly not the only woman who ever refused to give up her seat and her dignity, she was part of a grassroots movement that sparked the civil rights era.

Dr. Topor, a professor at the University of Arizona, is a leader who worked with the Tucson Unified School District to ensure that students receive free low vision evaluations. I can go on and on about other contributions leaders have made. Those who refuse to surrender the possibility of equality pave the way for change.

Even with the best of intentions, change can be slow and misinterpreted. Change can be a stubborn beast! Many people do not see the need for things to change the way that members in particular groups see the need for things to change.

### Question 28 Essay

Please comment on any additional aspects of the NCLVI Fellows First Face-to-Face meetings and program, as well as any other activity or event in which you participated as part of this event. Please be as specific as you like, as we will use the evaluative comments as we plan future NCLVI events. Thank you very much.

#### Given Answers

1 Unanswered Response(s)

One concern that I had was the involvement of the doctoral students that are not NCLVI as well as some of the other people who joined in our session. I don't fully understand the reasons that they were there. I'm not sure how I feel about it. I understand that the other doc students were not allowed to apply for this grant. However, we had to jump through a lot of hoops to get this opportunity and be awarded this honor. I can see how they too would benefit from this training. Again, this is our grant and our enrichment activities. They can opt in or opt out of doing any of the assignments. There were 3 non-NCLVI participants in my break out group on Sunday and it felt like to me anyway that they were trying to take control and almost wouldn't listen to anything we newbies had to say. I didn't appreciate it. I hope that this kind of thing will not happen again in the future.

It was great to have the advice of other people who had been through a doctoral program give their advice on survival and ways to enjoy the program. I also was impressed by the approachability of so many of the professionals in the field. I can not wait to take advantage of the internship and mentor experiences we are able to have through this program.

It would have been helpful to have print outs of all the power point presentations. (I don't think we received one from Mark Richert) Also, I believe this survey should have been done at the end of the sessions in Louisville while all the topics were fresh in our minds.

Many of us commented that we would have rather had our more intense sessions at the beginning of the conference than the latter as well.

Overall, I felt I really learned a lot and had some great networking opportunities in Louisville. The sessions were of value and sparked an interest in policy for me. I hope our trip to D.C. will allow for a more in depth analysis of how policies are made and

implemented. Ultimately, what really goes in on D.C. and what type of careers are available there?

Thanks for an incredible experience. I was thoroughly impressed with the fellows. It was nice to meet a bunch of the university folk on a more personal level than before. The weekend in KY really brightened my overall outlook. I feel energized by the experience - even though I came home with a horrible cold. It really reaffirmed that I am doing the right thing. I was extremely hesitant to leave a very good situation for this venture back to school. That conference pretty much pushed me to the point that I am not looking back. Does that make sense? It's been a hectic day.

It was important to attend the APH meeting more for the contacts and learning about what is going on, however I got more out of the NCLVI enrichment and would have liked to spend more time doing that. By the end of the time I was ready to go home and did not give my all to the enrichment activities.

While I met a lot of amazing people through the APH events, I feel like I learned more in the NCLVI sessions, so I guess I'd like to see more of a "just us" situation.

It is amazing to see all of the organizations come together and support us! I was overwhelmed by the generosity of the numerous organizations in our field. I thoroughly enjoyed our presentations! Sunday morning was an incredible learning opportunity! I enjoyed working with the members and learning about their viewpoints on various issues of public policy. I feel grateful for a learning opportunity such as this! We are going to be working together for a long time, what a chance we have been given to bond from the beginning!

I was very moved by the warm reception I received from the NCLVI Consortium members (especially Dr. Huebner), the PAC members, and the other Fellows. I felt that I was a valued part of NCLVI. I was grateful for having some time to socialize that was unstructured. The Fellows were great about getting groups together for lunches and evenings out, they seemed to make sure that no one was left out, even at times where a couple groups went to different places.

The intent of the NCLVI faculty, the University Consortium Members, and the PAC members, to support and promote positive learning and leadership experiences for the Fellows was abundantly clear. To find such a supportive and interesting learning environment, with exceptional colleagues both within my own university and NCLVI is like hitting a gold-mine!

I cannot express enough my gratitude for the vision of the NCLVI founders and the hard work of everyone involved. To have such a gift creates such an intense desire to give!

Thank you!

Although I appreciated the lecture on how to be a successful doc student, I thought it was unnecessary. I attended a similar lecture during graduate orientation.

Thank you for providing a background to NCLVI. I feel like I have a much better understanding of the NCLVI development and process.

I would have liked more opportunities to engage in discussion during the "Public Policy: Leadership for Analysis and Change" lecture. Specifically during Dr. Ruth's portion. He gave a great lecture on what public policy is and how it works. It is something that people get passionate about it and it is more engaging to have an open and stimulating dialogue.

I felt incredibly welcomed during the conference by PAC and consortium members. I already feel like I am part of a supportive and nurturing group of leaders. I honestly

have never heard of such a warm reception for doc students at a conference before.  
Thanks!

1. Continued networking opportunities with consortium & PAC members.

2. Sunday's activities may have been better scheduled prior to the last day of the conference when fellow's energy levels were up.

3. Better explanation of surveys.

The NCLVI Fellows First Face-to-Face meeting and program was REALLY GREAT!!!  
It was very exciting and I can't wait until the next one!

One of the things that made it so great was everyone having a chance to learn about everyone else. We are going to be working together for a long time and this first face-to-face set the foundation.

The meetings were all very nice. It would have been nice to have one activity for the Fellows that was not a meeting. A scheduled "field-trip" or even just a meal for us, alone. This would have given us a better opportunity to get to know each other.