



U.S. Department of Education Office of the Chief Financial Officer

Fiscal Year 2010 Grantee Satisfaction Survey

Final Report
September 2010



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Chapter I Introduction and Methodology

This report was produced by CFI Group using the methodology of the American Customer Satisfaction Index (ACSI). The ACSI is the national indicator of customer evaluations of the quality of goods and services available to U.S. residents. It is the only uniform, cross-industry/government measure of customer satisfaction. Since 1994, the ACSI has measured satisfaction, its causes and effects, for seven economic sectors, 41 industries, more than 200 private sector companies, two types of local government services, the U.S. Postal Service, and the Internal Revenue Service. ACSI has measured more than 100 programs of federal government agencies since 1999. This allows benchmarking between the public and private sectors and provides information unique to each agency on how activities that interface with the public affect the satisfaction of customers. The effects of satisfaction are estimated, in turn, on specific objectives, such as public trust.

Segment Choice

A total of 15 programs participated in the FY 2010 Grantee Satisfaction Survey for the U.S. Department of Education. Nine of these programs were participating for the first time. The two OSERS/OSEP programs, Lead Agency Early Intervention Coordinators and State Directors of Special Education, two OVAE programs, Career and Technical Education State Directors and Directors and Adult Education and Literacy and Title I Part A, Improving Basic Programs Operated by LEAs and Title III English Language Acquisition State Grants are the participating programs returning from 2009. Under the Department's Organizational Assessment, each program must have a metric for customer satisfaction. Unlike previous years, that included ED Facts Coordinators and Chief State School Officers, this year, the Department is focusing fully on measures of grantee satisfaction.

Data Collection

Each of the 15 participating programs provided a list of grantees to be contacted for the survey. Data were collected from June 23, 2010 to August 30, 2010 by e-mail. In order to increase response, reminder e-mails were sent periodically to non-responders and phone calls reminders were also placed. A total of 512 valid* responses were collected for a 44 percent response rate. Response rate by program is shown below. *There was one respondent who was not identified in the original program sample but did self-identify as interacting with multiple programs. That information is provided on the following page.*

Response Rate by Program

	Valid Completes	Invites	Rate
Improving Teacher Quality State Grants—OESE/AITQ	54	100	54%
Smaller Learning Communities (SLC)--OESE/AITQ	32	93	34%
State Fiscal Stabilization Fund (SFAF)--OESE/AITQ	10	52	19%
Teacher Incentive Fund (TIF)—OESE/AITQ	15	33	45%
Payments for Federally Connected Children—OESE/IAP	71	200	36%
Indian Education Formula Grants to LEAs - OESE/OIE	86	200	43%
Title I, Part C, Migrant Education Program (MEP)—OESE/OME	28	51	55%
Lead Agency Early Intervention Coordinators--OSERS/OSEP	26	57	46%
State Directors of Special Education--OSERS/OSEP	21	61	34%
Career and Technical Education State Directors--OVAE	28	55	51%
Directors of Adult Education and Literacy--OVAE	26	57	46%
School Improvement Grants (SIG)—OESE/SASA	22	52	42%
Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	23	52	44%
Title III English Language Acquisition State Grants—OESE/SASA	43	52	83%
Rural Education Achievement Program (RLIS/SRS)—OESE/SSTP	26	49	53%
OVERALL	511	1164	44%

* Valid response is defined as one where at least 67 percent of the questions were answered.



Within the questionnaire, respondents were able to identify which programs they had worked with directly. This was a multiple choice question; respondents could indicate they had worked with multiple programs. Respondents had the opportunity to evaluate a set of custom questions for each program with which they worked. The numbers in the second column represent the sample sizes for each of the custom question sections by program. The first column represents the number of program respondents – as identified by the programs themselves for the core set of questions.

Programs

	As identified in sample	As self-identified by respondent
Improving Teacher Quality State Grants - OESE/ITQ	54	96
Smaller Learning Communities (SLC) - OESE/ITQ	32	38
State Fiscal Stabilization Fund (SFSF) - OESE/ITQ	10	56
Teacher Incentive Fund (TIF) - OESE/ITQ	15	17
Payments for Federally Connected Children - OESE/IAP	71	54
Indian Education Formula Grants to LEAs - OESE/OIE	86	126
Title I, Part C, Migrant Education Program (MEP) - OESE/OME	28	70
Lead Agency Early Intervention Coordinators - OSERS/OSEP	26	29
State Directors of Special Education - OSERS/OSEP	21	33
Career and Technical Education State Directors - OVAE	28	42
Directors of Adult Education and Literacy - OVAE	26	32
School Improvement Grants (SIG) - OESE/SASA	22	70
Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	23	158
Title III English Language Acquisition State Grants - OESE/SASA	43	103
Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP	26	80
Total	511	1,004



Questionnaire and Reporting

The questionnaire used is shown in Appendix A. A core set of questions was developed in 2005; in 2010 additional questions were added to the core questions to address OESE technical assistance. In addition, each program had the opportunity to include a set of questions specific to their program. Questionnaires used for the survey are included in Appendix A.

Most of the questions in the survey asked the respondent to rate items on a 1 to 10 scale. However, open-ended questions were also included within the core set of questions, as well as open-ended questions designed to be program specific. Appendix C contains tables that show scores for each question reported on a 0 to 100 scale. Results are shown in aggregate and by program. All verbatim responses are included in the back of the report in Appendix D, Verbatim Comments. Comments are separated by program. Appendix E provides an explanation of significant differences in reporting.



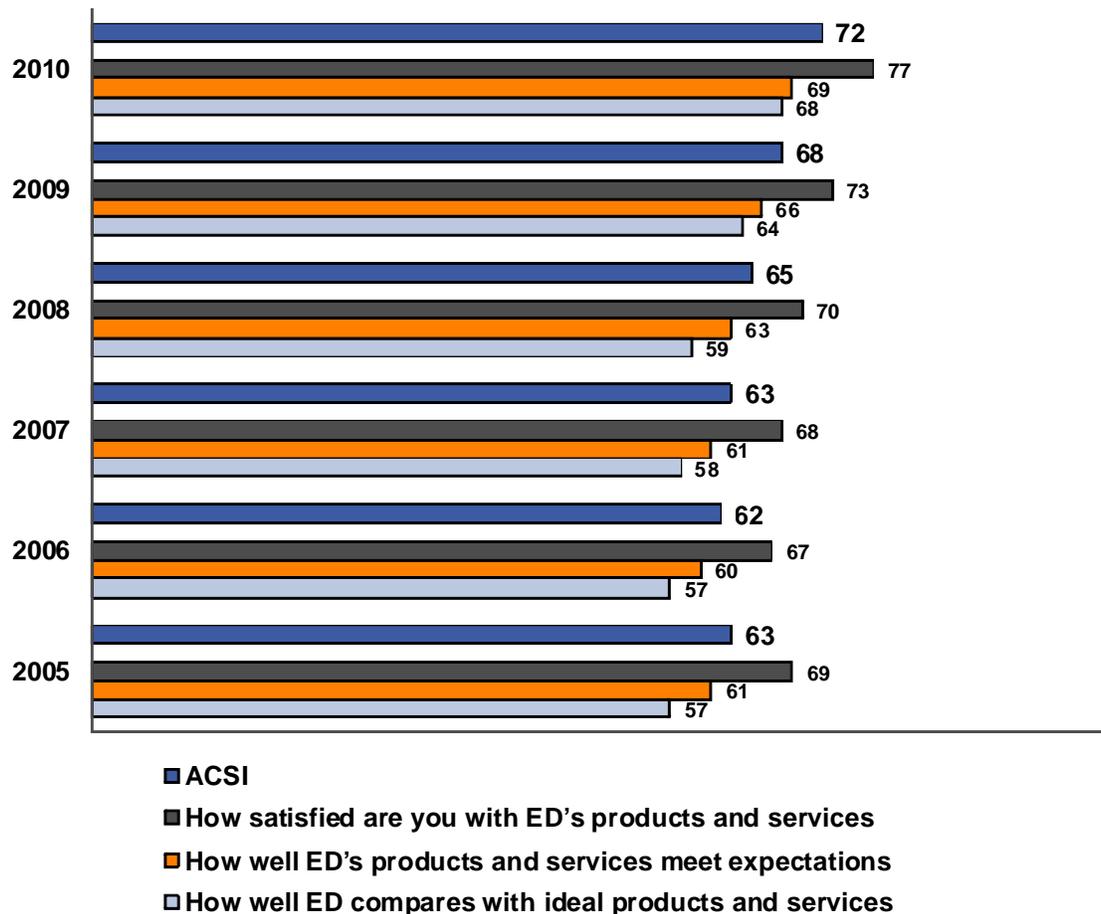
Chapter II Survey Results

Customer Satisfaction (ACSI)

The **Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q33, Q34 and Q35, in the questionnaire in Appendix A. The questions are answered on a 1 to 10 scale and are converted to a 0 to 100 scale for reporting purposes. The three questions measure: Overall satisfaction (Q33); Satisfaction compared to expectations (Q34); and Satisfaction compared to an 'ideal' organization (Q35).

The 2010 Customer Satisfaction Index (CSI) for the Department of Education grantees is 72. This represents a four-point gain from last year and continues the upward trend in scores for the Department of Education. From 2005 to 2007, the ACSI remained in the low 60s for the Department. In 2008 the score reached 65 and in 2009 it gained 3 points to 68.

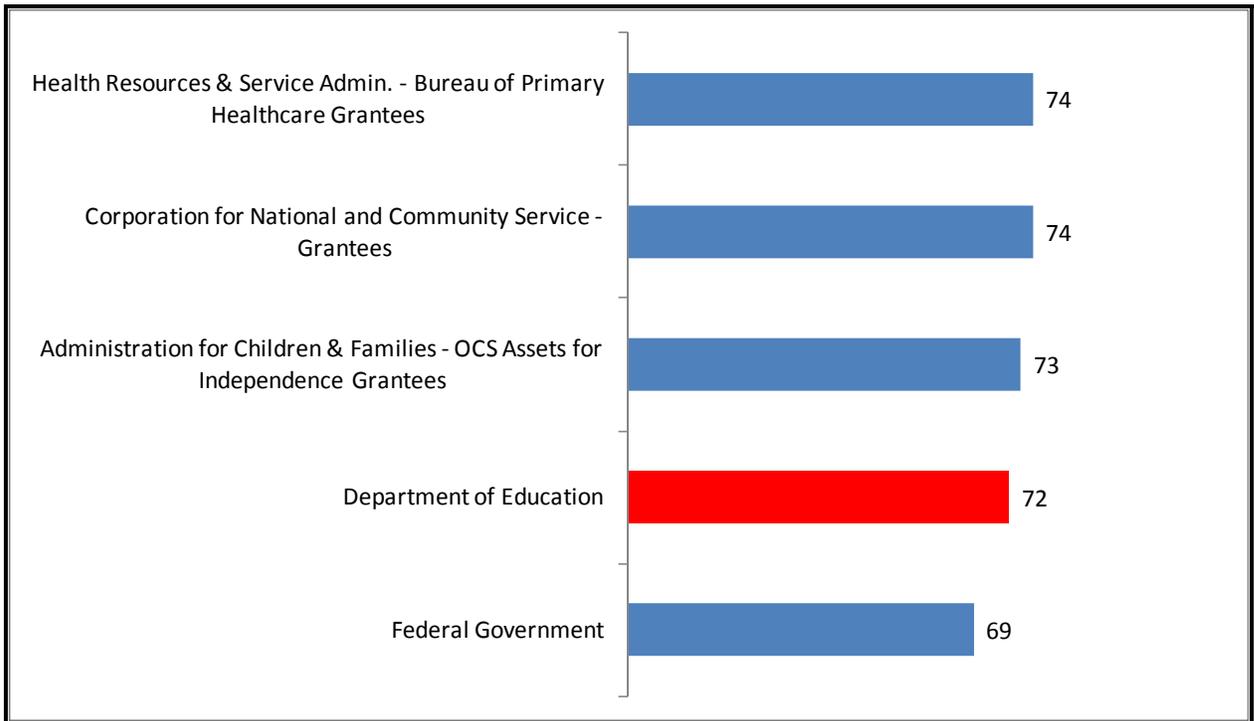
Customer Satisfaction Index 2005 - 2010





The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies taken over the past three years and the most recent (January 2010) annual overall federal government average for benchmarking purposes. The Department is now three points above the federal government average (69). Other benchmark grantee providers score within 2 points of the Department.

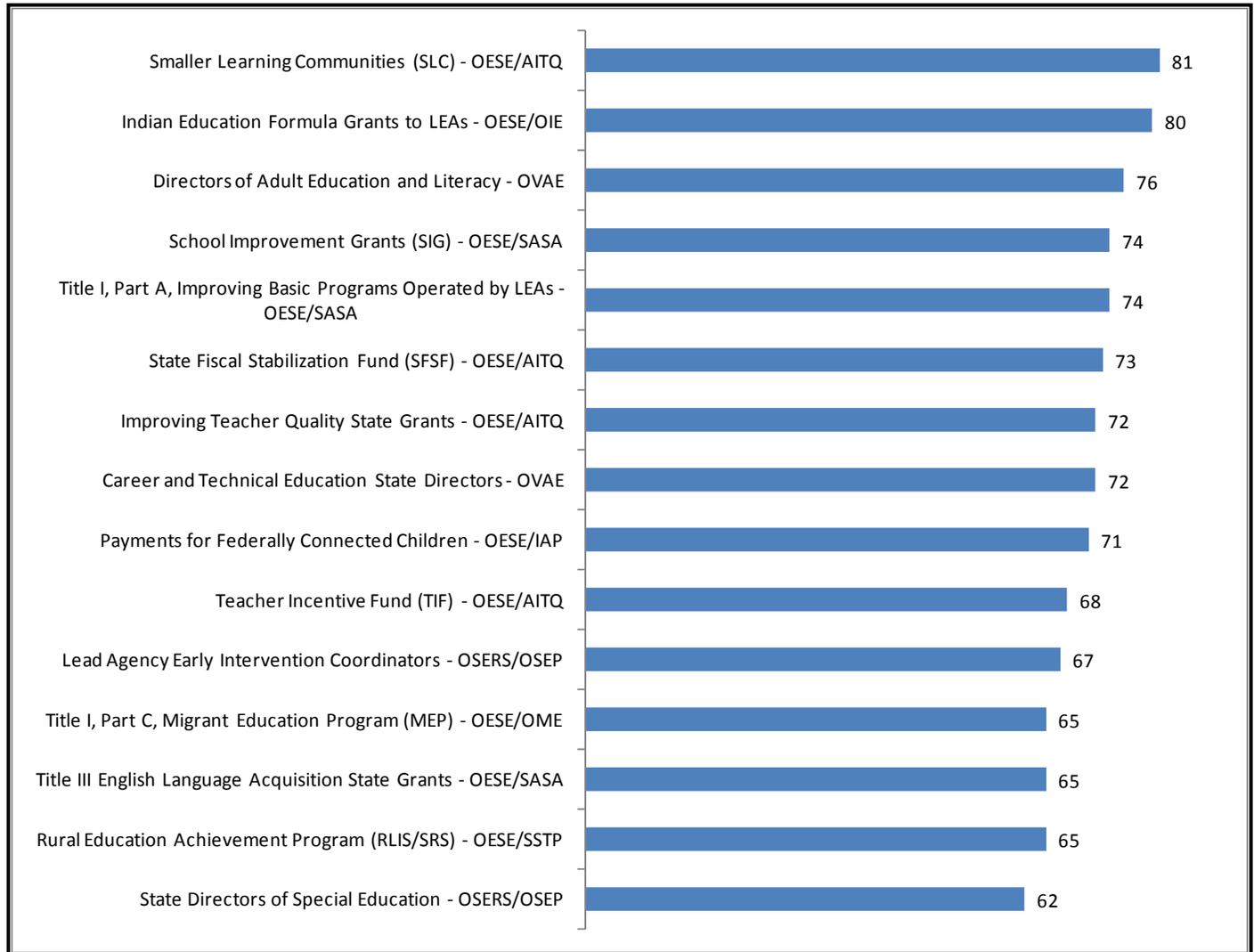
Satisfaction Benchmarks





Below are satisfaction scores by program. As the overall CSI for the Department of Education was 72, many programs are scoring in the 70s or above. Smaller Learning Communities and Indian Education Formula Grants to LEAs have the highest satisfaction scores – both are in the 80s. Only 6 of the 15 programs are scoring in the 60s with State Directors of Special Education the lowest at 62.

**Customer Satisfaction Index
Scores by Program**



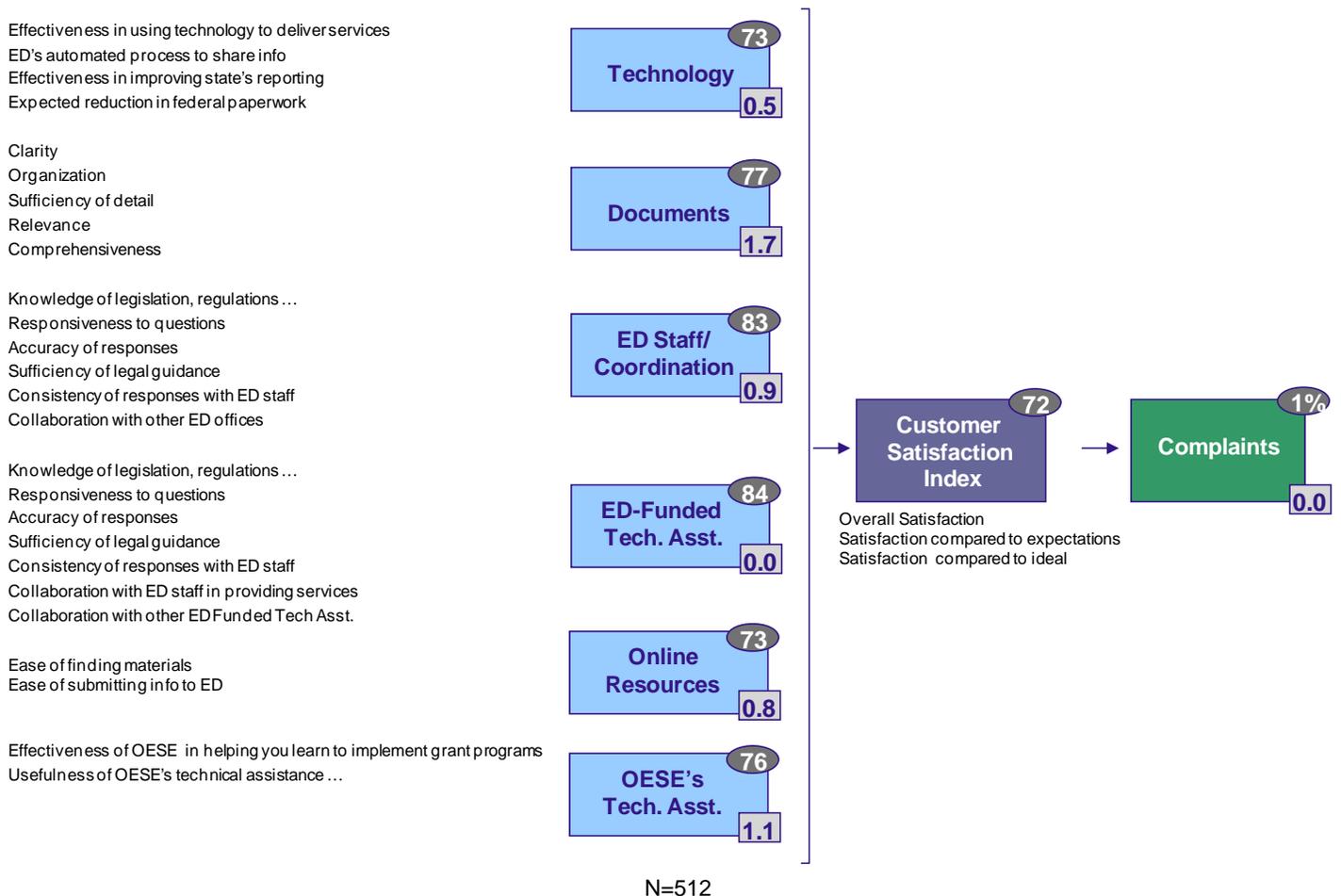


Customer Satisfaction Model

The government agency ACSI model is a variation of the model used to measure private sector companies. Both were developed at the National Quality Research Center of the University of Michigan Business School. Whereas the model for private sector, profit-making companies measures Customer Loyalty as the principal outcome of satisfaction (measured by questions on repurchase intention and price tolerance), each government agency defines the outcomes most important to it for the customer segment measured. Each agency also identifies the principal activities that interface with its customers. The model provides predictions of the impact of these activities on customer satisfaction.

The U.S. Department of Education Grantee Customer Satisfaction model – illustrated below, should be viewed as a cause and effect model that moves from left to right, with satisfaction (ACSI) in the middle. The rectangles are multi-variable components that are measured by survey questions. The numbers in the upper right corners of the rectangles represent performance or attribute scores on a 0 to 100 scale. The numbers in the lower right corners represent the strength of the effect of the component on the left on the one to which the arrow points on the right. These values represent "impacts." The larger the impact value, the more effect the component on the left has on the one on the right. The meanings of the numbers shown in the model are the topic of the rest of this chapter.

2010 U.S. Department of Education Grantee Satisfaction Model





Attribute scores are the mean (average) respondent scores to each individual question in the survey. Respondents are asked to rate each item on a 1 to 10 scale, with “1” being “poor” and “10” being “excellent.” For reporting purposes, CFI Group converts the mean responses to these items to a 0 to 100 scale. It is important to note that these scores are averages and not percentages. The score should be thought of as an index in which “0” represents “poor” and “100” represents “excellent.”

A component score is the weighted average of the individual attribute ratings given by each respondent to the questions presented in the survey. A score is a relative measure of performance for a component, as given for a particular set of respondents. In the model illustrated on the previous page Clarity, Organization, Sufficiency of detail, Relevance, and Comprehensiveness are combined to create the component score for “Documents.”

Impacts should be read as the effect on the subsequent component if the initial driver (component) were to be improved or decreased by five points. For example, if the score for “Documents” increased by 5 points (77 to 82), the Customer Satisfaction Index would increase by the amount of its impact, 1.7 points, (from 72 to 73.7). *Note: Scores shown are reported to nearest whole number.* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by 5 points, the related improvement in satisfaction will be the sum of the impacts.



Drivers of Customer Satisfaction
Technology
Impact 0.5

Technology has a modest impact on grantee satisfaction with an impact of 0.5. The area of technology is again up a significant three points from last year. The Department's effectiveness in using technology to deliver its services remains the highest rated item in the area of technology with a 5-point gain to 78. Effectiveness of automated process in improving state's/LEA's reporting had a statistically significant gain of 4 points as did ED's quality of assistance. Expected reduction in federal paperwork remains the lowest rated item in Technology with a score of 63.

Technology
Aggregate Scores

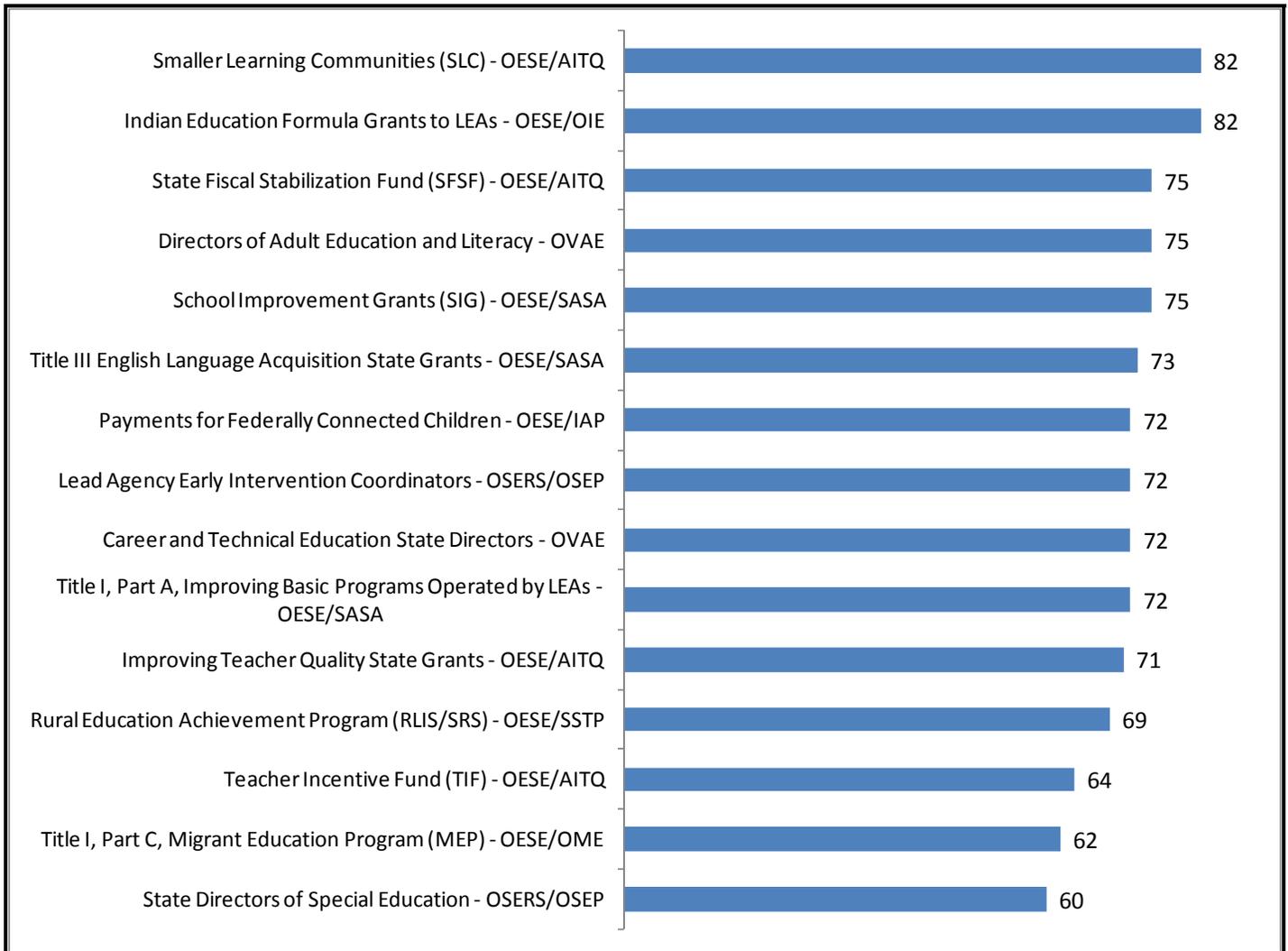
	2009	2010	Difference	Significant Difference
Sample Size	326	512		
Technology	70	73	3	*
ED's effectiveness in using technology to deliver its services	73	78	5	*
ED's quality of assistance	71	75	4	*
Effectiveness of automated process in improving state/LEA reporting	69	73	4	*
Expected reduction in federal paperwork	62	63	1	

** Statistically significant difference from 2009 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*



Below are Technology scores by program. Most programs received solid ratings with scores of 70 or above for all but 4 programs. Smaller Learning Communities and Indian Education Formula Grants to LEAs rated Technology the highest at 82. Only 3 programs had scores in the low 60s, State Directors of Special Education, the Title I Part C Migrant Education Program and Teacher Incentive Fund.

Technology Scores by Program





Below are itemized scores for Technology by programs which show the attribute-level score for each program in the area of Technology. ED's effectiveness in using technology to deliver its services rated the highest among Smaller Learning Communities, Indian Education Formula Grants to LEAs, and Lead Agency Early Intervention Coordinators with scores of 85 and above for this attribute. Quality of assistance scores tended to trend with the effectiveness in using technology scores. Effectiveness of automated process in improving State/LEA reporting received low ratings by Title I, Part C, Migrant Education Program (53). For the other programs scores for the automated process were similar to their overall rating of Technology. Expected reduction in paperwork had the most variance in scores among programs and for most programs this was the lowest rated Technology attribute. In particular, State Directors of Special Education and Lead Agency Early Intervention Coordinators felt the most negatively about the expected reduction in paperwork with scores of 34 and 42, respectively.

Technology
Technology Attribute Scores by Program

	Improving Teacher Quality State Grants - OESE/AITQ	Smaller Learning Communities (SLC) - OESE/AITQ	State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	Teacher Incentive Fund (TIF) - OESE/AITQ	Payments for Federally Connected Children - OESE/IAP	Indian Education Formula Grants to LEAs - OESE/OIE	Title I, Part C, Migrant Education Program (MEP) - OESE/OME	Lead Agency Early Intervention Coordinators - OSERS/OSEP	State Directors of Special Education - OSERS/OSEP	Career and Technical Education State Directors - OVAE	Directors of Adult Education and Literacy - OVAE	School Improvement Grants (SIG) - OESE/SASA	Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	Title III English Language Acquisition State Grants - OESE/SASA	Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP
Sample Size	54	32	10	15	71	86	28	26	21	28	26	22	23	43	26
Technology	71	82	75	64	72	82	62	72	60	72	75	75	72	73	69
ED's effectiveness in using technology to deliver its services	74	85	83	65	76	87	71	85	66	75	76	81	81	79	75
ED's quality of assistance	75	84	65	65	74	81	62	75	66	73	81	74	74	72	73
Effectiveness of automated process in improving state/LEA reporting	69	83	67	66	74	81	53	69	68	71	78	72	72	71	73
Expected reduction in federal paperwork	60	75	72	66	61	77	51	42	34	63	64	67	61	67	54



Documents

Impact 1.7

Documents continues to be one of the main drivers of grantee satisfaction. With an impact of 1.7, it remains the highest impact area of all driver areas. Documents is one of the higher scoring areas and had a one-point increase from last year. Respondents give the highest ratings to documents relevant to their areas of need and organization of information both with ratings of 80. Most scores in this area were up, but not significantly over last year. Only comprehensiveness in addressing the scope of issues faced had a significant (3-point) increase over last year. Overall scores for Documents remain relatively strong, indicating that the Documents are clear, well-organized and providing the information to grantees that meets their needs. Given its high impact, focus should remain on the area of Documents.

Documents Aggregate Scores

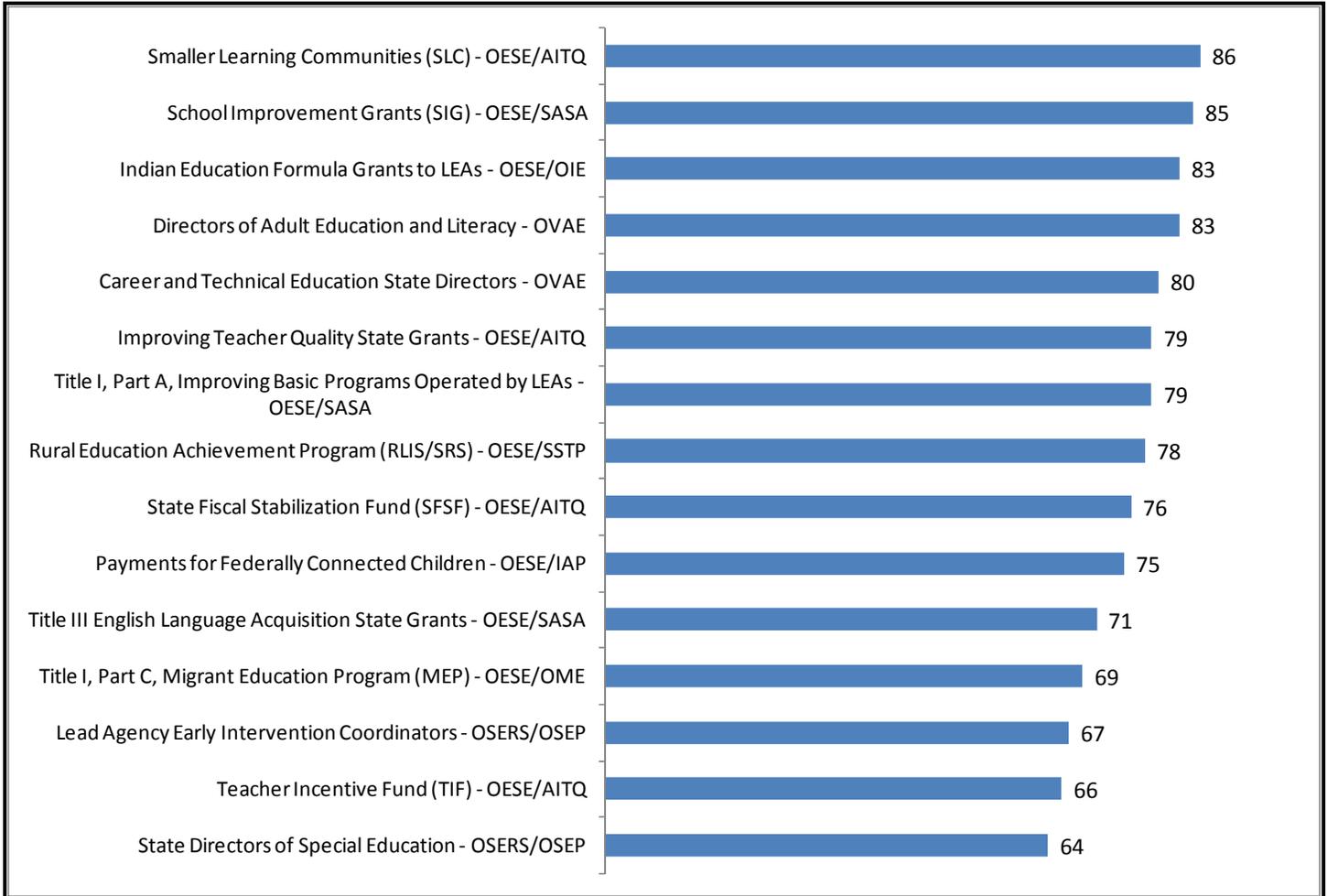
	2009	2010	Difference	Significant Difference
Sample Size	326	511		
Documents	76	77	1	
Clarity	76	77	1	
Organization of information	78	80	2	
Sufficiency of detail to meet your program needs	73	75	2	
Relevance to your areas of need	80	80	0	
Comprehensiveness in addressing the scope of issues that you face	71	74	3	*

** Statistically significant difference from 2009 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*



Across most programs, scores for Documents were strong with 5 programs scoring in the 80s and only 4 scoring in the 60s. Smaller Learning Communities and School Improvement Grants had the two highest ratings in Documents with scores of 86 and 85, respectively. For those programs where Document scores are in the low 70s or below, additional focus should be given to this high impact area.

Documents
Scores by Program





Organization of Information and relevance to areas of need tended to be the highest rated items in Documents for most programs. Smaller Learning Communities and School Improvement Grants gave particularly high ratings to the relevance of Documents with scores in the upper 80s. Relevance was not an issue for most programs; only Teacher Incentive Fund and State Directors of Special Education rated relevance below 70. Detail, clarity and comprehensiveness of Documents, while mostly receiving solid ratings in the mid 70s and above by most programs, were issues for the following programs: Teacher Incentive Fund, Title I Part C, Migrant Education Program and Lead Agency Early Intervention Coordinators.

Documents
Documents Attributes Scores by Program

	Improving Teacher Quality State Grants - OESE/AITQ	Smaller Learning Communities (SLC) - OESE/AITQ	State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	Teacher Incentive Fund (TIF) - OESE/AITQ	Payments for Federally Connected Children - OESE/IAP	Indian Education Formula Grants to LEAs - OESE/OIE	Title I, Part C, Migrant Education Program (MEP) - OESE/OME	Lead Agency Early Intervention Coordinators - OSERS/OSEP	State Directors of Special Education - OSERS/OSEP	Career and Technical Education State Directors - OVAE	Directors of Adult Education and Literacy - OVAE	School Improvement Grants (SIG) - OESE/SASA	Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	Title III English Language Acquisition State Grants - OESE/SASA	Rural Education Achievement Program (RLIS/SRS) - OESE/SSSTP
Sample Size	54	32	10	15	71	86	28	26	21	28	26	22	23	43	26
Documents	79	86	76	66	75	83	69	67	64	80	83	85	79	71	78
Clarity	81	85	72	66	74	82	68	59	65	80	83	85	76	70	79
Organization of information	84	88	77	67	76	85	73	72	70	82	86	84	83	76	79
Sufficiency of detail to meet your program needs	78	87	72	66	75	82	63	62	60	79	82	84	76	67	76
Relevance to your areas of need	79	88	80	68	76	84	76	76	68	85	83	89	84	78	82
Comprehensiveness in addressing the scope of issues that you face	73	85	77	64	74	81	65	64	56	77	78	83	76	64	76



ED Staff/Coordination
Impact 0.9

ED Staff/Coordination continues to be rated as a strength by Department grantees and has increased 2 points from last year. Its impact on satisfaction is relatively strong at 0.9. One item in the area of Staff/Coordination had statistically significant improvements over last year, sufficiency of legal guidance, up 4 points. Grantees rate the Department highest in the area of knowledge of relevant legislation, regulations, policies, and procedures and accuracy of response with a rating of 86 for both items. Scores across all attributes are strong and indicate that grantees find ED Staff/Coordination to be quite responsive in providing them knowledgeable, accurate guidance. Scores also show that responses from different program offices were found to be consistent, and collaboration among other Department programs or offices was effective in providing services.

ED Staff/Coordination
Aggregate Scores

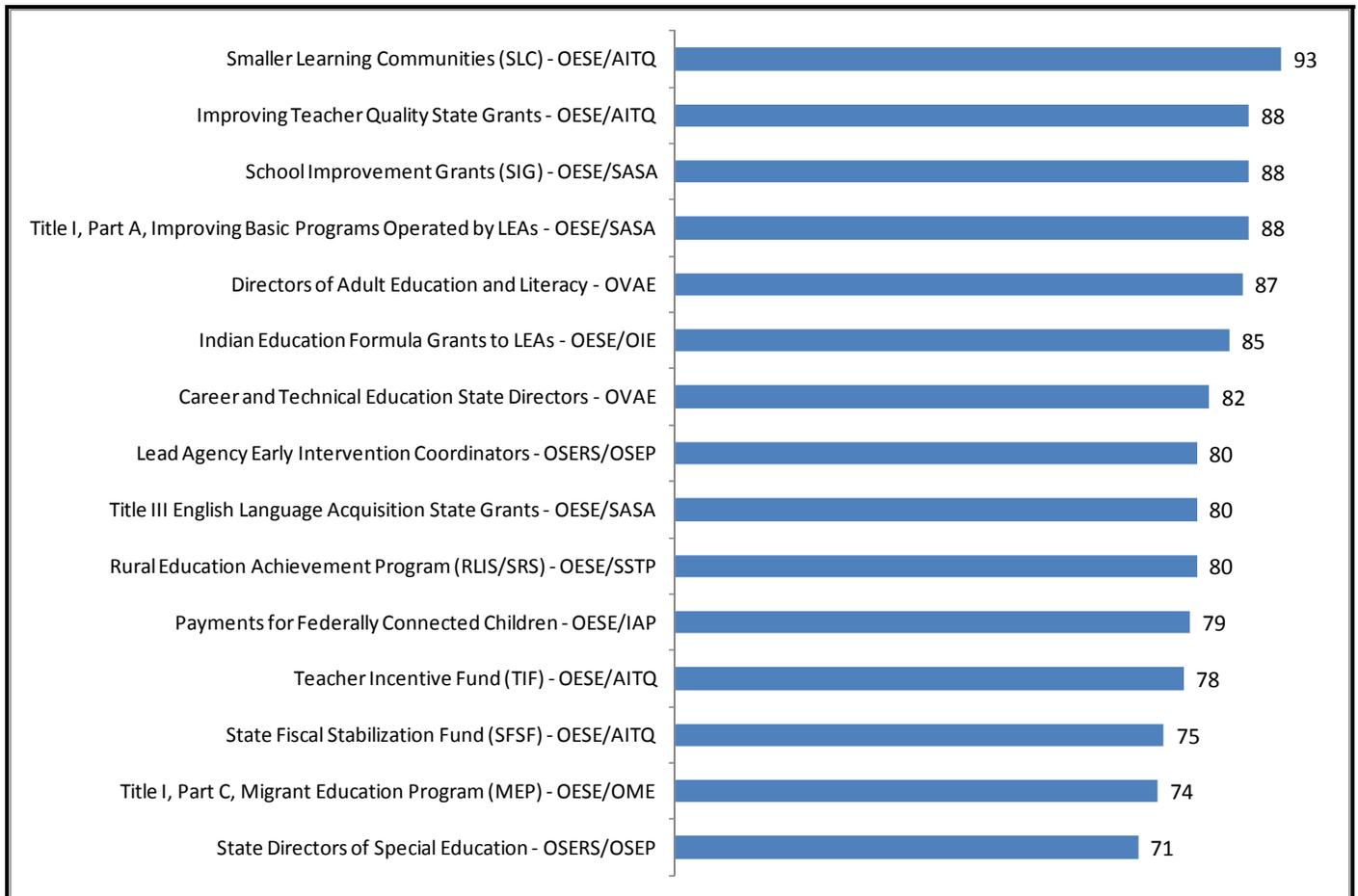
	2009	2010	Difference	Significant Difference
Sample Size	325	510		
ED Staff/Coordination	81	83	2	
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	0	
Responsiveness to your questions	81	82	1	
Accuracy of responses	84	86	2	
Sufficiency of legal guidance in responses	78	82	4	*
Consistency of responses with ED staff from different program offices	76	78	2	
Collaboration with other ED programs or offices in providing relevant services	75	78	3	

** Statistically significant difference from 2009 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix E.*



At the program level, grantees are finding the Department's staff and related coordination are effectively providing them support and guidance. Smaller Learning Communities rated ED Staff/Coordination 93; while 5 other programs gave ratings of 85 or above – indicating a high-level of performance. Only State Directors of Special Education rated ED Staff/Coordination in the low 70s. No program rated this area below 70.

ED Staff/Coordination Scores by Program





For each of the individual attributes measuring ED Staff/Coordination at the program level scores were mostly in the 80s or above and in particular for knowledge and accuracy scores. Smaller Learning Communities rated accuracy of responses and collaboration with other ED programs 95, and knowledge 94. Responsiveness, while scoring high across most programs was rated as problematic for Rural Education Achievement Program grantees with a score of 63. A few programs' ratings for consistency of responses indicate there may be issues for the following programs: State Fiscal Stabilization Fund, State Directors of Special Education, Title III English Language Acquisition State Grants and Lead Agency Early Intervention Coordinators.

ED Staff/Coordination
ED Staff/Coordination Attribute Scores by Program

	Improving Teacher Quality State Grants - OESE/AITQ	Smaller Learning Communities (SLC) - OESE/AITQ	State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	Teacher Incentive Fund (TIF) - OESE/AITQ	Payments for Federally Connected Children - OESE/IAP	Indian Education Formula Grants to LEAs - OESE/OIE	Title I, Part C, Migrant Education Program (MEP) - OESE/OME	Lead Agency Early Intervention Coordinators - OSERS/OSEP	State Directors of Special Education - OSERS/OSEP	Career and Technical Education State Directors - OVAE	Directors of Adult Education and Literacy - OVAE	School Improvement Grants (SIG) - OESE/SASA	Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	Title III English Language Acquisition State Grants - OESE/SASA	Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP
Sample Size	54	32	10	15	71	86	28	26	21	28	26	22	23	43	26
ED Staff/Coordination	88	93	75	78	79	85	74	80	71	82	87	88	88	80	80
Knowledge of relevant legislation, regulations, policies, and procedures	92	94	76	82	81	85	80	88	77	88	89	90	91	85	88
Responsiveness to your questions	88	92	82	73	78	84	73	82	75	79	91	83	81	86	63
Accuracy of responses	91	95	76	80	82	87	75	84	78	86	91	92	91	84	86
Sufficiency of legal guidance in responses	89	89	78	79	77	84	74	77	69	79	84	90	89	79	83
Consistency of responses with ED staff from different program offices	84	91	62	71	76	82	72	68	64	84	84	85	88	68	81
Collaboration with other ED programs or offices in providing relevant services	83	95	67	71	75	81	69	73	62	77	82	86	90	73	79



Online Resources

Impact 0.8

Online Resources, while one of the lower scoring areas, still had a rating of 73. This was up 2 points from last year. Ease of finding materials online had a significant 4-point improvement. Ease of submitting information via the Web was rated higher with a score of 78. Overall, Online Resources has a moderate impact of 0.8 on customer satisfaction.

Online Resources Aggregate Scores

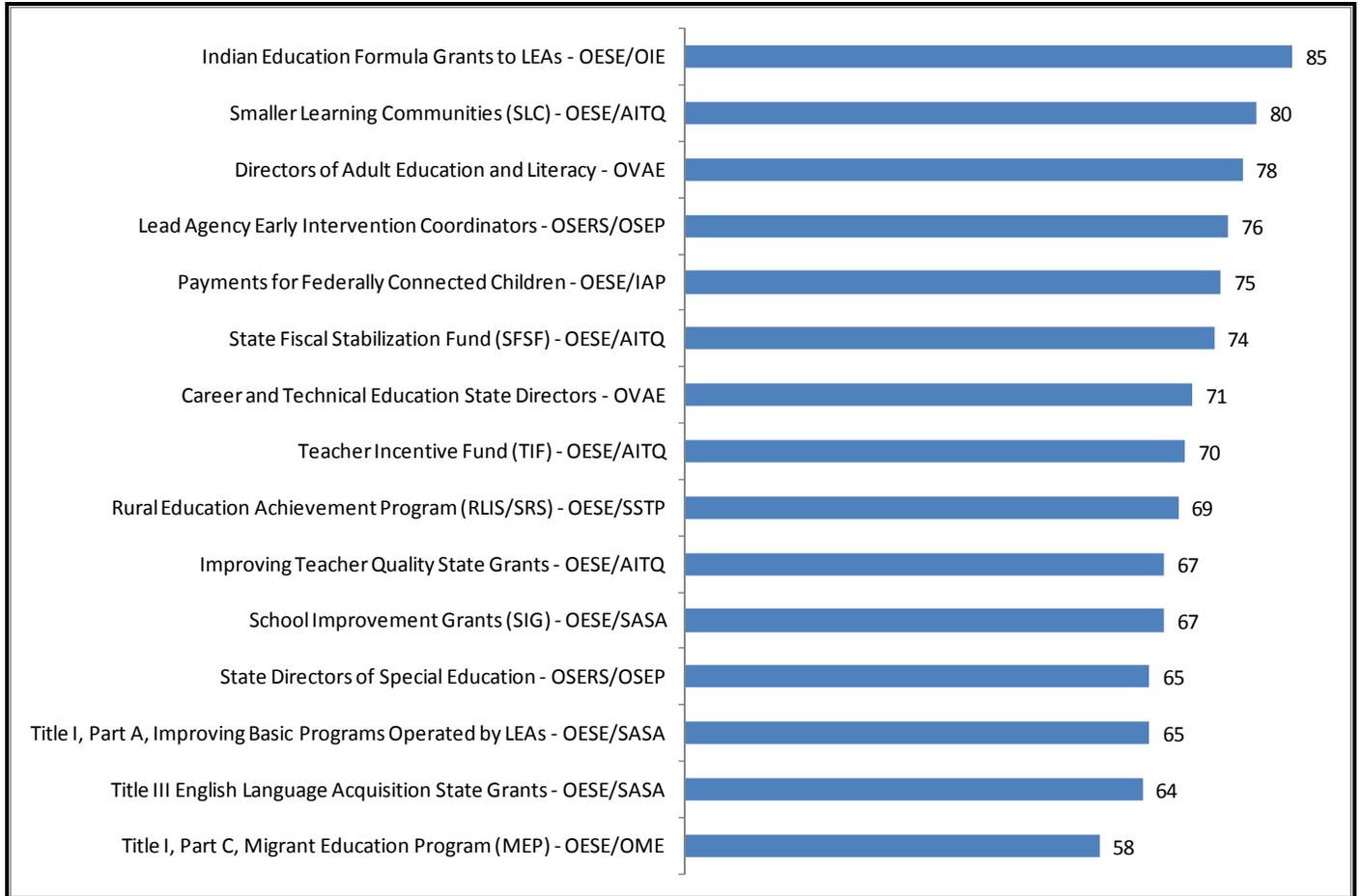
	2009	2010	Difference	Significant Difference
Sample Size	326	511		
Online Resources	71	73	2	
Ease of finding materials online	64	68	4	*
Ease of submitting information to ED via the web	77	78	1	

** Statistically significant difference from 2009 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*



Online Resources was one of the lower rated areas with many of the programs rating it in the 60s or lower. Overall, 7 programs rated Online Resources below 70, with Title I, Part C, Migrant Education Program rating this area the lowest at 58. However, those programs that had higher satisfaction with the Department tended to rate Online Resources high. Indian Education Formula Grants to LEAs, Smaller Learning Communities and Directors of Adult Education and Literacy rated Online Resources in the high 70s to mid 80s.

**Online Resources
Scores by Program**





Only two attributes were measured in the area of Online Resources, ease of finding materials and ease of submitting information. Only Title I, Part C, Migrant Education Program found submitting information to be problematic with a rating of 57. Ease of finding materials online was more of a challenge for programs. Along with the Title I, Part C, Migrant Education Program, six other programs (State Directors of Special Education, Title I, Part A, Improving Basic Programs Operated by LEAs, Title III English Language Acquisition State Grants, School Improvement Grants, Improving Teacher Quality State Grants and Rural Education Achievement Program) all rated ease of finding materials online in the low 60s or below.

Online Resources
Online Resources Attribute Scores by Program

	Improving Teacher Quality State Grants - OESE/AITQ	Smaller Learning Communities (SLC) - OESE/AITQ	State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	Teacher Incentive Fund (TIF) - OESE/AITQ	Payments for Federally Connected Children - OESE/IAP	Indian Education Formula Grants to LEAs - OESE/OIE	Title I, Part C, Migrant Education Program (MEP) - OESE/OME	Lead Agency Early Intervention Coordinators - OSERS/OSEP	State Directors of Special Education - OSERS/OSEP	Career and Technical Education State Directors - OVAE	Directors of Adult Education and Literacy - OVAE	School Improvement Grants (SIG) - OESE/SASA	Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	Title III English Language Acquisition State Grants - OESE/SASA	Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP
Sample Size	54	32	10	15	71	86	28	26	21	28	26	22	23	43	26
Online Resources	67	80	74	70	75	85	58	76	65	71	78	67	65	64	69
Ease of finding materials online	63	81	70	67	72	81	60	68	55	66	74	61	51	59	64
Ease of submitting information to ED via the Web	69	79	81	73	78	89	57	88	76	79	82	75	78	70	76



ED-funded Technical Assistance

Impact 0.0

ED-funded Technical Assistance again remains the highest scoring area for the Department in 2010. Its impact of 0.0 should not be interpreted that ED-funded Technical Assistance is unimportant to grantee satisfaction, but rather that an improvement in this area will not significantly improve satisfaction at this time. Scores were up 2 points overall to 84. Grantees found the ED-funded providers of Technical Assistance to be knowledgeable, responsive and they provided grantees with accurate and consistent responses. Collaboration of both Department staff and other Department-funded providers of technical assistance was found to be effective. The lowest rated attribute, sufficiency of legal guidance, still rated 80. Clearly, ED-funded Technical Assistance is perceived to be a strength and the current level of effort should be maintained.

ED-funded Providers of Technical Assistance Aggregate Scores

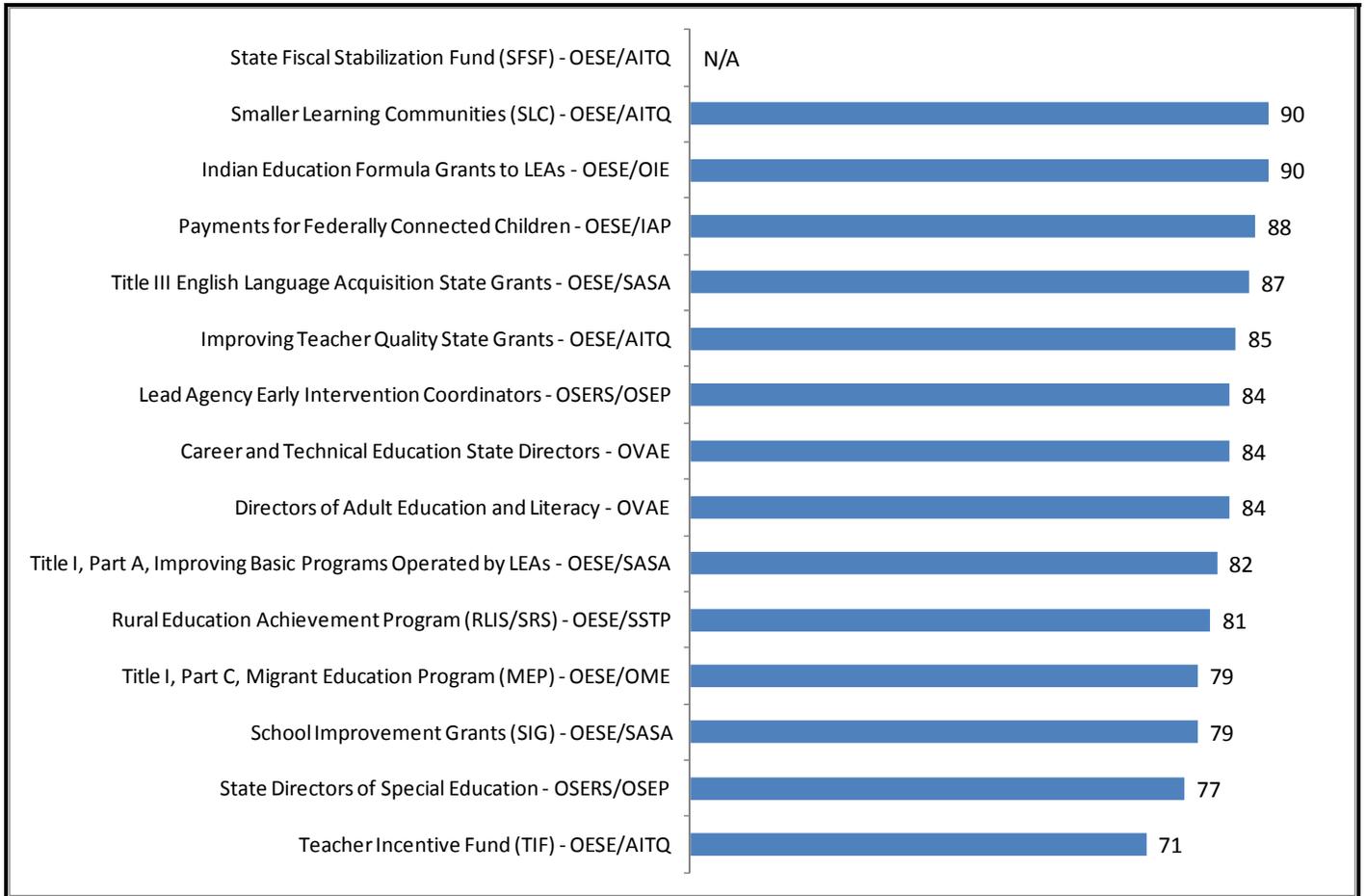
	2009	2010	Difference	Significant Difference
Sample Size	257	347		
ED-funded Technical Assistance	82	84	2	
Knowledge of relevant legislation, regulations, policies, and procedures	82	84	2	
Responsiveness to your questions	86	86	0	
Accuracy of responses	83	85	2	
Sufficiency of legal guidance in responses	77	80	3	
Consistency of responses with ED staff	81	84	3	*
Collaboration with ED staff in providing relevant services	82	84	2	
Collaboration with other ED-funded providers of technical assistance	81	84	3	*

** Statistically significant difference from 2009 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*



ED-funded Providers of Technical Assistance was rated highly by nearly all of the programs. Only Teacher Incentive Fund rated this area below 77. All other programs rated the area in the high 70s to 90 – indicating that programs perceive ED-funded Providers of Technical Assistance to be a strength.

**ED-funded Providers of Technical Assistance
Scores by Program**



**Note there were not enough responses from State Fiscal Stabilization Fund (SFSF) respondents to produce a reliable score.*



Attribute scores at the program level for ED-funded Providers of Technical Assistance indicate that all of the attributes scores show little variance from the overall score by program. In other words, very few ratings for a particular attribute are very high or very low compared to the rating of ED-funded Technical Assistance for a given program. While sufficiency of legal guidance was the lowest rated attribute in this area with a score of 80, the lowest ratings by program are still in the low 70s.

ED-funded Providers of Technical Assistance
ED-funded Providers of Technical Assistance Attribute Scores by Program

	Improving Teacher Quality State Grants - OESE/AITQ	Smaller Learning Communities (SLC) - OESE/AITQ	State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	Teacher Incentive Fund (TIF) - OESE/AITQ	Payments for Federally Connected Children - OESE/IAP	Indian Education Formula Grants to LEAs - OESE/OIE	Title I, Part C, Migrant Education Program (MEP) - OESE/OME	Lead Agency Early Intervention Coordinators - OSERS/OSEP	State Directors of Special Education - OSERS/OSEP	Career and Technical Education State Directors - OVAE	Directors of Adult Education and Literacy - OVAE	School Improvement Grants (SIG) - OESE/SASA	Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	Title III English Language Acquisition State Grants - OESE/SASA	Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP
Sample Size	54	32	10	15	71	86	28	26	21	28	26	22	23	43	26
ED-funded Technical Assistance	85	90	--	71	88	90	79	84	77	84	84	79	82	87	81
Knowledge of relevant legislation, regulations, policies, and procedures	83	89	--	66	88	87	80	89	78	84	86	77	81	87	83
Responsiveness to your questions	88	91	--	81	88	91	80	88	83	85	85	79	87	90	82
Accuracy of responses	87	92	--	74	88	91	81	87	78	84	86	78	83	88	79
Sufficiency of legal guidance in responses	80	88	--	72	89	88	77	78	75	74	78	76	77	82	79
Consistency of responses with ED staff	84	92	--	74	89	91	82	81	78	83	80	81	81	85	80
Collaboration with ED staff in providing relevant services	87	89	--	67	88	91	79	84	78	84	87	79	81	83	83
Collaboration with other ED-funded providers of technical assistance	88	90	--	66	91	89	78	85	74	87	85	79	83	89	82



OESE Technical Assistance

Impact 1.1

This component was new in 2010 as 9 Office of Elementary and Secondary Education (OESE) programs participated in the survey for the first time in 2010. Thus, 11 of the programs participating in the survey were OESE. OESE Technical Assistance has a high impact on satisfaction with an impact of 1.1. Ratings were higher for the effectiveness of OESE in helping programs implement grant programs (79) and lower for the technical assistance serving as a model that they can use to replicate with their subgrantees (68).

OESE Technical Assistance Aggregate Scores

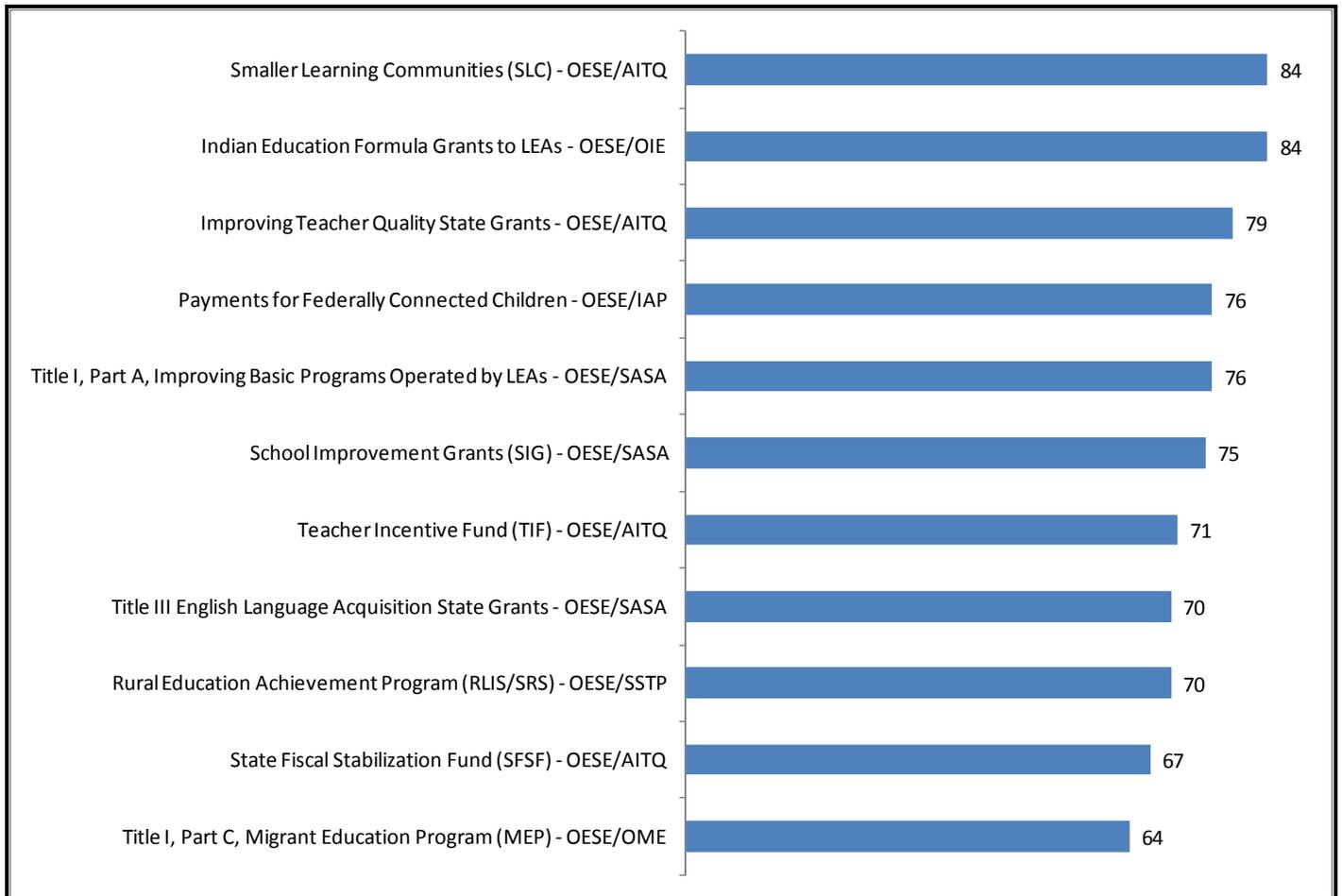
	2009	2010	Difference	Significant Difference
Sample Size		360		
OESE's Technical Assistance	--	76	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	79	--	
Usefulness of OESE's technical assistance services in serving as a model	--	68	--	

** Statistically significant difference from 2009 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*



There was a wide range of scores for OESE Technical Assistance by program with a high of 84 from Smaller Learning Communities and Indian Education Formula Grants to LEAs to a low of 64 for Title I, Part C, Migrant Education Program (MEP). Lower scores among many programs in this high impact area imply this should be an area of focus. In particular, the five programs with scores of 71 and lower should view OESE Technical Assistance as a priority.

OESE Technical Assistance Scores by Program





Across many OESE programs, OESE Technical Assistance received solid to very good ratings for its effectiveness in helping grantees learn to implement grant programs – 5 of the 11 programs rated this attribute 75 or higher. However, the usefulness of technical assistance in serving as a model they can replicate with subgrantees fared somewhat worse in ratings across programs. In particular, Title I Part C, Migrant Education Program, Rural Education Achievement Program and Title III English Language Acquisition State Grants were rated in the low 60s.

OESE Technical Assistance
OESE Technical Assistance Attribute Scores by Program

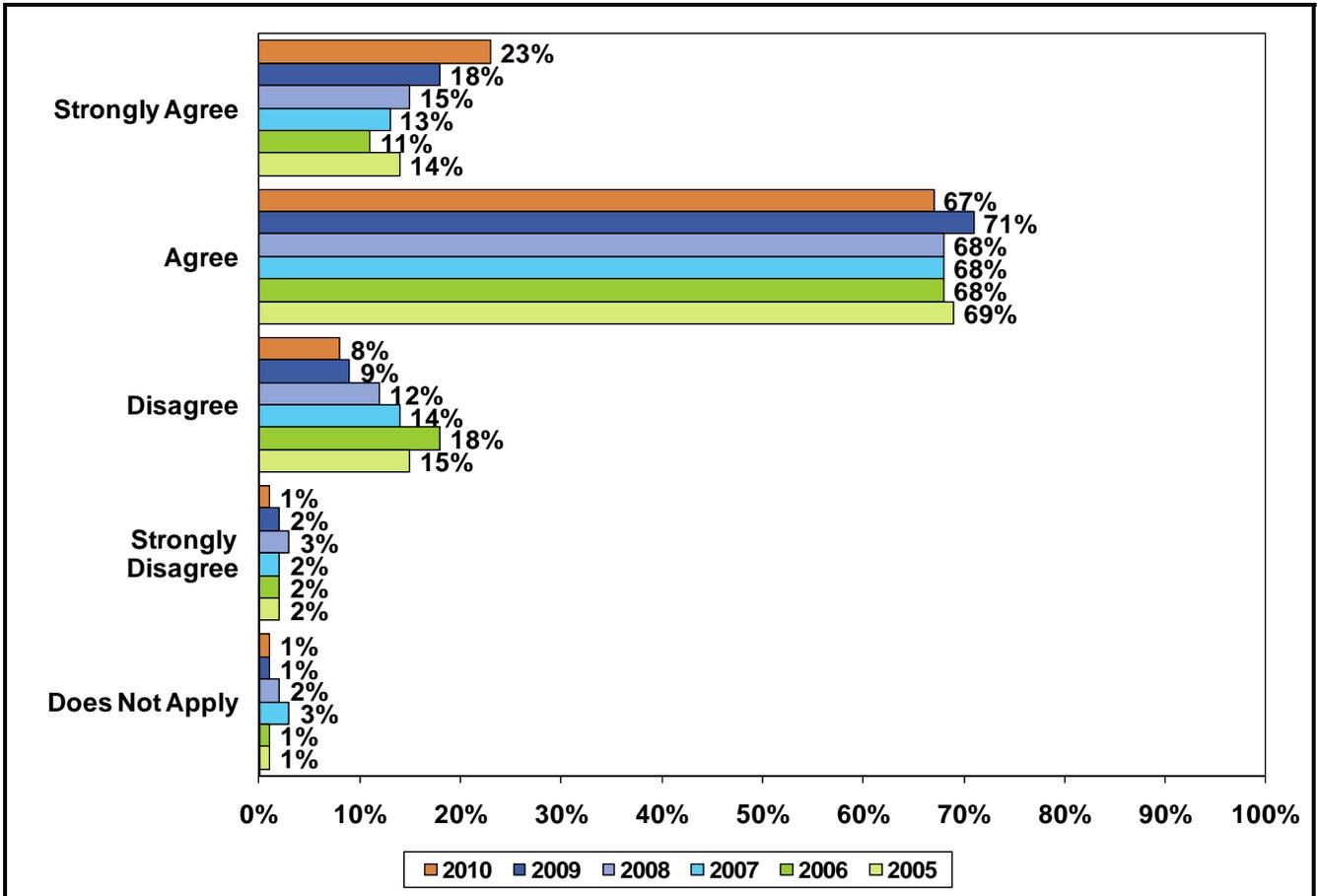
	Improving Teacher Quality State Grants - OESE/AITQ		Smaller Learning Communities (SLC) - OESE/AITQ		State Fiscal Stabilization Fund (SFSF) - OESE/AITQ		Teacher Incentive Fund (TIF) - OESE/AITQ		Payments for Federally Connected Children - OESE/IAP		Indian Education Formula Grants to LEAs - OESE/OIE		Title I, Part C, Migrant Education Program (MEP) - OESE/OME		School Improvement Grants (SIG) - OESE/SASA		Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA		Title III English Language Acquisition State Grants - OESE/SASA		Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP	
Sample Size	54	32	10	15	71	86	28	22	23	43	26											
OESE's Technical Assistance	79	84	67	71	76	84	64	75	76	70	70											
Effectiveness of OESE in helping you learn to implement grant programs	84	88	78	72	76	85	68	80	80	74	74											
Usefulness of OESE's technical assistance services in serving as a model	69	72	72	68	72	80	61	68	68	63	61											



Satisfaction Benchmark

The satisfaction benchmark question “Overall, when I think of all of ED’s products and services, I am satisfied with their quality” was included in the survey for the 6th year. Respondents rated their satisfaction with all of the Department’s products and services on a four-point scale. This year 90 percent responded ‘Agree’ or ‘Strongly Agree’. This is up just slightly from last year (89 percent). However, 23 percent strongly agree this year compared to only 18 percent last year.

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





Complaints

Only 1 percent of all respondents reported that they had formally complained to Department within the past six months. This is down from 2 percent last year. Only four programs had any respondents who had formally complained this year, the most any one program had was 4 percent of respondents complaining. Payments for Federally Connected Children and Indian Education Formula Grants to LEAs had 1 percent complaints, Title III English Language Acquisition State Grants had 2 percent of respondents complaining and Rural Education Achievement Program had 4 percent of respondents complaining. None of the other 11 programs had a respondent complain to the Department of Education in the past 6 months.



Chapter III Summary

While the 2010 survey had 9 new programs participating and 6 returning, grantee satisfaction with the Department continued its upward trend. After a 2-point improvement in 2008, and a 3-point improvement in 2009, the Department had its biggest annual gain in satisfaction – four points. Grantee satisfaction with the Department is now 72, which places it 3 points above the current federal government average (69) and on par with other federal grantee programs. Of the programs that continued their measure in 2010, the two OVAE programs had 3-point improvements in satisfaction, while the two OSERS/OSEP programs had slight declines of one and two points in satisfaction. Title I, Part A, Improving Basic Programs Operated by LEAs had satisfaction of 74 compared to 73 last year for State Title I Directors. Last year Title III State Directors had satisfaction of 62. In 2010, Title III English Language Acquisition Grants satisfaction was 65. Of the 9 new programs 6 scored above 70 and 2 programs, Smaller Learning Communities and Indian Education Formula Grant to LEAs, had satisfaction with the Department in the 80s.

While only Technology had a statistically significant increase over 2009 scores, all driver areas were rated higher in 2010. The areas ED Staff/Coordination and ED-funded Technical Assistance continue to be rated at the greatest strengths of the Department of Education. While ED Staff has been consistently rated as being knowledgeable of legislation, regulations, policies and procedures, and providing accurate responses, recently grantees noted improvements in consistency with ED Staff from other program offices and better collaboration with other ED offices in providing services. While ED-funded Technical Assistance has been a strength, sufficiency of legal guidance in responses. had been the one item in this area rated somewhat low. In 2010, sufficiency of legal guidance continued its improvement and was rated 80.

Documents continue to have the highest impact on grantee satisfaction. As noted before, it should not necessarily follow that Documents are the most important area to grantees, but rather improvements in Documents will yield the largest increase in customer satisfaction. Grantees' ratings indicate that Documents are clear, well-organized, and relevant to their needs. More comprehensiveness in addressing issues grantees may face and with greater detail may be opportunities to improve Documents.

The only other area that has an impact of 1.0 or greater is the new driver area, OESE Technical Assistance. Grantees found that the Technical Assistance from OESE was effective in helping them implement programs. However, they did not feel as strongly about the technical assistance serving as a model that they could replicate with their subgrantees.

Technology and Online Resources remain the lowest rated driver areas but scores have risen to a relatively solid score of 73 for both. With Online Resources, submitting information to the Department continues to be rated quite positively, while finding materials online continues to improve its rating (68) but there may be room for further improvement. Both Technology and Online Resources have somewhat moderate impacts on satisfaction (0.5 and 0.8, respectively). In the area of Technology there have been sizable improvements since the baseline measure of 2005 in ED's effectiveness in using technology to deliver its services, quality of assistance and effectiveness in improving state/LEA reporting.

At 1 percent, complaints were at their lowest level since the initial measure from 2005. Finally, the satisfaction benchmark question, Overall, when I think of all of ED's products and services, I am satisfied with their quality, had 90 percent strongly agree or agree – the highest in the 6 years of the measure.



Results by Program

- **Improving Teacher Quality State Grants** were quite satisfied with the products and services from the Department (72). They gave high ratings to ED Staff/Coordination (88) and ED-funded Technical Assistance (85) both above the aggregate ED scores. Likewise their ratings for the high-impact areas of Documents and OESE's Technical Assistance were above the aggregate ED ratings. However, Online Resources (67) and Technology (71) from the Department may be more of an issue with this group as scores for both areas were below the aggregate of 73. Ratings for ease of submitting information and effectiveness of automated process in improving reporting may be more problematic for this group compared to other programs. With respect to custom questions, Title II, Part A staff was found to be accessible and responsive with scores in the mid to upper 80s. Visits provided useful technical assistance with compliance requirements established and explained – both rated in the 80s. The lowest rated custom question was the usefulness of the annual meeting (74).
- **Smaller Learning Communities** were among the most satisfied grantees with a satisfaction score of 81. As would be expected with a high satisfaction score, all of the drivers were rated significantly higher than the aggregate scores. ED Staff/Coordination and ED-funded Technical Assistance rated in the 90s and Online Resources, Technology as well as the two key driver areas, Documents and OESE's Technical Assistance were all rated in the 80s. SLC Webinars received excellent ratings for providing information in a clear format and answering questions. National meetings were valued for providing information that is relevant, up to date and useful in management – all custom questions rated 89 or above.
- **State Fiscal Stabilization Fund** only had 10 grantees in the sample for the core questions, so core results should be interpreted with some caution. With a CSI of 73, satisfaction among this group fell in line with satisfaction among all ED grantees. Likewise, ratings for drivers of satisfaction were not that different from the aggregate with scores mostly in the 70s for driver areas. Many respondents indicated they had worked with SFAF so for the custom questions the sample size is much larger (56). Grantees found the SFAF staff to be relatively accessible, responsive and the working relationship fairly good – all 3 of these items scored 76. Grantees were less positive about the technical assistance during the monitoring visit.
- **The Teacher Incentive Fund** grantees were slightly below the aggregate ED satisfaction with a CSI of 68. Documents (66) and ED-funded Technical Assistance (71) were the areas where TIF respondents had the greatest variance against the overall score both were over 10 points below the respective aggregate scores for ED. Particular attention should be given to Document ratings of TIF respondents since it is a high-impact area. In the custom questions, for technical assistance TIF program staff received fair to good scores for their responsiveness (71), and knowledge of technical material (73). Strongest scores were for the staff's supportiveness in completing the TIF application. For non-technical assistance contacts, staff was rated as being reachable (81) and able to resolve issues (82).
- **Payments for Federally Connected Children** grantees were fairly satisfied with the Department of Education (71) and had a score near the middle of all program scores. This group gave slightly better than aggregate ratings to ED-funded Technical Assistance (88) and slightly lower ratings than aggregate to ED Staff/Coordination (79). Of note, they rated legal guidance 5 points below the aggregate. Online Resources and Technology scores for Payments for Federally Connected Children were near the aggregate scores – within a point or two, and their rating for other high-impact area OESE's Technical Assistance (76) was on par with the aggregate score for ED. Their custom questions showed documents were effective in helping them complete the application (84). The Impact Aid Program staff was responsive (81), supportive in helping complete the application (87) and knowledgeable about the technical material (85). The overall experience of preparing and submitting the Impact Aid application was positive (81). The review process had quality interaction with staff (86) with relatively reachable personnel (78) who were able to resolve their issue (83).



- **Indian Education Formula Grants to LEAs** grantees were among the most satisfied with the Department of Education with a CSI of 80. Scores for the drivers of satisfaction were all above the aggregate. They were particularly satisfied with ED-funded Technical Assistance (90) as well as Online Resources (85) and Technology (82) with ratings well above the aggregate for ED in both driver areas. The key driver area, Documents, was rated 83 – 6 points above the aggregate Documents score for ED. As for the custom questions, this group felt the Office of Indian Education was helpful with implementation of Title VII Formula Grant program (85), responsive (87) and disseminated accurate information (88) with timeliness that met their application deadlines (87). Guidance documents provided useful information (87). Their working relationship with Title VII, OIE was very positive (85). The EASIE (Electronic Application System for Indian Education) system also received very strong ratings for ease of use (91), timeliness of disseminating information (90). Training was strong (89) and the system was user-friendly (90). Lastly, support during the grant application process was meeting grantee needs (89).
- **Title I, Part C, Migrant Education Program** grantees were among the least satisfied groups with a CSI of 65. Their scores for all of the driver areas were below the aggregate, but in particular Online Resources (58), OESE's Technical Assistance (64) and Technology (62) were all rated over 10 points lower than the ED aggregate for these areas. In the area of Technology the effectiveness of the automated process in improving reporting (53) was an issue. For Online Resources, ease of submitting information to ED via the Web (57) was an issue and for MEP grantees OESE's Technical Assistance was relatively less effective in helping them implement grant programs (68). With the custom questions, OME's technical assistance efforts rated fairly well for their efforts to help grantees meet program compliance requirements (74). Results were slightly less positive for technical assistance efforts improving performance results (68) and meeting Migrant Education Program fiscal requirements (71). The Non-regulatory guidance document was not rated well for timeliness (63) but was rather clear (74) with useful information (74). OME staff was rated solidly for their knowledge of legislation, regulations, policies and procedures (77) and were relatively responsive to questions (74).
- **Lead Agency Early Intervention Coordinators** were less satisfied with ED than grantees were overall with a CSI of 67. This was down 2 points from their score last year. Rating for the areas of ED-funded Technical Assistance (84) and ED Staff/Coordination (80) were in line with the aggregate and both areas were rated as strengths. Likewise ratings for Technology (72) and Online Resources were in line with the aggregate grantee ratings for these areas. In particular, submitting information to ED via the Web was rated quite high by Lead Agency Early Intervention Coordinators (88). The high-impact area of Documents (67) received lower ratings compared to the aggregate. Custom questions saw a drop in scores particularly for the State Contact from the Monitoring and State Improvement Planning Division staff for responsiveness (79), dissemination of information in a timely manner (71) – down 14 points and dissemination of accurate information (78). The Technical Assistance and Dissemination Centers still rated highly for their responsiveness to answering questions (84) and information requests (83). Communities of Practice were again rated as being only moderately effective in addressing issues of the state (63).
- **State Directors of Special Education** were among the least satisfied with ED (62) – down one point from last year. This group rated the driver areas significantly lower than the aggregate. ED-funded Technical Assistance (77) was rated relatively strong. However, ED Staff/Coordination (71) received low marks for sufficiency of legal guidance (69), consistency with ED staff from different offices (64) and collaboration in providing services (62). In the high-impact area of Documents, they want more comprehensiveness (56) and Technology is not faring well in its expected reduction of paperwork (34). Also this group has difficulty with finding materials online (55). In the custom question areas, Scores mostly maintained their 2009 levels. State Contact from the Monitoring and State Improvement Planning Division were rated as responsive (78), and supportive in completing required plans (83). Dissemination of information was about as timely (75) and accurate (78) as it had been last year. The Technical Assistance and Dissemination Centers still rated solidly for their responsiveness to answering questions (81) and information requests (78). Communities of Practice were again rated as being only moderately effective in addressing issues of the state (67). Of note, scores for impact on State's SPP improvement targets was up 15 points to 78.



- **OVAE Career and Technical Education State Directors** satisfaction with the Department was up three points to 72. Scores for drivers of satisfaction were very much in line with the aggregate. ED Staff/Coordination and ED-funded Technical Assistance were rated as strengths with scores in the 80s. The high-impact area of Documents was rated highly (80). In particular, the relevance of Documents was rated highly (85) for this group. Technology and Online Resources rated in the 70s. Custom questions saw scores hold or in several cases improve over last year. The Consolidated Annual Report was rated as user-friendly (78) and improved in its compatibility with state reporting systems – up 9 points to 74. The monitoring process received strong scores for helping to identify and correct compliance issues (83). There was no change in ratings for national leadership conferences and institutes improving the quality of programs and accountability systems (76). DATE e-mails are relatively effective in keeping grantee informed about key issues (75). The PCRN was rated slightly higher for its user-friendliness this year (77) and the state plan submission database was rated as user-friendly (80) and mostly compatible with state reporting systems (74).
- **Directors of Adult Education and Literacy** rating of satisfaction with the Department remains among the highest of the programs at 76 – up 3 points from last year. Ratings for driver areas were on par with or above the aggregate scores. In particular, this group found ED Staff/Coordination (87) to be responsive (91) and knowledgeable (89). In the area of Technology (75) they were very satisfied with the quality of assistance (81). The high-impact area of Documents received a very strong rating of 83. Custom questions saw strong scores either hold or improve from last year. The NRS reporting system was easy to use (84). Training offered to support NRS was strong (87). The monitoring process related to the AEFLA grant was well-organized (84), with adequate pre-planning guidance (84). National meetings and conferences provided information that was very up-to-date (92), relevant (91) and useful to their program (89). National activities offered by DAEL were useful in helping meet state AEFLA program priorities (82) and technical assistance addressed priorities and needs (82).
- **School Improvement Grant** grantees were mostly satisfied with a CSI of 74. They found ED Staff/Coordination (88) to be a particular strength. SIGs rated ED Staff as knowledgeable (90) with accurate responses (92) and very sufficient guidance (90). Conversely, ED-funded Technical Assistance was rated somewhat lower (79). Their sufficiency of guidance (76) was lower and knowledge (77) was not as strong. Technology was rated in line with the aggregate at 75, but Online Resources was only rated 67. The lower rated area ease of finding materials online was rated 61. The high-impact area of Documents (85) was rated highly and in particular for its relevance to their needs (89). OESE's Technical Assistance was rated in line with the aggregate with a score of 75. The one rated custom question about effectiveness of technical assistance on the SIG was rated relatively strong (77) for its baseline measure.
- **Title I, Part A, Improving Basic Programs Operated by LEAs** grantees were a satisfied group with a CSI of 74. This was similar to last year's score for State Title I Directors (73). They rated ED Staff/Coordination highly overall 88, and in particular they felt ED Staff was knowledgeable (91) and collaborated well in providing services (90). ED-funded Technical Assistance rated solidly at 82. Technology (72), Documents (79) and OESE's Technical Assistance were rated close to the aggregate scores for ED. The area of Online Resources (65) and in particular, the ease of finding materials online (51) were problematic for this group. The custom questions were rated highly with scores in the 80s for all of them. Technical assistance from Title I was useful. Information on monitoring was available (81) and useful (82). SASA was thought to use technology effectively to provide information (80) and enhance communication (81).
- **Title III English Language Acquisition State Grants** had one of the lower satisfaction scores with a CSI of 65. Last year Title III State Directors had satisfaction of 62. ED-funded Technical Assistance (87) was rated as a strength. Their responsiveness (90) and collaboration with other ED-funded providers of technical assistance (89) were rated particularly well. ED-Staff/Coordination (80) rated solidly overall, but scores from this group indicate they would like better consistency of responses (68) and more collaboration among ED programs in delivering services (73). Online Resources (64) were problematic for English Language Acquisition State Grants grantees, and in particular finding materials online (59). Technology (73) scores fell in line with the aggregate. However, the high-impact area of Documents rated



low at 71 with the lowest scores for sufficiency of detail (67) and comprehensiveness (64). OESE's Technical Assistance serving as a model they can use to replicate with subgrantees (63) was also viewed as an area that could improve. For the most part the custom questions received solid scores. Technical Assistance from SASA TAs was timely (80) with clear information (77) and the assistance was useful (80). Title III-sponsored national meetings delivered technical assistance effectively (78) with relatively clear information (76) and was useful (79) to grantees. The one-on-one consultations received similar scores for their interpretation of the Title III statute (77) and helping with implementation (78). The Federal Monitoring Process was relatively helpful with compliance efforts (75) and relatively effective in helping improve programs for English learners (69). The National Clearinghouse for English Acquisition's Web site was rated solidly both for effectiveness in providing needed information (75) and in helping inform programs serving English language learners (ELLs) (74).

- **Rural Education Achieve Program** was among the less satisfied groups of grantees with a CSI of 65. While scores for ED Staff/Coordination (80) and ED-funded Technical Assistance (81) were solid overall within the area of ED Staff, responsiveness was a big issue with a score of 63. Online Resources (69) rated slightly below the aggregate with ease of finding materials online (64) somewhat of an issue. Technology (69) also rated below the aggregate – primarily due to the low rating for expected reduction in paperwork (54). The high-impact area of Documents (78) was rated in line with the aggregate and were found to be relevant to needs (82). OESE's Technical Assistance serving as a model they can use to replicate with subgrantees (61) was viewed as an area that could improve. Custom questions were rated solidly by the Rural Education Achieve Program grantees. One-on-one consultations were helpful in providing an interpretation of RLIS legislation (80), guidance on eligibility (81) and helping implement RLIS (80). The guidance document provided by RLIS was helpful with compliance efforts (78) and somewhat useful in improving performance results (74). Score for guidance and oversight and technical assistance to sub-recipients were in the high 70s. The RLIS program Website was user-friendly (78) and provided useful information (79). Monitoring and technical assistance provided by the program office was responsive to requests (78) and helpful in resolving implementation/eligibility issues (78). The program office received slightly higher scores for supportiveness in helping complete eligibility spreadsheets and meet annual reporting requirements (81 for both). Finally, the REAP pre-award and post-award teleconferences rated solidly for helping with program implementation for RLIS (77) and in helping grantees complete and submit eligibility spreadsheets for RLIS (79).

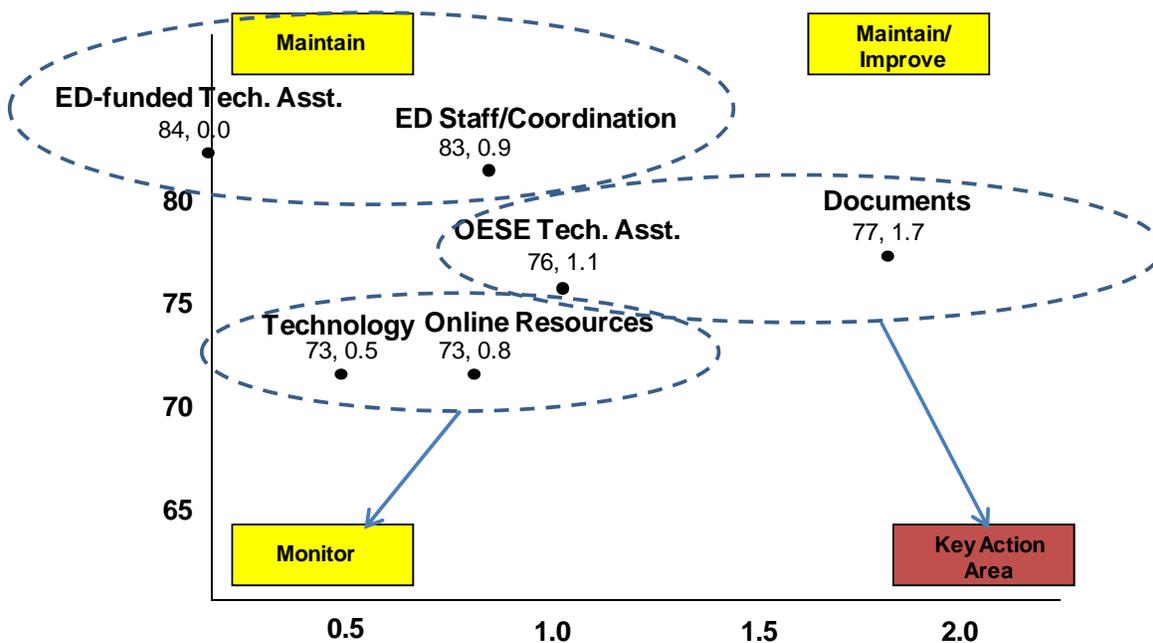


Recommendations

In 2010, the Department continued its upward trend in satisfaction. Given that the composition of participating programs changed significantly, direct comparisons to previous years' results should be interpreted with some caution. Regardless of which programs continued to measure satisfaction, if the Department wishes to continue the trend of improvement in satisfaction, it must continue to focus on improving the higher-impact, lower-performing areas as first priorities.

The grid below shows the performance and impact of each driver area. Thus, those areas in the lower right-hand quadrant of the grid have the highest impact and are lower performing relative to other scores. Driver areas in this quadrant are considered key action areas. Lower scoring, lower impact driver areas are in the lower left-hand quadrant and should be monitored for slippage in score rather than targeted for improvement since improvements will not yield sizable gains in satisfaction. Higher scoring, lower impact driver areas are ones where current level of performance should be maintained rather than targeted for improvement. Lastly, those driver areas in the upper right-hand quadrant are ones where improvements would impact satisfaction but may not be practical to achieve since performance is already at a high level.

Performance and Impact of Driver Areas



Performance scores for each of the areas are represented on the vertical axis. These are on a scale of "0" to "100" with "100" being the best possible score. The impact each area has on satisfaction is shown on the horizontal axis with the impact representing the expected improvement in the satisfaction index given a five-point improvement in that area.

Circles and arrows indicate recommended action for each area based on score and impact values. For example, Documents (77, 1.7) should be a key action area. By improving the performance of Documents by five points (from 77 to 82) a 1.7-point gain in the customer satisfaction index (from 72 to 73.7) would be expected.

Key Action Area

The area of Documents continues to have the most impact on satisfaction. With a score of 77, performance in this area is good but there likely is an opportunity to improve. Scores for the lower scoring attributes, sufficiency of detail and comprehensiveness of Documents have shown continued improvement. Maintaining or building upon these improvements will help further drive satisfaction. The new area, OESE Technical Assistance, was also found to be a strong driver of satisfaction. While OESE



Technical Assistance receives high marks for its effectiveness in helping grantees learn to implement programs, there is an opportunity to improve in technical assistance serving as a model that can be replicated with subgrantees.

Monitor

Technology and Online Resources remain among the lower performing areas relative to other drivers. However, scores have continued to improve over the years. Since 2007, scores have improved 8 and 9 points respectively, for Technology and Online Resources. Given the low to moderate impact these two areas have on satisfaction, they should be secondary priorities. In particular, ease of finding materials online and expected reduction in paperwork remain the items to address.

Maintain

The areas of ED Staff/Coordination and ED-funded Technical Assistance remain strengths with ratings again in the 80s for both drivers. For the most part, the Department should focus on maintaining the current level of performance and support they provide grantees. Of note, is the continued and marked improvement in the area of collaboration with other ED programs in providing services. Since 2005, this item has improved by 15 points. Maintaining and building upon these collaborative efforts will ensure high ratings in the area of ED Staff/Coordination.

In addition to the quantitative findings in this report, each program asked a series of custom questions to their grantees. Many of the responses were verbatim commentary. Reviewing the commentary in the Appendix D of this report will provide additional insight to the findings presented.



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APPENDIX A : SURVEY QUESTIONNAIRE



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U.S. Department of Education Grantee Satisfaction Survey 2010

Introduction

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

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

If you have any questions about this survey, please contact Jeanne Nathanson at Jeanne.Nathanson@ed.gov.

This interview is authorized by the U.S. Office of Management and Budget Control No. 1090-0007.

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

Program

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

Q1. Please indicate all of the federal grant programs that you currently work with directly.

1. Improving Teacher Quality State Grants—OESE/AITQ
2. Smaller Learning Communities (SLC)--OESE/AITQ
3. State Fiscal Stabilization Fund (SFAF)--OESE/AITQ
4. Teacher Incentive Fund (TIF)—OESE/AITQ
5. Payments for Federally Connected Children—OESE/IAP
6. Indian Education Formula Grants to LEAs—OESE/OIE
7. Title I, Part C, Migrant Education Program (MEP)—OESE/OME
8. Lead Agency Early Intervention Coordinators--OSERS/OSEP
9. State Directors of Special Education--OSERS/OSEP
10. Career and Technical Education State Directors--OVAE
11. Directors of Adult Education and Literacy--OVAE
12. School Improvement Grants (SIG)—OESE/SASA
13. Title I, Part A, Improving Basic Programs Operated by LEAs—OESE/SASA
14. Title III English Language Acquisition State Grants—OESE/SASA
15. Rural Education Achievement Program (RLIS/SRS)—OESE/SSTP



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

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

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

- Q2. Knowledge of relevant legislation, regulations, policies, and procedures
- Q3. Responsiveness to your questions
- Q4. Accuracy of responses
- Q5. Sufficiency of legal guidance in responses
- Q6. Consistency of responses with ED staff from different program offices
- Q7. Collaboration with other ED programs or offices in providing relevant services

(Ask Q8 only if Q7 is rated<6)

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

ED-funded Technical Assistance

Q9. Do you have interaction with ED-funded providers of technical assistance (e.g., regional labs, comprehensive centers, equity assistance centers, national associations, U.S. Department of Education-funded contractors, etc.) separate from ED staff?

- 1. Yes
- 2. No (SKIP TO Q17.)
- 3. Don’t know (SKIP TO Q17.)

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

- Q10. Knowledge of relevant legislation, regulations, policies, and procedures
- Q11. Responsiveness to your questions
- Q12. Accuracy of responses
- Q13. Sufficiency of legal guidance in responses
- Q14. Consistency of responses with ED staff
- Q15. Collaboration with ED staff in providing relevant services
- Q16. Collaboration with other ED-funded providers of technical assistance in providing relevant services.

Online Resources

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

- Q17. Ease of finding materials online



Q18. Ease of submitting information to ED via the Web (e.g., grant applications, annual reports, and accountability data)

Technology

Q19. Now think about how ED uses technology (e.g., conference calls, video-conferencing, Web conferencing, listservs) to deliver its services to you. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate ED’s effectiveness in using technology to deliver its services.

(Ask Q20 only if Q19 is rated<6)

Q20. Please describe how ED could better use technology to deliver its services.

Q21. Think about how ED is working with the states and LEAs to develop an automated process to share accountability information. Please rate the quality of this assistance from ED. Use a 10-point scale where “1” is “Poor” and “10” is “Excellent.”

Q22. How effective has this automated process been in improving your state/LEA reporting? Please use a 10-point scale where “1” is “Not very effective” and “10” is “Very effective.”

Q23a. What reporting system do you use for reporting accountability data?

1. EDEN/ED*Facts*
2. Other electronic system (Specify)
3. Do not use electronic system, submit hard copy

Q23b. How much of a reduction in federal paperwork do you expect over the next few years because of ED’s initiative to promote the use of technology in reporting accountability data (e.g. EDEN/ED*Facts*)? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”

Documents

Think about the documents (e.g., publications, guidance, memoranda, and frequently asked questions) you receive from ED.

On a 10-point scale, where “1” is “Poor” and “10” is “Excellent, please rate the documents’:

Q24. Clarity

Q25. Organization of information

Q26. Sufficiency of detail to meet your program needs

Q27. Relevance to your areas of need

Q28. Comprehensiveness in addressing the scope of issues that you face

ASK Q29-31 ALL TO ALL OESE PROGRAMS Q1=1-7 or 12-15

Q29. How effective have the Office of Elementary and Secondary Education’s (OESE’s) technical assistance services been in helping you learn to implement your OESE-funded grant programs? Please use a 10-point scale where “1” is “not very effective” and “10” is “very effective.”



- Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?
- Q31. How useful have OESE's technical assistance services been in serving as a model that you can replicate with your subgrantees? Please use a 10-point scale where "1" is "not very useful" and "10" is "very useful." If you do not have subgrantees or this does not apply, please select "not applicable."
- Q32. If applicable, which services did you replicate?

ACSI Benchmark Questions

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

- Q33. Using a 10-point scale on which "1" means "Very Dissatisfied" and "10" means "Very Satisfied," how satisfied are you with ED's products and services?
- Q34. Now please rate the extent to which the products and services offered by ED have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."
- Q35. Now forget for a moment about the products and services offered by ED, and imagine the ideal products and services. How well do you think ED compares with that ideal? Please use a 10-point scale on which "1" means "Not Very Close to the Ideal" and "10" means "Very Close to the Ideal."

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

- Q36. Overall, when I think of all of ED's products and services, I am satisfied with their quality.
1. Strongly Agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
 5. Does Not Apply

Closing

- Q37. In the past 6 months, have you issued a formal complaint to ED to express your dissatisfaction with the assistance you've received from an ED staff member?
1. Yes
 2. No
- Q38. Finally, please describe how ED can improve its service to you.

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



ASK ONLY IF Q1=1 Improving Teacher Quality State Grants—OESE/AITQ

1. Please rate the accessibility of the U.S. Department of Education Title II, Part A program staff. Use a scale from 1 to 10, where 1 means “poor” and 10 means “excellent.”
2. Please rate the responsiveness of the U.S. Department of Education Title II, Part A program staff. Use a scale from 1 to 10, where 1 means “poor” and 10 means “excellent.”
3. How would you describe your working relationship with ED’s Title II, Part A program staff? (open end)
4. How useful is the annual meeting for Title II Part A grantees? Please rate the usefulness of the meeting on a scale from 1 to 10, where 1 is “not very useful” and 10 is “very useful.”
5. What could the Department of Education do to improve the annual meeting for Title II Part A grantees? (open end)

If your State received a Title II, Part A /HQT monitoring visit during the past year, please answer the following questions.

6. How useful was the technical assistance provided during the monitoring visit? Please rate the usefulness of the technical assistance on a scale from 1 to 10, where 1 is “not very useful” and 10 is “very useful.”
7. How informative was the visit in terms of establishing and explaining compliance requirements? Please rate the visit on a scale from 1 to 10, where 1 is “not very informative” and 10 is “very informative.”



ASK ONLY IF Q1=2 Smaller Learning Communities (SLC)--OESE/AITQ

1. Do you participate in Annual Performance Report (APR) Webinars?

1. Yes (Proceed to Q2)
2. No (Skip to Q6)
3. Don't Know (Skip to Q6)

Please rate the SLC Webinars on the following attributes. Use a scale from "1" to "10" where 1 is "poor" and 10 is "excellent."

2. Providing essential information in a clear format and with sufficient examples

3. Answering your questions

4. How can the SLC Program help ensure that APR training is more useful and likely to help ensure that the reports are submitted on time? (Open end)

5. Training on the following would be most helpful in completing the APR (Select one.)

1. Data collection
2. Identifying and addressing implementation challenges
3. Budget
4. Benchmarks for meeting project objectives
5. If other, please specify _____

6. Were you the first (i.e., original) director of this SLC project?

1. Yes (Skip to Q 9)
2. No, I was not the first project director for the SLC project (Answer Qs 7 and 8; THEN SKIP to 10).

7. How long have you served as a SLC project director? (Select One.)

1. Less than 6 months
2. 6 months to one year
3. More than one year

8. If you became the project director after the project began, what type(s) of technical assistance would help you the most with SLC project management? (Open end.)

9. During the Post-Award conference call (i.e., initial conversation with program *officer to discuss the SLC award*), which of the following did you need the most help understanding? (Select one.)

1. Grant award notification (GAN)
2. Budget
3. Department's performance reporting requirements
4. Department's financial reporting requirements
5. Requirements for continuation awards
6. Other, please explain _____



10. Share your suggestions on technical assistance topics that would be most helpful in implementing and/or managing your project. (Open end.)
11. What kinds of resources featured on the SLC technical assistance Website would most benefit your project? (Open end.)
12. Have you attended one or more national meetings sponsored by the SLC program, such as annual project director meetings?
 1. Yes (Proceed to Q13)
 2. No (Skip to Q16)
 3. Don't Know (Skip to Q16)

On a 10-point scale, where "1" is "Poor" and "10" is "Excellent", please rate the information provided at these meetings on the following:

13. Being up-to-date
14. Relevance of information
15. Usefulness to you in managing and implementing your project
16. How could meetings sponsored by the SLC program provide useful information and support for your work? (Open end.)
17. If you were to submit another application under the SLC Program, what would you change or enhance? (Open end.)
18. How can the SLC Program better assist prospective applicants in developing applications that best meet the needs and challenges of districts and high schools? (Open end.)



ASK ONLY IF Q1=3 State Fiscal Stabilization Fund (SFAF)--OESE/AITQ

1. Please rate the accessibility of U.S. Department of Education State Fiscal Stabilization Fund (SFSF) program staff? Use a 10-point scale, where 1 means “poor” and 10 means “excellent.”
2. Please rate the general responsiveness of U.S. Department of Education State Fiscal Stabilization Fund (SFSF) program staff? Use a 10-point scale, where 1 means “poor” and 10 means “excellent.”
3. How would you rate your working relationship with ED’s SFSF program staff? Use a 10-point scale, where 1 means “poor” and 10 means “excellent.”
4. If your State received a SFSF monitoring visit in fiscal year 2010 (which started October 1, 2009), please rate the usefulness of the technical assistance provided. Use a 10-point scale, where 1 means “not very useful” and 10 means “very useful”. If you were not monitored, please select “not applicable.”



ASK ONLY IF Q1=4 Teacher Incentive Fund (TIF)—OESE/AITQ

Think about your experience preparing and submitting your most recent Teacher Incentive Fund (TIF) application.

1. Did you use the written instruction and guidance documents provided for the application?
 1. Yes
 2. No (SKIP TO Q3)
2. On a scale from 1 to 10, where 1 is “not very effective” and 10 is “very effective” rate the effectiveness of the documents in helping you complete the application.
3. Did you contact the TIF program office for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)

On a scale of 1 to 10, where 1 is “poor” and 10 is “excellent”; rate the TIF program staff’s:

4. Responsiveness to answering questions
5. Supportiveness in helping you complete your application
6. Knowledge about technical material
7. How would you rate the overall experience of preparing and submitting the TIF application? Please use a scale from 1 to 10, where 1 is “poor” and 10 is “excellent.”
8. Do you have any suggestions for improving the e-application?

Think about your contacts with the TIF Program over the past year that did not involve technical assistance. If you have not contacted the TIF Program for a reason other than technical assistance during that time please answer not applicable.

Please rate the Teacher Incentive Fund Program staff on the following. Use a scale from 1 to 10, where 1 means “poor” and 10 means “excellent.”

9. Ease of reaching the person who could address your concern
10. Ability to resolve your issue
11. What additional service could the program provide that would help you? (For example, information posted on-line, Webinars, analysis tools, etc.)
12. Please provide specific suggestions for how the TIF program can improve customer service.



ASK ONLY IF Q1=5 Payments for Federally Connected Children—OESE/IAP

Think about your experience preparing and submitting your most recent Impact Aid application, including gathering and organizing data and preparing the e-application.

1. Did you use the written instruction and guidance documents provided for the application?
 1. Yes
 2. No (SKIP TO Q3)
2. On a scale from 1 to 10, where 1 is “not very effective” and 10 is “very effective” rate the effectiveness of the documents in helping you complete the application.
3. Did you contact the Impact Aid Program for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)

On a scale of 1 to 10, where 1 is “poor” and 10 is “excellent”; rate the Impact Aid Program staff’s:

4. Responsiveness to answering questions
5. Supportiveness in helping you complete your application
6. Knowledge about technical material
7. How would you rate the overall experience of preparing and submitting the Impact Aid application? Please use a scale from 1 to 10, where 1 is “poor” and 10 is “excellent.”
8. Do you have any suggestions for improving the e-application?
9. Has your school district been contacted by the Impact Aid Program in the past year regarding a monitoring or field review of your application?
 1. Yes
 2. No (SKIP TO Q13)
10. Was the letter you received easy to understand and respond to?
 1. Yes
 2. No (ASK Q10a)
- 10a. Please explain.
11. Did you receive timely communications regarding the outcome of the review?
 1. Yes
 2. No (Ask Q11a)
- 11a. Please explain.
12. How was the quality of the interaction with Impact Aid program staff members during the review process? Please use a scale from 1 to 10, where 1 is “poor” and 10 is “excellent.”
13. Were you satisfied with your ability to track the progress of your application after you submitted it?
 1. Yes
 2. No



14. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

Think about your contacts with the Impact Aid Program over the past year that did not involve technical assistance. If you have not contacted the Impact Aid Program for a reason other than technical assistance during that time please answer not applicable.

Please rate the Impact Aid Program staff on the following. Use a scale from 1 to 10, where 1 means "poor" and 10 means "excellent."

15. Ease of reaching the person who could address your concern
16. Ability to resolve your issue
17. What additional service could the program provide that would help you? (For example, information posted on-line, Webinars, analysis tools, etc.)
18. Please provide specific suggestions for how the Impact Aid Program can improve customer service.



ASK ONLY IF Q1=6 Indian Education Formula Grants to LEAs—OESE/OIE

Think about the particular ways in which you have received technical support and/or assistance from the Office of Indian Education (OIE). On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective”, please rate the effectiveness of technical assistance in:

1. Helping you with your implementation of Title VII Formula grant program in your State/LEA
2. Responsiveness to answering questions and/or information requests.
3. Disseminating accurate information
4. Timeliness of providing information to meet your application deadlines

5. Think about the guidance documents (E.g. Getting Started; Frequently Asked Questions; Additional Program Assurances, Web Sites) provided by OIE program office. On a 10-point scale, where 1 is “Not very useful” and 10 is “Very useful”, please rate the usefulness of the information in the guidance documents.

6. Think about your working relationship with the Title VII, Office of Indian Education program office. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective”, please rate the effectiveness of this relationship.

Think about the process for applying for a grant through the *Electronic Application System for Indian Education* (EASIE). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent”, please rate the EASIE System on the following:

7. Ease of using system in applying for a grant
8. Disseminating information in a timely manner
9. Training provided on the EASIE system and grant application process
10. Overall user-friendliness of the EASIE application system

Think about the support and technical assistance provided by OIE during grant application process.

11. Please rate the support and technical assistance on a 10-point scale, where 1 means “poor” and 10 means “excellent”.
12. If you have been monitored, please comment on the effectiveness of the federal monitoring process in such areas as providing guidance and/or improving program quality.
13. What can OIE do over the next year to better meet your school district’s technical assistance and program improvement needs?



ASK ONLY IF Q1=7 Title I, Part C, Migrant Education Program (MEP)—OESE/OME

Think about Office of Migrant Education's (OME) technical assistance efforts. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the office's technical assistance efforts in helping you...

1. Meet program compliance requirements
2. Improve performance results
3. Meet Migrant Education Program (MEP) fiscal requirements
4. What can OME do over the next year to help your State meet its compliance needs?
5. What can OME do over the next year to help your State improve its performance results?
6. What can OME do over the next year to provide better technical assistance regarding MEP fiscal requirements?

Think about the Non-regulatory guidance document provided by OME. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the...

7. Timeliness of the document
8. Usefulness of the document
9. Clarity of the information

Think about the staff in OME. On a 10-point scale, please rate OME program officer on their...

10. Knowledge of relevant legislation, regulations, policies and procedures
11. Responsiveness to your questions



ASK ONLY IF Q1=8 LEAD AGENCY EARLY INTERVENTION COORDINATORS-- OSERS/OSEP

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

1. Responsiveness to answering questions
2. Supportiveness in helping you complete your state's federally required performance plans/reports/applications
3. Dissemination of accurate information
4. Dissemination of information in a timely manner

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

5. Responsiveness to answering questions
6. Responsiveness to information requests
7. Support to positively impact on your State's SPP improvement targets.
8. Think about the Communities of Practice from OSERS. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate its effectiveness in addressing systems improvement issues of the state.
9. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?



ASK ONLY IF Q1=9 State Directors of Special Education -- OSERS/OSEP

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

1. Responsiveness to answering questions
2. Supportiveness in helping you complete your state's federally required performance plans/reports/applications
3. Dissemination of accurate information
4. Dissemination of information in a timely manner

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

5. Responsiveness to answering questions
6. Responsiveness to information requests
7. Support to positively impact on your State's SPP improvement targets
8. Think about the Communities of Practice from OSEP. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate its effectiveness in addressing systems improvement issues of the state.
9. What can OSEP do over the next year to meet your state's technical assistance and program improvement needs?



ASK ONLY IF Q1=10 CAREER AND TECHNICAL STATE DIRECTORS --OVAE

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

1. User-friendliness
2. Compatibility with state reporting systems

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

3. Identifying and correcting compliance issues in your state
4. Helping you to improve program quality
5. Think about the national leadership conferences and institutes offered by OVAE last year (i.e., Data Quality Institute in Savannah, GA, and Programs of Study Institutes in Chicago, IL, and Washington, DC). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the effectiveness of these sessions on helping you to improve the quality of your programs and accountability systems.
6. Think about the monthly Up-to-Date with DATE e-mails that are sent to you from OVAE. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of these e-mails in keeping you informed about key issues pertaining to all aspects of your Perkins grant (i.e., CAR reporting, State Plan submissions).
7. Think about the Peer Collaborative Resource Network (PCRN) as it concerns OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate PCRN's usefulness to your program.

If you used the state plan submission database last year, think about this process as a way of submitting your five-year state plan to OVAE. (If you did not use the state plan submission database please select "N/A.") On a 10 point scale, where "1" is Poor" and "10" is Excellent," please rate the database on its:

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



ASK ONLY IF Q1=11 DIRECTORS OF ADULT ED AND LITERACY-- OVAE

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

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

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

3. Being well-organized
4. Providing pre-planning adequate guidance
5. Setting expectations for the visit.
6. Using state peer reviewers in the federal monitoring process.

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

7. Being up-to-date
8. Relevance of information
9. Usefulness to your program

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

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



ASK ONLY IF Q1=12 School Improvement Grants (SIG)—OESE/SASA

1. Think about the technical assistance you received on School Improvement Grants (SIG). Please rate the effectiveness of the technical assistance on a scale from 1 to 10, where 1 is “not very effective” and 10 is “very effective”.
2. What can ED do to improve technical assistance around SIG? (open end)
3. Was the SIG application process easy to understand?
 1. Yes
 2. No
 3. Don't Know
4. What can ED do to improve the application process? (open end)
5. What recommendations you would make to improve the SIG program? (open end)



ASK ONLY IF Q1=13 Title I, Part A, Improving Basic Programs Operated by LEAs—OESE/SASA

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

1. Usefulness of technical assistance provided on Standards and Assessments, Instructional Support and Fiduciary issues under Title I, Part A of the Elementary and Secondary Education Act and Title I, Part A issues related to the American Recovery and Reinvestment Act
2. Usefulness of technical assistance on Neglected and Delinquent
3. Usefulness of technical assistance on Homeless Education

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

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

(Ask only if question is scored <6)

7. Please describe how SASA could better use technology to provide information.
8. Again, thinking about SASA’s use of electronic communications approaches to provide information: on a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate SASA’s effectiveness in using technology to enhance communication between ED and the state.
9. What can SASA do over the next year to meet your state’s technical assistance and program improvement needs?



ASK ONLY IF Q1=14 Title III English Language Acquisition State Grants— OESE/SASA

Think about the technical assistance (TA) you have received from the Title III program staff in Student Achievement and School Accountability (SASA). In particular, think about the individual TA you have received from the Title III program officer assigned to your state.

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the technical assistance provided by the program officer assigned to your state on the following...

1. Timeliness of response
2. Clarity of information
3. Usefulness to your program

Now think about all of the technical assistance you have received at Title III- sponsored national meetings, Webinars, teleconferences or other TA activities, including use of technology enhanced communications (e.g. listservs).

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate this type of technical assistance on the following...

4. Method of delivery
5. Clarity of information
6. Usefulness to your program

Think about the one-on-one consultations you have had with your Title III program officer over the last year. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective,” please rate the effectiveness of the one-on-one consultations in...

7. Providing you an interpretation of the Title III statute and/or regulations
8. Helping with your implementation of Title III in your state

9. What can the Title III program staff do over the next year to meet your State’s technical assistance and program improvement needs?

10. Have you received a Title III onsite monitoring visit in the past 2 years (e.g. 2008-09 or 2009-10)?
 1. Yes (ASK Q11-12)
 2. No (SKIP TO Q13)
 3. Don’t know (SKIP TO Q13)

Please rate the effectiveness of the Federal Monitoring Process as it relates to the Title III program office in OESE on a 10-point scale where “1” is “not very effective” and “10” is “very effective” with respect to...

11. Helping you with your compliance efforts
12. Helping you to improve programs for English learners

13. What can the Title III program staff do over the next year to ensure that your State has the necessary information and preparation for Title III onsite reviews?

14. Please share any other comments on how to improve the Title III onsite monitoring process.



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

15. Providing you with the information you needed
16. Helping you inform programs serving ELLs in your state



ASK ONLY IF Q1=15 Rural Education Achievement Program (RLIS/SRS)— OESE/SSTP

Think about the one-on-one consultations you have had with program officers. Using a 10-point scale, where 1 is “not very effective” and 10 is “very effective” please rate the effectiveness of the one-on-one consultations in:

1. Providing you with an interpretation of Rural Low Income Schools (RLIS) legislation/regulation
2. Providing guidance on eligibility and/or other reporting requirements
3. Helping you with the implementation of the Rural Low Income Schools Program

Think about the guidance document provided by the Rural Low Income Schools program office. Using a 10-point scale, where 1 is “not very useful” and 10 is “very useful” please rate the guidance documents on:

4. Helping you with compliance efforts
5. Helping you improve performance results
6. Helping you provide guidance and oversight to sub-recipients
7. Helping you provide technical assistance to sub-recipients

Think about your experiences seeking information from the Rural Low Income Schools Program Web Site <http://www2.ed.gov/programs/reaprlisp/index.html>. Using a 10-point scale, where 1 is “poor” and 10 is “excellent”; please rate the Website on the following:

8. Usefulness in providing the information you needed.
9. User friendliness

Think about the monitoring and technical assistance provided by the program office. Using a 10-point scale, where 1 is “poor” and 10 is “excellent”, please rate the monitoring and technical assistance on the following:

10. Responsiveness to information requests
11. Helpfulness in resolving implementation/eligibility issues
12. Supportiveness in helping you complete eligibility spreadsheets
13. Supportiveness in helping you meet annual reporting requirements

Think about the REAP pre-award and post-award teleconferences as a mode of technical assistance. Using a 10-point scale, where 1 is “not very effective” and 10 is “very effective” please rate the effectiveness of the teleconferences in:

14. Helping you with program implementation for RLIS
15. Helping you complete and submit accurate eligibility spreadsheets for RLIS



APPENDIX B: NON-SCORED RESPONSES



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	2009		2010	
	Percent	Frequency	Percent	Frequency
Federal grant programs you currently work with directly~				
Improving Teacher Quality State Grants - OESE/AITQ	--	--	19%	96
Smaller Learning Communities (SLC) - OESE/AITQ	--	--	7%	38
State Fiscal Stabilization Fund (SFSF) - OESE/AITQ	--	--	11%	56
Teacher Incentive Fund (TIF) - OESE/AITQ	--	--	3%	17
Payments for Federally Connected Children - OESE/IAP	--	--	11%	54
Indian Education Formula Grants to LEAs - OESE/OIE	--	--	25%	126
Title I, Part C, Migrant Education Program (MEP) - OESE/OME	--	--	14%	70
Lead Agency Early Intervention Coordinators - OSERS/OSEP	12%	40	6%	29
State Directors of Special Education - OSERS/OSEP	10%	32	6%	33
Career and Technical Education State Directors - OVAE	10%	31	8%	42
Directors of Adult Education and Literacy - OVAE	14%	46	6%	32
School Improvement Grants (SIG) - OESE/SASA	--	--	14%	70
Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA	--	--	31%	158
Title III English Language Acquisition State Grants - OESE/SASA	--	--	20%	103
Rural Education Achievement Program (RLIS/SRS) - OESE/SSSTP	--	--	16%	80
Number of Respondents		326		512
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	79%	258	68%	350
Do not have interaction	18%	57	26%	132
Don't Know	3%	11	6%	30
Number of Respondents		326		512
Reporting system used for reporting accountability data				
EDEN/EDFacts	--	--	71%	364
Other electronic system	--	--	20%	100
Do not use electronic system, submit hard copy	--	--	9%	48
Number of Respondents		0		512
Overall I am satisfied with the quality of ED's products and services				
Strongly Agree	18%	57	23%	118
Agree	71%	232	67%	343
Disagree	9%	29	8%	39
Strongly Disagree	2%	6	1%	7
Does Not Apply	1%	2	1%	5
Number of Respondents		326		512
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	2%	5	1%	4
Have not issued complaint	99%	321	99%	508

Table shows frequencies for questions with comparisons to 2009 results where data are available.



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APPENDIX C: ATTRIBUTE TABLES



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Aggregate Scores
Results compared to 2009 scores

	2009	2010	Difference	Significant Difference	2010 Impacts
Sample Size	326	512			
ED Staff/Coordination	81	83	2		0.9
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	0		
Responsiveness to your questions	81	82	1		
Accuracy of responses	84	86	2		
Sufficiency of legal guidance in responses	78	82	4	*	
Consistency of responses with ED staff from different program offices	76	78	2		
Collaboration with other ED programs or offices in providing relevant services	75	78	3		
ED-funded Technical Assistance	82	84	2		0.0
Knowledge of relevant legislation, regulations, policies, and procedures	82	84	2		
Responsiveness to your questions	86	86	0		
Accuracy of responses	83	85	2		
Sufficiency of legal guidance in responses	77	80	3		
Consistency of responses with ED staff	81	84	3	*	
Collaboration with ED staff in providing relevant services	82	84	2		
Collaboration with other ED-funded providers of technical assistance	81	84	3	*	
Online Resources	71	73	2		0.8
Ease of finding materials online	64	68	4	*	
Ease of submitting information to ED via the web	77	78	1		
Technology	70	73	3		0.5
ED's effectiveness in using technology to deliver its services	73	78	5	*	
ED's quality of assistance	71	75	4	*	
Effectiveness of automated process in improving state/LEA reporting	69	73	4	*	
Expected reduction in federal paperwork	62	63	1		
Documents	76	77	1		1.7
Clarity	76	77	1		
Organization of information	78	80	2		
Sufficiency of detail to meet your program needs	73	75	2		
Relevance to your areas of need	80	80	0		
Comprehensiveness in addressing the scope of issues that you face	71	74	3	*	
OESE's Technical Assistance	--	76	--		1.1
Effectiveness of OESE in helping you learn to implement grant programs	--	79	--		
Usefulness of OESE's technical assistance services in serving as a model	--	68	--		
ACSI	68	72	4		--
How satisfied are you with ED's products and services	73	77	4	*	
How well ED's products and services meet expectations	66	69	3	*	
How well ED compares with ideal products and services	64	68	4	*	
Complaint	2%	1%	-1		0.0
Issued a formal complaint about assistance received from ED staff member	2%	1%	-1		

Table shows scores for 2010 and 2009 for each component and question on a 0 to 100 scale with significant differences at a 90 percent level of confidence indicated by *. Complaints are not a score but actual percentage of respondents who complained. Impacts are the expected increase in the customer satisfaction index given a five-point increase in a given component score. For further explanation of components and Impacts please refer to pages 9 and 10.



Aggregate Scores
Results from 2005 through 2010

	2005	2006	2007	2008	2009	2010
Sample Size	333	369	357	322	326	512
ED Staff/Coordination	76	75	75	78	81	83
Knowledge of relevant legislation, regulations, policies, and procedures	83	81	81	85	86	86
Responsiveness to your questions	76	75	77	80	81	82
Accuracy of responses	81	79	79	82	84	86
Sufficiency of legal guidance in responses	75	72	73	75	78	82
Consistency of responses with ED staff from different program offices	70	70	68	72	76	78
Collaboration with other ED programs or offices in providing relevant services	63	65	66	70	75	78
ED-funded Technical Assistance	78	75	77	80	82	84
Knowledge of relevant legislation, regulations, policies, and procedures	79	76	78	81	82	84
Responsiveness to your questions	82	81	81	84	86	86
Accuracy of responses	80	78	80	82	83	85
Sufficiency of legal guidance in responses	73	69	72	71	77	80
Consistency of responses with ED staff	78	74	75	79	81	84
Collaboration with ED staff in providing relevant services	80	75	78	81	82	84
Collaboration with other ED-funded providers of technical assistance	78	73	77	79	81	84
Online Resources	68	65	64	67	71	73
Ease of finding materials online	64	59	60	61	64	68
Ease of submitting information to ED via the web	72	71	70	74	77	78
Technology	64	64	65	67	70	73
ED's effectiveness in using technology to deliver its services	69	71	71	72	73	78
ED's quality of assistance	66	66	66	69	71	75
Effectiveness of automated process in improving state/LEA reporting	61	62	64	67	69	73
Expected reduction in federal paperwork	58	54	56	59	62	63
Documents	71	70	69	73	76	77
Clarity	71	70	69	73	76	77
Organization of information	73	72	72	76	78	80
Sufficiency of detail to meet your program needs	69	67	65	71	73	75
Relevance to your areas of need	75	73	73	78	80	80
Comprehensiveness in addressing the scope of issues that you face	67	65	63	69	71	74
OESE's Technical Assistance	--	--	--	--	--	76
Effectiveness of OESE in helping you learn to implement grant programs	--	--	--	--	--	79
Usefulness of OESE's technical assistance services in serving as a model	--	--	--	--	--	68
ACSI	63	62	63	65	68	72
How satisfied are you with ED's products and services	69	67	68	70	73	77
How well ED's products and services meet expectations	61	60	61	63	66	69
How well ED compares with ideal products and services	57	57	58	59	64	68
Complaint	3%	3%	3%	2%	2%	1%
Issued a formal complaint about assistance received from ED staff member	3%	3%	3%	2%	2%	1%

Table shows scores from 2005 through 2010 for each component and question on a 0 to 100 scale. Complaints are not a score but actual percentage of respondents who complained.



Improving Teacher Quality State Grants – OESE/AITQ

Results for core questions

Sample Size	54
ED Staff/Coordination	88
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	88
Accuracy of responses	91
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff from different program offices	84
Collaboration with other ED programs or offices in providing relevant services	83
ED-funded Technical Assistance	85
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	88
Accuracy of responses	87
Sufficiency of legal guidance in responses	80
Consistency of responses with ED staff	84
Collaboration with ED staff in providing relevant services	87
Collaboration with other ED-funded providers of technical assistance	88
Online Resources	67
Ease of finding materials online	63
Ease of submitting information to ED via the web	69
Technology	71
ED's effectiveness in using technology to deliver its services	74
ED's quality of assistance	75
Effectiveness of automated process in improving state/LEA reporting	69
Expected reduction in federal paperwork	60
Documents	79
Clarity	81
Organization of information	84
Sufficiency of detail to meet your program needs	78
Relevance to your areas of need	79
Comprehensiveness in addressing the scope of issues that you face	73
OESE's Technical Assistance	79
Effectiveness of OESE in helping you learn to implement grant programs	84
Usefulness of OESE's technical assistance services in serving as a model	69
ACSI	72
How satisfied are you with ED's products and services	80
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	66
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



Improving Teacher Quality State Grants – OESE/ITQ

Results for custom questions

Sample Size	96
Improving Teacher Quality State Grants - OESE/ITQ	
Accessibility of Title II, Part A program staff	85
Responsiveness of Title II, Part A program staff	87
Usefulness of the annual meeting for Title II, Part A grantees	74
Usefulness of the technical assistance during the monitoring visit	85
Visit established and explained compliance requirements	87



Smaller Learning Communities (SLC) – OESE/AITQ
Results for core questions

Sample Size	32
ED Staff/Coordination	93
Knowledge of relevant legislation, regulations, policies, and procedures	94
Responsiveness to your questions	92
Accuracy of responses	95
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	95
ED-funded Technical Assistance	90
Knowledge of relevant legislation, regulations, policies, and procedures	89
Responsiveness to your questions	91
Accuracy of responses	92
Sufficiency of legal guidance in responses	88
Consistency of responses with ED staff	92
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	90
Online Resources	80
Ease of finding materials online	81
Ease of submitting information to ED via the web	79
Technology	82
ED's effectiveness in using technology to deliver its services	85
ED's quality of assistance	84
Effectiveness of automated process in improving state/LEA reporting	83
Expected reduction in federal paperwork	75
Documents	86
Clarity	85
Organization of information	88
Sufficiency of detail to meet your program needs	87
Relevance to your areas of need	88
Comprehensiveness in addressing the scope of issues that you face	85
OESE's Technical Assistance	84
Effectiveness of OESE in helping you learn to implement grant programs	88
Usefulness of OESE's technical assistance services in serving as a model	72
ACSI	81
How satisfied are you with ED's products and services	85
How well ED's products and services meet expectations	75
How well ED compares with ideal products and services	79
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



Smaller Learning Communities (SLC) – OESE/AITQ
Results for custom questions

Sample Size	38
Smaller Learning Communities (SLC) - OESE/AITQ	
Providing essential information in a clear format with sufficient examples	91
Answering your questions	89
Being up-to-date	93
Relevance of information	93
Usefulness to you in managing and implementing your project	94



State Fiscal Stabilization Fund (SFSF) – OESE/AITQ
Results for core questions

Sample Size	10
ED Staff/Coordination	75
Knowledge of relevant legislation, regulations, policies, and procedures	76
Responsiveness to your questions	82
Accuracy of responses	76
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	62
Collaboration with other ED programs or offices in providing relevant services	67
ED-funded Technical Assistance	--
Knowledge of relevant legislation, regulations, policies, and procedures	--
Responsiveness to your questions	--
Accuracy of responses	--
Sufficiency of legal guidance in responses	--
Consistency of responses with ED staff	--
Collaboration with ED staff in providing relevant services	--
Collaboration with other ED-funded providers of technical assistance	--
Online Resources	74
Ease of finding materials online	70
Ease of submitting information to ED via the web	81
Technology	75
ED's effectiveness in using technology to deliver its services	83
ED's quality of assistance	65
Effectiveness of automated process in improving state/LEA reporting	67
Expected reduction in federal paperwork	72
Documents	76
Clarity	72
Organization of information	77
Sufficiency of detail to meet your program needs	72
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	77
OESE's Technical Assistance	67
Effectiveness of OESE in helping you learn to implement grant programs	78
Usefulness of OESE's technical assistance services in serving as a model	72
ACSI	73
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	75
How well ED compares with ideal products and services	68
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



State Fiscal Stabilization Fund (SFSF) – OESE/ATQ
Results for custom questions

Sample Size	56
State Fiscal Stabilization Fund (SFSF) - OESE/ATQ	
Accessibility of SFSF program staff	76
Responsiveness of SFSF program staff	76
Working relationship with SFSF program staff	76
Usefulness of the technical assistance during the monitoring visit	67



Teacher Incentive Fund (TIF) – OESE/AITQ
Results for core questions

Sample Size	15
ED Staff/Coordination	78
Knowledge of relevant legislation, regulations, policies, and procedures	82
Responsiveness to your questions	73
Accuracy of responses	80
Sufficiency of legal guidance in responses	79
Consistency of responses with ED staff from different program offices	71
Collaboration with other ED programs or offices in providing relevant services	71
ED-funded Technical Assistance	71
Knowledge of relevant legislation, regulations, policies, and procedures	66
Responsiveness to your questions	81
Accuracy of responses	74
Sufficiency of legal guidance in responses	72
Consistency of responses with ED staff	74
Collaboration with ED staff in providing relevant services	67
Collaboration with other ED-funded providers of technical assistance	66
Online Resources	70
Ease of finding materials online	67
Ease of submitting information to ED via the web	73
Technology	64
ED's effectiveness in using technology to deliver its services	65
ED's quality of assistance	65
Effectiveness of automated process in improving state/LEA reporting	66
Expected reduction in federal paperwork	66
Documents	66
Clarity	66
Organization of information	67
Sufficiency of detail to meet your program needs	66
Relevance to your areas of need	68
Comprehensiveness in addressing the scope of issues that you face	64
OESE's Technical Assistance	71
Effectiveness of OESE in helping you learn to implement grant programs	72
Usefulness of OESE's technical assistance services in serving as a model	68
ACSI	68
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	70
How well ED compares with ideal products and services	63
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



Teacher Incentive Fund (TIF) – OESE/ATQ
Results for custom questions

Sample Size	17
Teacher Incentive Fund (TIF) - OESE/ATQ	
Effectiveness of the documents in helping complete the application	69
Responsiveness to answering questions	71
Supportiveness in helping you complete the TIF application	80
Knowledge about technical material	73
Overall experience of preparing and submitting the TIF application	71
Ease of reaching the person who could address your concern	81
Ability to resolve your issue	82



Payments for Federally Connected Children – OESE/IAP
Results for core questions

Sample Size	71
ED Staff/Coordination	79
Knowledge of relevant legislation, regulations, policies, and procedures	81
Responsiveness to your questions	78
Accuracy of responses	82
Sufficiency of legal guidance in responses	77
Consistency of responses with ED staff from different program offices	76
Collaboration with other ED programs or offices in providing relevant services	75
ED-funded Technical Assistance	88
Knowledge of relevant legislation, regulations, policies, and procedures	88
Responsiveness to your questions	88
Accuracy of responses	88
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	89
Collaboration with ED staff in providing relevant services	88
Collaboration with other ED-funded providers of technical assistance	91
Online Resources	75
Ease of finding materials online	72
Ease of submitting information to ED via the web	78
Technology	72
ED's effectiveness in using technology to deliver its services	76
ED's quality of assistance	74
Effectiveness of automated process in improving state/LEA reporting	74
Expected reduction in federal paperwork	61
Documents	75
Clarity	74
Organization of information	76
Sufficiency of detail to meet your program needs	75
Relevance to your areas of need	76
Comprehensiveness in addressing the scope of issues that you face	74
OESE's Technical Assistance	76
Effectiveness of OESE in helping you learn to implement grant programs	76
Usefulness of OESE's technical assistance services in serving as a model	72
ACSI	71
How satisfied are you with ED's products and services	76
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	67
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1



Payments for Federally Connected Children – OESE/IAP

Results for custom questions

Sample Size	54
Payments for Federally Connected Children - OESE/IAP	
Effectiveness of the documents in helping complete the application	84
Responsiveness to answering questions	81
Supportiveness in helping you complete your application	87
Knowledge about technical material	85
Overall experience of preparing and submitting the Impact Aid application	81
Quality of the interaction with Impact Aid program staff members	86
Ease of reaching the person who could address your concern	78
Ability to resolve your issue	83



Indian Education Formula Grants to LEAs – OESE/OIE

Results for core questions

Sample Size	86
ED Staff/Coordination	85
Knowledge of relevant legislation, regulations, policies, and procedures	85
Responsiveness to your questions	84
Accuracy of responses	87
Sufficiency of legal guidance in responses	84
Consistency of responses with ED staff from different program offices	82
Collaboration with other ED programs or offices in providing relevant services	81
ED-funded Technical Assistance	90
Knowledge of relevant legislation, regulations, policies, and procedures	87
Responsiveness to your questions	91
Accuracy of responses	91
Sufficiency of legal guidance in responses	88
Consistency of responses with ED staff	91
Collaboration with ED staff in providing relevant services	91
Collaboration with other ED-funded providers of technical assistance	89
Online Resources	85
Ease of finding materials online	81
Ease of submitting information to ED via the web	89
Technology	82
ED's effectiveness in using technology to deliver its services	87
ED's quality of assistance	81
Effectiveness of automated process in improving state/LEA reporting	81
Expected reduction in federal paperwork	77
Documents	83
Clarity	82
Organization of information	85
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	84
Comprehensiveness in addressing the scope of issues that you face	81
OESE's Technical Assistance	84
Effectiveness of OESE in helping you learn to implement grant programs	85
Usefulness of OESE's technical assistance services in serving as a model	80
ACSI	80
How satisfied are you with ED's products and services	84
How well ED's products and services meet expectations	76
How well ED compares with ideal products and services	77
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1



Indian Education Formula Grants to LEAs – OESE/OIE
Results for custom questions

Sample Size	126
Indian Education Formula Grants to LEAs - OESE/OIE	
Helping with implementation of Title VII Formula grant program	85
Responsiveness to answering questions and/or information requests	87
Disseminating accurate information	88
Timeliness of providing information to meet your application deadlines	87
Usefulness of the information in the guidance documents	87
Effectiveness of relationship with the Title VII, OIE program office	85
Ease of using system in applying for a grant	91
Disseminating information in a timely manner	90
Training provided on the EASIE system and grant application process	89
Overall user-friendliness of the EASIE application system	90
Support and technical assistance during grant application process	89



Title I, Part C Migrant Education Program (MEP) – OESE/OME
Results for core questions

Sample Size	28
ED Staff/Coordination	74
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	73
Accuracy of responses	75
Sufficiency of legal guidance in responses	74
Consistency of responses with ED staff from different program offices	72
Collaboration with other ED programs or offices in providing relevant services	69
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	80
Accuracy of responses	81
Sufficiency of legal guidance in responses	77
Consistency of responses with ED staff	82
Collaboration with ED staff in providing relevant services	79
Collaboration with other ED-funded providers of technical assistance	78
Online Resources	58
Ease of finding materials online	60
Ease of submitting information to ED via the web	57
Technology	62
ED's effectiveness in using technology to deliver its services	71
ED's quality of assistance	62
Effectiveness of automated process in improving state/LEA reporting	53
Expected reduction in federal paperwork	51
Documents	69
Clarity	68
Organization of information	73
Sufficiency of detail to meet your program needs	63
Relevance to your areas of need	76
Comprehensiveness in addressing the scope of issues that you face	65
OESE's Technical Assistance	64
Effectiveness of OESE in helping you learn to implement grant programs	68
Usefulness of OESE's technical assistance services in serving as a model	61
ACSI	65
How satisfied are you with ED's products and services	70
How well ED's products and services meet expectations	63
How well ED compares with ideal products and services	60
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



Title I, Part C Migrant Education Program (MEP) – OESE/OME
Results for custom questions

Sample Size	70
Title I, Part C, Migrant Education Program (MEP) - OESE/OME	
Meet program compliance requirements	74
Improve performance results	68
Meet Migrant Education Program fiscal requirements	71
Timeliness of the document	63
Usefulness of the document	74
Clarity of the information	74
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	74



Lead Agency Early Intervention Coordinators – OSERS/OSEP
Results for core questions

	2009	2010
Sample Size	40	26
ED Staff/Coordination	82	79
Knowledge of relevant legislation, regulations, policies, and procedures	86	87
Responsiveness to your questions	82	79
Accuracy of responses	84	85
Sufficiency of legal guidance in responses	77	76
Consistency of responses with ED staff from different program offices	78	68
Collaboration with other ED programs or offices in providing relevant services	79	66
ED-funded Technical Assistance	85	81
Knowledge of relevant legislation, regulations, policies, and procedures	86	85
Responsiveness to your questions	89	86
Accuracy of responses	86	84
Sufficiency of legal guidance in responses	77	74
Consistency of responses with ED staff	85	80
Collaboration with ED staff in providing relevant services	89	81
Collaboration with other ED-funded providers of technical assistance	87	80
Online Resources	78	75
Ease of finding materials online	68	66
Ease of submitting information to ED via the web	86	86
Technology	72	68
ED's effectiveness in using technology to deliver its services	79	81
ED's quality of assistance	72	69
Effectiveness of automated process in improving state/LEA reporting	68	64
Expected reduction in federal paperwork	49	40
Documents	75	66
Clarity	74	61
Organization of information	79	71
Sufficiency of detail to meet your program needs	74	62
Relevance to your areas of need	79	75
Comprehensiveness in addressing the scope of issues that you face	71	62
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services in serving as a model	--	--
ACSI	69	65
How satisfied are you with ED's products and services	76	70
How well ED's products and services meet expectations	67	62
How well ED compares with ideal products and services	64	61
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0



Lead Agency Early Intervention Coordinators – OSERS/OSEP

Results for custom questions

	2010	2009
Sample Size	29	40
Lead Agency Early Intervention Coordinators - OSERS/OSEP		
Staff responsiveness to answering questions	79	89
Supportiveness in completing required performance plans/reports/application	84	90
Dissemination of accurate information	78	87
Dissemination of information in a timely manner	71	85
Centers´ responsiveness to answering questions	84	87
Centers´ responsiveness to information requests	83	87
Impact on State´s SPP improvement targets	81	81
Effectiveness of Communities of Practice from OSERS in addressing issues	63	63



State Directors of Special Education – OSERS/OSEP
Results for core questions

	2009	2010
Sample Size	32	21
ED Staff/Coordination	78	73
Knowledge of relevant legislation, regulations, policies, and procedures	88	79
Responsiveness to your questions	78	77
Accuracy of responses	84	80
Sufficiency of legal guidance in responses	76	68
Consistency of responses with ED staff from different program offices	75	66
Collaboration with other ED programs or offices in providing relevant services	59	64
ED-funded Technical Assistance	79	78
Knowledge of relevant legislation, regulations, policies, and procedures	79	80
Responsiveness to your questions	84	82
Accuracy of responses	79	79
Sufficiency of legal guidance in responses	71	75
Consistency of responses with ED staff	77	80
Collaboration with ED staff in providing relevant services	82	78
Collaboration with other ED-funded providers of technical assistance	78	75
Online Resources	71	68
Ease of finding materials online	61	61
Ease of submitting information to ED via the web	78	77
Technology	60	63
ED's effectiveness in using technology to deliver its services	73	69
ED's quality of assistance	64	68
Effectiveness of automated process in improving state/LEA reporting	59	70
Expected reduction in federal paperwork	36	42
Documents	73	67
Clarity	73	67
Organization of information	76	74
Sufficiency of detail to meet your program needs	69	64
Relevance to your areas of need	80	71
Comprehensiveness in addressing the scope of issues that you face	64	60
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services in serving as a model	--	--
ACSI	63	65
How satisfied are you with ED's products and services	72	68
How well ED's products and services meet expectations	57	65
How well ED compares with ideal products and services	58	62
Complaint	3	0
Issued a formal complaint about assistance received from ED staff member	3	0



State Directors of Special Education – OSERS/OSEP
Results for custom questions

	2010	2009
Sample Size	33	31
State Directors of Special Education - OSERS/OSEP		
Staff responsiveness to answering questions	78	81
Supportiveness in completing required performance plans/reports/applications	83	82
Dissemination of accurate information	78	80
Dissemination of information in a timely manner	75	72
Centers´ responsiveness to answering questions	81	77
Centers´ responsiveness to information requests	78	75
Impact on State´s SPP improvement targets	78	63
Effectiveness of Communities of Practice from OSEP in addressing issues	67	63



Career and Technical Education State Directors - OVAE
Results for core questions

	2009	2010
Sample Size	31	28
ED Staff/Coordination	81	80
Knowledge of relevant legislation, regulations, policies, and procedures	87	87
Responsiveness to your questions	82	79
Accuracy of responses	86	85
Sufficiency of legal guidance in responses	72	75
Consistency of responses with ED staff from different program offices	73	77
Collaboration with other ED programs or offices in providing relevant services	72	73
ED-funded Technical Assistance	80	83
Knowledge of relevant legislation, regulations, policies, and procedures	81	83
Responsiveness to your questions	86	85
Accuracy of responses	82	84
Sufficiency of legal guidance in responses	75	71
Consistency of responses with ED staff	81	81
Collaboration with ED staff in providing relevant services	80	84
Collaboration with other ED-funded providers of technical assistance	79	86
Online Resources	72	75
Ease of finding materials online	63	70
Ease of submitting information to ED via the web	81	80
Technology	67	73
ED's effectiveness in using technology to deliver its services	71	78
ED's quality of assistance	68	74
Effectiveness of automated process in improving state/LEA reporting	67	72
Expected reduction in federal paperwork	63	62
Documents	73	78
Clarity	74	77
Organization of information	75	80
Sufficiency of detail to meet your program needs	72	76
Relevance to your areas of need	77	82
Comprehensiveness in addressing the scope of issues that you face	68	75
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services in serving as a model	--	--
ACSI	69	73
How satisfied are you with ED's products and services	74	76
How well ED's products and services meet expectations	67	71
How well ED compares with ideal products and services	66	68
Complaint	3	0
Issued a formal complaint about assistance received from ED staff member	3	0



Career and Technical Education State Directors - OVAE

Results for custom questions

	2010	2009
Sample Size	42	31
Career and Technical Education State Directors - OVAE		
CAR's user-friendliness	78	79
CAR's compatibility with state reporting systems	74	65
Identifying and correcting compliance issues in your state	83	75
Helping you to improve program quality	77	72
Effectiveness of help improving quality of programs and accountability systems	76	76
Effectiveness in keeping you informed about key issues	75	78
PCRN's usefulness to your program	77	72
Database's user-friendliness	80	79
Database's compatibility with state reporting systems	74	74



Directors of Adult Education and Literacy - OVAE
Results for core questions

	2009	2010
Sample Size	46	26
ED Staff/Coordination	83	85
Knowledge of relevant legislation, regulations, policies, and procedures	86	89
Responsiveness to your questions	86	90
Accuracy of responses	84	89
Sufficiency of legal guidance in responses	80	82
Consistency of responses with ED staff from different program offices	78	83
Collaboration with other ED programs or offices in providing relevant services	81	79
ED-funded Technical Assistance	84	83
Knowledge of relevant legislation, regulations, policies, and procedures	86	85
Responsiveness to your questions	87	85
Accuracy of responses	86	86
Sufficiency of legal guidance in responses	81	75
Consistency of responses with ED staff	82	82
Collaboration with ED staff in providing relevant services	84	87
Collaboration with other ED-funded providers of technical assistance	84	85
Online Resources	73	77
Ease of finding materials online	66	74
Ease of submitting information to ED via the web	79	80
Technology	71	74
ED's effectiveness in using technology to deliver its services	73	74
ED's quality of assistance	73	79
Effectiveness of automated process in improving state/LEA reporting	73	76
Expected reduction in federal paperwork	63	64
Documents	78	81
Clarity	78	81
Organization of information	80	85
Sufficiency of detail to meet your program needs	78	78
Relevance to your areas of need	79	82
Comprehensiveness in addressing the scope of issues that you face	75	76
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services in serving as a model	--	--
ACSI	73	75
How satisfied are you with ED's products and services	76	80
How well ED's products and services meet expectations	70	73
How well ED compares with ideal products and services	70	70
Complaint	2	0
Issued a formal complaint about assistance received from ED staff member	2	0



Directors of Adult Education and Literacy - OVAE

Results for custom questions

	2010	2009
Sample Size	32	46
Directors of Adult Education and Literacy - OVAE		
Ease of reporting using the NRS web-based system	84	80
Usefulness of the training offered by OVAE through its contract to support NRS	87	83
Being well-organized	84	79
Providing pre-planning adequate guidance	84	79
Setting expectations for the visit	82	80
Using state peer reviewers in the federal monitoring process	84	80
Being up-to-date	92	85
Relevance of information	91	84
Usefulness to your program	89	82
Usefulness of products helping your state meet AEFLA program priorities	82	74
Technical assistance provided addresses your program priorities and needs	82	76



School Improvement Grants (SIG) – OESE/SASA

Results for core questions

Sample Size	22
ED Staff/Coordination	88
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	83
Accuracy of responses	92
Sufficiency of legal guidance in responses	90
Consistency of responses with ED staff from different program offices	85
Collaboration with other ED programs or offices in providing relevant services	86
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	79
Accuracy of responses	78
Sufficiency of legal guidance in responses	76
Consistency of responses with ED staff	81
Collaboration with ED staff in providing relevant services	79
Collaboration with other ED-funded providers of technical assistance	79
Online Resources	67
Ease of finding materials online	61
Ease of submitting information to ED via the web	75
Technology	75
ED's effectiveness in using technology to deliver its services	81
ED's quality of assistance	74
Effectiveness of automated process in improving state/LEA reporting	72
Expected reduction in federal paperwork	67
Documents	85
Clarity	85
Organization of information	84
Sufficiency of detail to meet your program needs	84
Relevance to your areas of need	89
Comprehensiveness in addressing the scope of issues that you face	83
OESE's Technical Assistance	75
Effectiveness of OESE in helping you learn to implement grant programs	80
Usefulness of OESE's technical assistance services in serving as a model	68
ACSI	74
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	68
How well ED compares with ideal products and services	72
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0



School Improvement Grants (SIG) – OESE/SASA
Results for custom questions

Sample Size	70
School Improvement Grants (SIG) - OESE/SASA	
Effectiveness of technical assistance received on SIG	77



Title I, Part A, Improving Basic Programs Operated by LEAs – OESE/SASA
Results for core questions

	2009	2010
Sample Size	45	23
ED Staff/Coordination	86	84
Knowledge of relevant legislation, regulations, policies, and procedures	90	86
Responsiveness to your questions	84	81
Accuracy of responses	88	87
Sufficiency of legal guidance in responses	84	84
Consistency of responses with ED staff from different program offices	81	81
Collaboration with other ED programs or offices in providing relevant services	81	80
ED-funded Technical Assistance	80	83
Knowledge of relevant legislation, regulations, policies, and procedures	81	82
Responsiveness to your questions	82	86
Accuracy of responses	81	83
Sufficiency of legal guidance in responses	74	79
Consistency of responses with ED staff	80	85
Collaboration with ED staff in providing relevant services	81	84
Collaboration with other ED-funded providers of technical assistance	78	83
Online Resources	64	70
Ease of finding materials online	56	64
Ease of submitting information to ED via the web	76	77
Technology	70	73
ED's effectiveness in using technology to deliver its services	73	79
ED's quality of assistance	71	75
Effectiveness of automated process in improving state/LEA reporting	69	73
Expected reduction in federal paperwork	67	61
Documents	82	77
Clarity	83	76
Organization of information	84	78
Sufficiency of detail to meet your program needs	80	75
Relevance to your areas of need	84	80
Comprehensiveness in addressing the scope of issues that you face	79	76
OESE's Technical Assistance	-	75
Effectiveness of OESE in helping you learn to implement grant programs	-	79
Usefulness of OESE's technical assistance services in serving as a model	-	69
ACSI	73	73
How satisfied are you with ED's products and services	77	78
How well ED's products and services meet expectations	71	70
How well ED compares with ideal products and services	70	70
Complaint	2	1
Issued a formal complaint about assistance received from ED staff member	2	1



Title I, Part A, Improving Basic Programs Operated by LEAs – OESE/SASA
Results for custom questions

	2009	2010
Sample Size	45	23
Title I, Part A, Improving Basic Programs Operated by LEAs - OESE/SASA		
Usefulness of technical assistance under Title I, Part A	-	83
Usefulness of technical assistance on Neglected and Delinquent	85	84
Usefulness of technical assistance on Homeless Education	87	84
Availability of information on monitoring for Title I	87	81
Usefulness of information on monitoring for Title I	86	82
Effectiveness in using technology to provide information	84	80
Effectiveness in using technology to enhance communication	84	81



Title III English Language Acquisition State Grants – OESE/SASA

Results for core questions

	2009	2010
Sample Size	39	43
ED Staff/Coordination	75	78
Knowledge of relevant legislation, regulations, policies, and procedures	78	83
Responsiveness to your questions	80	81
Accuracy of responses	77	82
Sufficiency of legal guidance in responses	73	78
Consistency of responses with ED staff from different program offices	72	69
Collaboration with other ED programs or offices in providing relevant services	72	71
ED-funded Technical Assistance	78	84
Knowledge of relevant legislation, regulations, policies, and procedures	81	83
Responsiveness to your questions	84	86
Accuracy of responses	81	84
Sufficiency of legal guidance in responses	77	79
Consistency of responses with ED staff	77	83
Collaboration with ED staff in providing relevant services	77	81
Collaboration with other ED-funded providers of technical assistance	78	84
Online Resources	67	68
Ease of finding materials online	58	64
Ease of submitting information to ED via the web	75	73
Technology	69	73
ED's effectiveness in using technology to deliver its services	72	80
ED's quality of assistance	68	75
Effectiveness of automated process in improving state/LEA reporting	69	72
Expected reduction in federal paperwork	69	64
Documents	70	74
Clarity	69	74
Organization of information	75	78
Sufficiency of detail to meet your program needs	67	71
Relevance to your areas of need	77	79
Comprehensiveness in addressing the scope of issues that you face	63	70
OESE's Technical Assistance	-	73
Effectiveness of OESE in helping you learn to implement grant programs	-	77
Usefulness of OESE's technical assistance services in serving as a model	-	66
ACSI	62	69
How satisfied are you with ED's products and services	66	74
How well ED's products and services meet expectations	61	67
How well ED compares with ideal products and services	56	66
Complaint	3	3
Issued a formal complaint about assistance received from ED staff member	3	3



Title III English Language Acquisition State Grants – OESE/SASA

Results for custom questions

Sample Size	103
Title III English Language Acquisition State Grants - OESE/SASA	
Timeliness of response from program officer	80
Clarity of information from program officer	77
Usefulness of technical assistance from program officer	80
Method of delivery of technical assistance from Title III activities	78
Clarity of information of technical assistance from Title III activities	76
Usefulness of technical assistance from Title III activities	79
Providing an interpretation of the Title III statute and/or regulations	77
Helping with your implementation of Title III in your state	78
Helping you with your compliance efforts	75
Helping you to improve programs for English learners	69
Effectiveness of website in providing needed information	75
Effectiveness of website in helping inform programs serving ELLs in your state	74

*Note : Only custom questions comparable to 2009 are : *Providing an interpretation of the Title III statute and/or regulations (74)* and *Helping you with your implementation of Title III in your state (73)*.



Rural Education Achievement Program (RLIS/SRS) – OESE/SSTP
Results for core questions

Sample Size	26
ED Staff/Coordination	80
Knowledge of relevant legislation, regulations, policies, and procedures	88
Responsiveness to your questions	63
Accuracy of responses	86
Sufficiency of legal guidance in responses	83
Consistency of responses with ED staff from different program offices	81
Collaboration with other ED programs or offices in providing relevant services	79
ED-funded Technical Assistance	81
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	82
Accuracy of responses	79
Sufficiency of legal guidance in responses	79
Consistency of responses with ED staff	80
Collaboration with ED staff in providing relevant services	83
Collaboration with other ED-funded providers of technical assistance	82
Online Resources	69
Ease of finding materials online	64
Ease of submitting information to ED via the web	76
Technology	69
ED's effectiveness in using technology to deliver its services	75
ED's quality of assistance	73
Effectiveness of automated process in improving state/LEA reporting	73
Expected reduction in federal paperwork	54
Documents	78
Clarity	79
Organization of information	79
Sufficiency of detail to meet your program needs	76
Relevance to your areas of need	82
Comprehensiveness in addressing the scope of issues that you face	76
OESE's Technical Assistance	70
Effectiveness of OESE in helping you learn to implement grant programs	74
Usefulness of OESE's technical assistance services in serving as a model	61
ACSI	65
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	62
How well ED compares with ideal products and services	62
Complaint	4
Issued a formal complaint about assistance received from ED staff member	4



Rural Education Achievement Program (RLIS/SRS) – OESE/SSTP
Results for custom questions

Sample Size	80
Rural Education Achievement Program (RLIS/SRS) - OESE/SSTP	
Providing an interpretation of RLIS legislation/regulation	80
Providing guidance on eligibility and/or other reporting requirements	81
Helping you with the implementation of the RLIS Program	80
Helping you with compliance efforts	78
Helping you improve performance results	74
Helping you provide guidance and oversight to sub-recipients	78
Helping you provide technical assistance to sub-recipients	77
Usefulness of the RLIS website in providing the information you needed	79
User friendliness of the RLIS website	78
Responsiveness to information requests	78
Helpfulness in resolving implementation/eligibility issues	78
Supportiveness in helping you complete eligibility spreadsheets	81
Supportiveness in helping you meet annual reporting requirements	81
Helping you with program implementation for RLIS	77
Helping you complete and submit accurate eligibility spreadsheets for RLIS	79



APPENDIX D: VERBATIM RESPONSES BY PROGRAM



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The comments reported in this section appear in the original verbatim wording and format as provided by the respondent. Names of individuals given in comments have been omitted.

Improving Teacher Quality State Grants – OESE/ITQ

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Can't cite a relevant one

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

Perhaps the collaboration between the State Office of Education and the individual school districts.

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

*Providing best practices to assist students at risk by using 3 different funds. Title I, REAP, Title VII
WOW--wish I had a good example to offer.*

Q20. Please describe how ED could better use technology to deliver its services.

Currently there is not much technology used - conference calls etc. When there is reauthorization - conference calls to understand the law will be important.

If any webinars, etc., have been provided, I have not been aware of them.

Improve website. Have downloadable documents and website elements so that they could be accessed when offline. Have an organized FAQ.

It would be great if there were use of technology to allow regions to work with Program Officers and each other on relevant topics. Web conferencing and audio conferencing could both be better utilized. The ED website needs an overhaul. If you don't know what you are looking for, heaven help you. Information should be no more than 3 clicks away.

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

Program officers should could provide updated information about proposed changes in funding and programs more directly than statements made by the Secretary that are general in nature. Using webcasts directed as specific programs, with opportunities for state program officers to ask questions, would expedite the process.

Streamline the use of their portal.

Q23a. What reporting system do you use for reporting accountability data? (Other)

EDCAPS

E-mail

E-mail for submitting ITQ monitoring information

Powerschool and Alaska OASIS system



SASI

State Consolidated Application

State of Ohio CCIP

Unsure

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

1. The OESE's office has been extremely responsive in providing guidance and technical assistance about all grant programs and monitoring. 2. USDE guidance for SIG was often confusing and given to states after the fact. Multiple updates of the guidance created confusion to an already confusing issue.

Add Web 2.0 type features to the web site that would enable blogs about particular issues that state administrators face in order to get help from other state directors, regional center staff (Teacher Quality), and US DE staff. This might be as simple as threaded conversations on a blog or as complex as an educational social networking site.

Allow for transition time to implement new grants and processes.

Archive technical assistance sessions for future use.

As it appears in all government agencies at this time, offices are understaffed. I have always received assistance in a timely manner. [Name deleted] has been ready with correct, concise answers and solutions to any issue I have brought her.

As we approach the reauthorization of ESEA, conduct regional meetings to help SEAs staff better understand the emerging expectation of the new statute.

Constant delays of guidance and funding create a lot of problems.

Continue to help us overcome barriers to coherence - recent good example: this year (SY 2009-10) Title IIA program coordinators were explicitly included in communications related to ED Facts reporting. While in our state another office has all responsibility for collecting and reporting required data, it helped the program office - in terms both of federal compliance and in our work with LEA's - to stay in the information loop re what's new, what's required, how can we facilitate better reporting (at the local level, and how does data collection/reporting align with new directions and focal areas

Develop/publicize questions and/or issues that have been identified by other states with the responses from the USDOE. This would serve as a resource when we are faced with new issues/problems.

Different people interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Doing well

During the first few years of any reauthorization SEAs require help from ED. We didn't get any when NCLB came in and questions went unanswered. When they did start contacting SEAs, they focused on subjects other than the flow-through grants.

Eliminate ambiguity in guidance documents.

Get very specific about the topic to be addressed and, when using examples have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

Given the scope of service, things are done well. Continue to refine web-based tools, but the human interaction cannot be beat for straightening out the kinks. Please continue access by phone to supportive staff.

Guidance and assistance has improved a great deal over the past few years.



Have more area trainings that it is not a hardship to attend.

I have had excellent assistance, always prompt and very accurate.

Keep updating the draft guidance with FAQ's. As we got further into NCLB different questions came up from LEAs. Maybe there could be a place on the web to 'Ask ED'.

Less reliance on annual meeting to inform grantees of new directions

Make instructions a little more clearer or simple.

Make system more user friendly. Perhaps copy the training in video-streaming format so it's available for future reference.

Make the internet page more accurate, most of time I cannot find the information even using Search.

More training on using the systems.

My program manager and her colleagues are very responsive to my needs.

Pay more attention to the SAHEs at the Title II workshops--more direction, more detail, more training, and help the SEAs understand the SAHEs' roles.

Place equivalent focus on in-service teacher issues with new teacher/teacher prep discussions. Include SAHE participation as a valued partner.

Provide more details on requirements of the grant reporting with the grant.

Provide some online training in items such as EDGAR and OMB, with examples and clarification. Specific program guidelines are clear; EDGAR and OMB are more difficult to understand and the online references are not great.

Provide templates and models of effective applications, narratives, uses of money, reporting requirements.

Put information provided verbally at annual Title II-A meetings in writing; have handouts presented at the meetings ready before the meetings, rather than after the meetings for sufficient note taking.

Redesign the website to make it more user-friendly

Reduce redundancy for small schools

Replicate [name deleted] in every office! She should be nominated ED Employee of the Year. She gets back to us promptly, she has clear answers (even though we may not like them), and she is of great assistance to the states.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

The annual meeting is very helpful. It might be nice to have USED webinars throughout the year or regional facilitated discussions around IIA issues (in addition to the events hosted by the TQ Center, etc. It would also be quite helpful if the HQT Non-Regulatory Guidance could be posted. It has just said, 'coming soon' for several years now. Presumably, this is due to impending reauthorization. Also, it would be good if the 2141(c) guidance could be posted officially.

This is difficult to answer, because when our technical assistance comes from one particular person it is accurate and timely...when we have to deal with the other individual that works with us, that is not the case. Therefore...all of my rating are just average as I consider the excellent service provided by one person and the less that adequate service provided by the other.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

Title II Part A Nonregulatory guidance could provide more detail on private school rules and include an appendix on allowability of various kinds of costs. I know that costs are covered in federal cost circulars,



but there are certain items like charging tuition to a grant that it would have been helpful to have a clue on in the Nonregulatory guidance.

You are doing a great job in providing needed services.

Q32. If applicable, which services did you replicate?

Accuracy/efficiency of responses to questions; assistance provided by SREB in preparing state for Title IIA monitoring

Amount of funds for administration of program is insufficient to replicate services; rather phone and email, plus limited site visits are used.

Annual coordinator's academy... would like to dig further with some of the breakout sessions - particularly from this summer's academy.

Explained previously

It would be helpful if SEAs would be provided with more contextual information relative to lessons learned from NCLB as we approach the implementation of the new statute. Help us understand what will be a continuing programmatic requirement from NCLB and where new process and procedures will be required to implement new program requirements ASAP.

Modeling depends upon who we are working with...comments the same as in the previous section.

Most useful: using research expertise (and sometimes experts) and sharing exemplars (other States, other LEAs) to build capacity for moving in new directions (esp. re HQ PD & evaluating teacher effectiveness), both by USDOE staff and through national/regional centers. These services have given us lots of ideas for replication and gets a 10. Other areas - answering questions accurately and responsively, use of tech like listservs and webinars, has been fine (but a vehicle more than a quality indicator?); however since we've also been doing these things (we hope also at or moving towards a 10 level), that's not been a model learned from OESE.

Need more models for subgrantees applications; templates for equitable distribution of teachers.

None

None that I know of.

Regional meetings, FAQs

Replicated the State Directors National Conference by having a County School System Directors State Conference. At this conference I have replicated the sessions where school systems display 'best practices' and the directors have time for discussion about what they have learned and how to implement in their school system.

The OESE's technical assistance serves as a model of support and teaching, which we use for our staff and our LEAs.

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

Thoughtful, thorough e-mail responses.

We have been using webinar's more frequently--especially with the poor financial condition of the state.

Q38. Finally, please describe how ED can improve its service to you.

1. It is important for ED staff to be responsive to state inquiries and in a timely manner. 2. Perform research for an effective response instead of responding with 'Read the guidance.' We need clarification on guidance often.

Accessibility to regular area trainings that reflect the needs of small schools



Answer questions in a specific, not a general manner. REAP staff answers LEAs in such general terms as to be useless. I end up having to call the districts to explain and I am not funded to do that.

By continuing the way it is now.

Clearer guidance.

Consistency

ED can improve by considering the impact of new rules at the local level. A single school district has different needs than a large district and most of the time, there's no differentiation of rules/regulations.

Eliminate duplication in federal grant reporting

Given the nature of the beast I think ED does a very good job at responding to requests, etc.

Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.

I appreciate the opportunity to complete the survey. More importantly, even as program staff have been required to wear multiple 'hats', they have always been responsive to the needs of our states. I appreciate their sense of humor.

I could use some more help understanding the reimbursement process with UCA.

I think USED works hard to provide quality service. The people I've encountered clearly work hard and try to maintain positive working relationships with the state, and I can't say enough about the fast response time for my particular contact person (Name deleted) for a variety of questions. In general, I will say that some of the competitive grant processes have been exceedingly difficult to deal with this past year in terms of time expectations and capacity within SEAs due to severe budget cuts. The Title IIA office has been wonderful in letting us know well in advance when the national meeting is being held. (There have been other meetings that various ED offices have held with VERY short times to arrange travel/obtain permissions, etc. This can be frustrating to have to juggle and re-arrange other critical activities that were on the calendar previously.)

I would like a more accessible web design. ED could do more with technology to create professional learning communities around topics of interest/need. These could be offered quarterly.

More written information/models provided to help improve our technical assistance with subgrantees.

NCCTQ and the RELs are a fabulous resource to us and keep raising the 'expectations' bar as well as our ability to build capacity - keep these services coming. To the extent that ED considers ESEA Title IIA a primary vehicle for improving teacher quality, keep including the program coordination office in communications related to teacher quality - we are a large agency so this may be our problem, but things sent related to this issue via Title I, or CCSSO, or Title II HEA, don't necessarily come to our attention without ED helping to make it happen through transparent co-sending (this was modeled by ED in the invitation to the May 2010 teacher equity meeting, and has already had some success in moving the TQ agenda, and coherence of same, as a department-wide responsibility)

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.

Notify recipients of grants awards on specified dates.

Our complaint is not directed to ED but rather that some statute guiding particularly grant programs may be well intended but have unintended consequences of disallowing states to support via subgrants programs in the spirit of the law congruent with goals established by the law but not compliant with certain restrictions in statute.



Please see my comments.

Post an extensive FAQ document online which can be accessed 24/7 by program offices. This can be password-protected as a public document may be open to incorrect interpretation by people who have not had training pertaining to laws and regulations.

Provide more specific guidelines about compliance, both at the state and LEA level. Determining compliance of activities given the flexibility for LEAs is not always an easy task.

Provide opportunities for discussion regarding the impact of the new regulations once re-authorization has been approved. This may be accomplished through meetings held with the regional resource centers. The meetings need to be structured to allow time for Title IIA directors to discuss impact of new regulations and changes needed at the state level to ensure effective implementation at the district level.

Redesign the website

SAHE's are so important to the training and professional development of in-service teachers. Therefore, it's very important that the funding continue to higher ed.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Small changes to non-regulatory guidance to increase coverage on private school rules and to add an appendix covering common cost allowability issues, such as the allowability of tuition.

So far, so good.

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Structure more time at the Title II workshops for the SAHEs to work with one another and with the SEAs.

Truthfulness in their responses would be helpful. Obfuscation speaks badly of the entire department.

We found it extremely helpful to meet with a small number of states on April 30th. The exchange of information was not only interesting but very beneficial. While the meeting was called last minute, more of those meetings could offer great insights to the states.

We need the ED to be more understanding of the issues and constraints in a rural state with limited resources. Think of a high school with 40 students, 100 miles from the nearest 'city' (population 45,000); then think of over 40 such high schools within a state. There may be one science/math teacher and she is also the basketball coach but she is hungry for professional development. How do you get equitable distribution? How can you make sense of the data?

CUSTOM QUESTIONS

Q3. How would you describe your working relationship with ED's Title II, Part A program staff?

At this point in the authorization of NCLB the relationship is fine. However, as we begin implementation of the new statute, we need more communication regarding new program requirements ASAP.

Both [names deleted] have been responsive and informative.

Compatible

Distant. I have some contact at the State level, but get a very small grant.

Excellent (5)

Excellent - staff are knowledgeable, helpful, responsive, anchored in statute and federal priorities

Excellent I am very satisfy.

Excellent! [Name deleted] and other staff are readily accessible and responsive to requests. When dealing with staff worked collaboratively to assist state in addressing concerns for providing services at the district level.



Excellent. I have the utmost respect for Title II, Part A program staff. They are extremely intelligent and courteous; and their responses to questions are extremely well thought out and thorough. Their program monitoring visits are tough but fair, and their suggestions result in program improvements. I am so glad that they are able to survive administration changes.

Fantastic! I work with another title at ED and they are not as responsive and they do not always have clear answers. Title IIA program staff are great to work with!

Good (6)

Good working relationship

Good, but during the summer it was difficult to catch anyone in their office.

Great office, they are very helpful

Great staff

Great to work with!

Great!

I feel that we've built a good working relationship through correspondence as well as through the monitoring visit and annual meetings. The Title II, Part A staff answer our questions in a timely manner whether it's through a phone call, conference call and/or email. The staff also puts their answer in writing via email.

I have always found them to be responsive to questions and very knowledgeable about the context of my state. They are professional and approachable.

I have not had any contact with staff.

[Names deleted] have always been available to answer questions and provide technical assistance when needed, or have provided me with an alternate person when they are not available. The staff, including their contracted staff at Westat, have been helpful, personable, professional, and knowledgeable when providing assistance.

Never talked to them

None

Non-existent (2)

Not much of a relationship. The DOE withholds information.

Neutral, not much contact

Ok

Outstanding. It has been my pleasure to work with the Title II staff for over 5 years. When I first accepted this position, the program officer and I were attached at my hip.

Professional and positive.

Professional and responsive

Response time needs to be improved.

Sahe

Same comment as before.

Staff changes so often it's hard to establish a relationship

Staff keep changing, so not sure. Confusion about what has been required, what was approved previously and what we must now have in place.

The program staff assigned has been very helpful and responsive to any questions or clarification needed.

The relationship is a professional relationship that provides the information to us and meets the needs of our students.

The Title II, Part A program staff has always been responsive and supportive from the highly qualified process, the monitoring visits and follow up, and local and state questions.

The title II-a program has been very responsive and the working relationship is healthy.



They are very useful and informative. The staff is willing to meet with you at their offices to conference about your individuals situations. Compliments!

They've been quite helpful and responsive to questions. Very supportive.

Title II, Part A staff have always been responsive and timely and helpful.

Very accessible, prompt and helpful.

Very easy going, all expectations are met.

Very good (4)

Very positive.

Very positive. I feel we can have meaningful discussions. The Office listens as well as talks.

Very professional and positive -

We have been very fortunate to work with the competent and helpful staff - particularly [names deleted].

We have enjoyed working with [name deleted]. As described earlier, she is accessible, prompt with replies, and we believe she cares about the program.

We have only had to contact them a few times, but they were very responsive, addressed our questions, contacted legal for clarification, and addressed our issues with common sense. We have been very impressed with their responsiveness.

We work through the Ohio Department of Education

Q5. What could the Department of Education do to improve the annual meeting for Title II, Part A grantees?

Ask the states what they need before the meeting. Provide presenter handouts at the meeting instead of after the meeting.

Create a planning committee from the prospective meeting attendees.

Economic constraints have hinder attendance

Excellent topics, very useful

FAQ sent out afterword

For the Higher Education portion of Title II A, the meeting covers very little. SAHE staff do not benefit much unless they are also the SEA staff.

Have never been. I didn't know it existed

I began recently and I have not the opportunity yet to assist to a TIIA conference. When will be next one?

I have no information regarding this annual meeting.

I have not been able to attend so I cannot comment.

Instead of breakouts by region, we would like to meet with states that share our demographics and size.

Is it possible to require attendance from both SEA's and SAHE's representatives, not just an invitation?

It would be nice to talk with other rural states about initiatives that they're using to recruit and retain quality teachers, etc. I don't know if this is the Title II, Part A staff or not, but a suggestion was made to assemble a committee of practitioners to carry on the work of the equitable distribution meeting. Especially since the Title II, Part A coordinators only meet once a year.

It's always very helpful!

Keep doing what you are doing!

Less focus on pre-service teacher programs and more on in-service teachers. Include SAHE's as a valued partner.

Let the state agencies do it for you.



Make relevant to institutions of Higher Education.

More guidance on interpretations of requirements.

More sessions relevant to SAHE.

More support for the SAHEs, more emphasis on collaboration between SEA and SAHE

More time devoted to sharing practices in managing grant programs.

More time for states to collaborate

MORE WORKSHOPS GEARED TOWARDS SAHE

New Coordinator pre-conference

No suggestions. Annual meeting is well planned, and advance planning input is sought from potential participants.

Not so much time on group activities that cannot be taken back to the state and used.

Offer time to network with other participants in order to share successes and challenges.

Provide more time for states to meet in smaller groups to share what is happening in each group. May be structured like the teacher equity group meetings as well as the round table discussions at the June 2010 conference. I prefer round table discussions to the concurrent sessions since you have more time to discuss specific programs/activities that are being implemented in other states.

Provide help to SEAs in managing flow-through grants.

Since I administer multiple federal programs it would be nice if the annual conferences didn't overlap. For instance I think it was last year the IIA and the ID conference were at the exact same time a few blocks away and I would have liked to attend both.

Talk about the specific roles of all grantees not just LEAS.

The annual meeting could be improved by including: reports on the outcomes of the SAHE Title II, Part A program; discussion of higher education's role in quality professional development programs; discussion of higher ed's role in facilitating competitive grant programs and discussion of successful, collaborative partnerships that SAHEs have developed under their program of ITQP subgrants.

The DOE could have been forthright about its relationship to higher education.

The SAHEs are neglected. The SEAs need to be exposed to what the SAHEs do so we can collaborate with one another and share ideas. The Dept. of Ed's neglect of the SAHEs gives the SEAs an excuse to also ignore the SAHEs when they could learn from each other.

The staff could contact presenters and arrange for permission to upload their presentation material, AND HANDOUTS, to a web site that would be available for downloading the appropriate material. If presenters are contacted prior to presentation (prior to contract is actually better) then they usually are willing to share the information when needed. The material needs to be available during the conference and left for use as needed after the conference has ended. This would keep someone from having to copy multiple CDs that then have to be mailed to multiple people. Additionally, if someone cannot attend the conference it provides a link to the information so that it is more widely distributed. This would be a great technical assistance to states.

They have varied and amnesia/info overload kicks in: this year, lots of new info re new directions were provided; it would have been helpful to have a longer conference with more planned time to digest, process, and begin to incorporate some of our new learnings into action planning - some of the subgroup activities led us in this direction, leading us to wish there had been a few slots of extended time to have such conversations with presenting State reps and others; and with our own team while fresh (though we can, and have already started to, begin this ourselves)

This year there were sessions where the states could interact around a topic (roundtables). This was the first time for this activity and I learned more about what other states were doing and got ideas to try. Maybe every other year there could be sessions from the national groups working on teacher quality.



Travel costs make it too expensive to attend! Perhaps some 'regional' workshops?

We are part of Title II, Part A SAHE, and very little of that meeting directly addresses our concerns. Most of the money goes to the SEAs, so maybe we should only attend a part of that meeting. Some of the session are helpful (measuring teacher effectiveness, for example), but many are not helpful at all.

We need Department staff to model the 'professional learning' opportunities. Quite often it seems like we travel a great distance for information we could easily receive via webcast. If you need to bring the group together, make sure you create professional learning opportunities that directly address key program requirements that are better understood by group interactions and activities. Otherwise...provide webcasts so that we can stay home and still get the information you feel we need. Lastly....change the locations of the conference. It's always DC.

We need more SAHE information at this meeting.

While making decisions is normally a good thing, having states sit together and arrive at common strategies does not seem to turn into anything actionable. I use the time to try to get a better handle on USDE expectations (which they do a pretty good job of articulating). Perhaps an hour a day (no more) could be devoted to states talking in small groups about topics of interest to them could provide a way of sharing best or promising practices.



Smaller Learning Communities (SLC) – OESE/AITQ

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

None noted.

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Q20. Please describe how ED could better use technology to deliver its services.

During the web conferences, it seems as if we read the power point, it would be better to have the power point and use the conference to provide additional details or discuss issues.

Streamline the use of their portal

Q23a. What reporting system do you use for reporting accountability data? (Other)

<http://www.slcapr.ed.gov>

Not sure of system name

NYStart

Our department does not participate in this.

Philadelphia Data Warehouse

SASI

SLCAPR

SLCapr.ed.gov

STARS

Upload APRs through ed.gov

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Assist us in understanding the services that are relevant to our grants.

I appreciate the efficiency of electronic communication but I truly value the conferences that are held that enable face-to-face conversations to take place. The ideas that have come from talking with practitioners have been extremely helpful.

I found the support to be excellent.

I'd love to see a warehouse of materials from around the country - SLC frameworks, documents, common planning time protocols, general SLC tasks

More face to face

MORE FREQUENT CHECK-IN AND SUPPORT OF REQUIRED ITMES

Need to collaborate with OVAE on high school reform

Nothing. It is very efficient to have webinars that allow for questions to be submitted in advance and to have multiple persons present at the webinar.

Provide more E-Alerts on a regular basis.



Response time should be faster.

Satisfied with SLC technical assistance

Thanks for all the help.

Thanks for asking my opinion!

The updated website (June 2010) will be very useful. I wish I had it when I started 2 years ago.

Very responsive and effective as implemented!!

Would like to be able to access fully recorded webinars, not just notes and PowerPoint.

Q32. If applicable, which services did you replicate?

Communication!

Phone conferences, site sharing opportunities

Webinars with principals and leadership teams.

Q38. Finally, please describe how ED can improve its service to you.

Better and clear timelines in advance and not hammer people without giving support and stop talking down to people and support them with immediate answers.

Continue to be available through email and phone calls for technical assistance.

Continue to offer professional development opportunities and grant opportunities electronically. Plan an annual meeting for all grantees

I am a satisfied consumer! Thank you very much.

I am fine with my services. [Name deleted] is my program director, and is excellent on customer services.

I am very pleased and satisfied with the services ED has provided!

I am very satisfied. I find ED responsive and very eager to help me understand anything I ask.

Keep up the good work!

More sharing of best practices, white papers, case studies of effective implementation and sustainability.

No recommendations - very satisfied.

Not sure. I've had an incredible experience with the federal project manager on our grant. She has been a phenomenal resource both on the current grant and guidance on getting answers for application of other grants. [Name deleted] is an excellent coach and mentor.

Overall I think the Dept of Ed does a fine job given the huge task they have. It really has more to do with knowing what resources are available and how to access resources and about people being on the same page in our own district.

Response time.

CUSTOM QUESTIONS

Q1. Do you participate in Annual Performance Report (APR) webinars?

Yes (34)

No (4)

Don't Know (1)



Q4. How can the SLC Program help ensure that APR training is more useful and likely to help ensure that the reports are submitted on time?

Clarity of explanation of the data requested.

FAQs are very helpful.

Frequent reminders!

Give deadlines in advance. Have a timeline spelled out each year.

Make sure that all directors understand the magnitude of the report especially if they are a large district.

No suggestions

Please continue to offer webinars in preparation for completing the reports. Plan annual meeting to discuss grant reporting

Provide examples that are not as common or simple. The APR training provides information that is great if everything goes as planned. We encountered problems with inputting data into some of the tables. It would have been helpful to understand better how to populate fields when data was missing. This slowed down the process. Additionally, the FAQ should be reviewed for accuracy. With the one question that we had on whether we needed to include a piece of data, the FAQ response differed from the response we got from our Program Officer.

Record webinars for later access (not just PowerPoint). Webinars are generally very helpful, useful, and well-focused.

Set up multi-racial categories!

The APR forms are just a pain and not helpful to our schools (we collect more accurate and formative information year-round). In addition, we think the feds should push schools to collect and analyze data by SLC

The training came right before it was due. A little more time in between would be more helpful. There is a lot going on in the day to day and we need time to process information.

While the APR for all grants is challenging, I am not sure where the unique challenges lie in the SLC APR.

Q5. Training on the following would be most helpful in completing the APR.

Benchmarks for meeting project objectives (10)

Budget (4)

Data collection (7)

Identifying and addressing implementation challenges (12)

Other (please specify): tips on managing multi-school grants (1)

Q6. Were you the first (i.e., original) director of this SLC project?

No, I was not the first project director for the SLC project (23)

Yes (16)

Q7. How long have you served as a SLC project director?

6 months to one year (5)

More than one year (18)



Q8. If you became the project director after the project began, what type(s) of technical assistance would help you the most with SLC project management? (Open end.)

I am still not the project director. I am the project manager.

I missed the summer conference therefore came in with no direction. A review of the annual coaching for the project manager would have been excellent when I took over. I was flying by the seat of my pants for 3 months.

I took over right at the inception of our 1st implementation year. I was not in on the planning years and walked into a situation where communication breakdown about the grant and its purpose prior to implementation did not sit well with staff. I would have liked more conversation with other grantees who were further into the process to learn from their lessons. The Ed Director did link me to others when I asked for help but I had no idea of what resources would be available on this journey.

Knowing what are acceptable/unacceptable expenditures, even though I was involved in the grant in its first year I still have questions.

The grant management resources were very helpful. An earlier introduction to a consistent budget change process/form would have been nice.

Understanding more clearly how to manage the grant as written and where there may be flexibility.

Webinars!

Q9. During the Post-Award conference call (i.e., initial conversation with program officer to discuss the SLC award), which of the following did you need the most help understanding?

Budget (4)

Department's financial reporting requirements (5)

Grant award notification (GAN) (1)

Other (please specify): none (1)

Requirements for continuation awards (5)

Q10. Share your suggestions on technical assistance topics that would be most helpful in implementing and/or managing your project. (Open end.)

Advisory

APR

Budget, especially how to manage transfer of line items when you recognize a better use of funds to meet grant objectives.

Data collection, assessment and evaluation

I think there has to be clear, honest conversation about the change process. I think that 'leadership matters' and it's important to know prior to grant awarding if everyone has been a part of the planning stages and is FULLY aware of what is expected from all.

Making budget revisions and changes. Reporting progress on goals. Making adjustments when district/school resources change

Overcoming implementation challenges and barriers.

Scheduling, advisory curricula, formative assessment at the secondary level

Sustainability issues, i.e., change in administration, teaching staff, requirements of State and other agencies.



The master schedule always remains an implementation issue. Clear budget reporting is a constant implementation goal.

Tips for managing large, multi-school grants (templates, etc)

Use of the how to provide additional information through attachments that cannot be included in the identified areas in the template for data collection.

Q11. What kinds of resources featured on the SLC technical assistance website would most benefit your project? (Open end.)

All

APR overall process. What each section is and how to do it.

Best practices in other SLC programs; opportunities to visit and interact with other grantees through site visits.

Budgeting and carryover. End of grant information is becoming important.

Case studies; success stories.

Conversations with other directors. Perhaps regional mtgs could take place

Excellent staff development opportunities

Managing district bureaucratic funding challenges.

Research on strategies that work and what size the school and complexity were when they were successfully.

Strategies for gaining buy-in of the SLC initiative

Webinars

Q12. Have you attended one or more national meetings sponsored by the SLC program, such as annual project director meetings?

Yes (32)

No (7)

Don't Know

Q16. How could meetings sponsored by the SLC program provide useful information and support for your work? (Open end.)

Coordinated site visits to other SLC grantees could be a great opportunity to learn from staff in other districts; perhaps regional SLC conferences??

I appreciate how the content has moved from structure to instruction, and instruction/assessment in math and reading which are specifically AYP goals.

I can share and learn best practices from other grantees.

I know there is an intent to help grantees to be successful but the topics need to include real world experiences in the challenges of implementing change, especially at the High School Level where



tradition reigns. We also need to talk about how do we REALLY change High schools to meet the needs of the global learner which means REALLY changing the way we do High School.

I think that the idea to put the large school districts together was a good move for me instead of working with the region

It is VERY useful to talk with others about how they have worked w/in the master schedule to implement SLC strategies (advisories, mentoring programs, etc); to see how they have developed language for their collective bargaining agreements that support SLC work and to find out about other funding resources that can be used to support SLC efforts

It might help to have more frequent meetings.

Meet more often

More Collaboration with other SLC directors

More interactive less power point reading of the slides.

More researched strategies from educational labs. The conferences have provided some excellent information, guidelines, and strategies from the labs. However, not all of the presenters are engaging.

More takeaways!

Not sure

SLC meetings have been among the most informative and productive within the Department - and allow time for teams to meet, process the information, and plan for its application back home - beautifully done!

The meetings I have attended have been very beneficial as I have learned about similar programs across the country and have been able to continue conversations with other administrators/school personnel.

These are the best conferences I've ever attended

Time to meet with our program officer has been helpful. Walking through information a website has not been a good use of time.

Time to network with similar-sized districts.

To hear from other districts about how they are doing the work

We've always enjoyed the sharing sessions - especially when the PD and one principal from each school was invited. VERY helpful! Keeps everyone on track.

When a program manager comes in right after the annual meeting, a conference call with the federal project manager would be beneficial as an automatic process.

Q17. If you were to submit another application under the SLC Program, what would you change or enhance? (Open end.)

Adjust budget to hire full time grant manager to move the programs forward from the start of our grant. Our effectiveness increase dramatically when this happened. We had severely underestimated the amount of time that needed to be dedicated to insure that ideas were followed-up on and implemented.

Broaden the focus from just test scores and achievement gaps. More focus on 'real' goals that have meaning for students.

Earmarked additional funds for more teacher collaboration and relevant professional development opportunities.



I am not sure - I think maybe I would assume a 'tougher' approach with regard to the timeline/benchmarks for implementation. I think the structures in the Department and in the grant are present and strong - unanimous subscription to the grant is key.

I do not have a site coordinator. I think I need one at each site.

I thought it was an excellent idea to have college going culture as a non-negotiable goal

I would continue with the key components but not make them so specific that they hinder implementation.

I would decrease the amount of contractual service. I would include more technology.

I would first emphasize the need for Key people who will be impacted by the grant to be involved in the planning stages. I think people write things in grants to get the grant but it's important that the central office, campus, students and community really get what the grant entails prior to implementation. Our grant has these things but I would really put the focus on TRUE Teaming of teachers and students which will give us the Small Learning Communities (this is where what we want must drive the schedule), Professional Learning Communities, Making Master schedules work for our priorities versus trying to fit our priorities into a master schedule and building leadership capacity. These are things we are doing and it takes time but I think they will make the most difference in the end and be sustainable when grant dollars go away.

I would include more of the stakeholders in the writing of the application.

I'm not sure -

Make performance targets more objective and more measurable; meet with principals and key staff for more specific planning in order to have a meeting of the minds on program strategies and direction.

Make sure that you can upload any version of Word!!! You need to suggest that they upgrade the format at the Dept of Ed

More clear written descriptions.

More time to collaborate prior to due date, hard to do because in the summer so many are on vacations. Due date was Aug 6th.

Nothing. It has been a good experience.

We did submit this time and we changed the goals and objectives to match the essential elements that were created out of the first grant.

We would enhance our SLC programs at both high schools served under this grant.

Q18. How can the SLC Program better assist prospective applicants in developing applications that best meet the needs and challenges of districts and high schools? (Open end.)

Direct programs into developing objectives that are proven to be successful in comprehensive high schools of all sizes, socio-economics, etc.

ED staff do a great job of running the SLC program. Our program officer has been a great resource and has provided excellent support in the first three years of program implementation.

I felt this time there was too much duplication of material. Each of three documents said the same thing in a slightly different way. I spent a lot of time reading redundant materials.

I'm not sure. I find it to be the best managed grant I've worked with in my 15 years or grant coordination.



Keep providing useful information!

Keep up the yearly meetings!

No recommendations at this time.

Not sure. The process is very complex and I'm not sure the SLC Program has the capacity to reach out to people creating/writing grants. We contracted for outside help to guide us as the process is very complex.

Perhaps stress the importance of budgeting management resources (administrative and secretarial time)

Post sample applications and goals/objectives on web site.

Provide grantees with exemplars from other states

See all of the above. Plus make sure there is a clear vision for how it will all unfold---at least how they intend for it to unfold.

Share winning applications and provide technical assistance.

Sharing of best practices.

We need to focus on the data.



State Fiscal Stabilization Fund (SFAF) – OESE/AITQ

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I did not observe any collaboration.

None noted.

Perhaps the collaboration between the State Office of Education and the individual school districts.

Sharing of information so it is not duplicated.

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

WOW--wish I had a good example to offer.

Q20. Please describe how ED could better use technology to deliver its services.

Access to webinars is sketchy at best. Often we cannot get sound or video of webinars. Phone in numbers are often inaccurate and by the time we get to the appropriate webinar, if we get there, we have missed much of the information.

Be certain to ensure accessibility

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

Streamline the use of their portal

The need to reduce the number of steps required to bring up any information.

We have had difficulty with every webinar we have participated in with ED. Rarely does one work effectively and often not at all. Usually we are lucky to get sound, but no picture or handouts.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Federalreporting.gov(4)

OMEGA

Powerschool and Alaska OASIS system

Sasi

STARS

State of Ohio CCIP

Unsure

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Assist us in understanding the services that are relevant to our grants.

Continue to update as info becomes available

Increase responsiveness to waiver requests. Some have been very long waits due to ED sending through several tiers of program people.



Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

Provide more details on requirements of the grant reporting with the grant.

Provide templates and models of effective applications, narratives, uses of money, reporting requirements.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

Speed up the response time for answering questions.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

Q32. If applicable, which services did you replicate?

Early intervention

None that I know of.

Technical assistance for SIG

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

Q38. Finally, please describe how ED can improve its service to you.

Clearer guidance.

Disseminate information more readily as it becomes available.

ED can improve by considering the impact of new rules at the local level. A single school district has different needs than a large district and most of the time, there's no differentiation of rules/regulations.

Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.

I am in finance. The people who do compliance reporting and non-financial application data are gone for the summer. It would be better to issue this survey during the school year. We get REAP money, but I had no idea there was a department with information on how to use it.

I could use some more help understanding the reimbursement process with UCA.

Improve timeliness of response. Get information out as early as possible. For example the new Striving Readers grant program has been promised for months. Still nothing is coming and no information has been disseminated to say when it will arrive. Delay in getting federal approval to release funds or guidance can result in loss of funds at the local level due to their need to rush to develop an application.



Our high needs districts lost an entire year of SIG funding because ED took a year to change the regulations.

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.

None

Providing sufficient staff to perform the necessary work. Currently, Impact Aid is understaffed and has not had the ability to hire staff to replace vacant positions. Work is shuffled to staff unfamiliar with the regulations causing the work to take longer and preventing staff to complete their regular assignments, causing them to get behind there as well.

Releasing information in a more timely manner.

SASA has been very supportive and listened to the challenges in the states. I'd recommend more person to person interaction, scheduled visits to states, and more attention to the unique situations in rural states.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

So far, so good.



Teacher Incentive Fund (TIF) – OESE/AITQ

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

None come to mind.

Q20. Please describe how ED could better use technology to deliver its services.

ED should make better use of web-based processes to transact regular monitoring and technical assistance tasks. CECR's self evaluation reporting structures were cumbersome and difficult to navigate.

Implement a more up to date web system that is easier for users to navigate and submit required documentation.

The technology is good but not always the best medium for some difficult questions.

Q23a. What reporting system do you use for reporting accountability data? (Other)

ed.gov

E-Grants (3)

e-grants process

e-Reports (2)

FeReporting.gov eGrants

G5

Gaps; Grants.gov

Not applicable as not LEA

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Allow for greater interaction between and among grantees at meetings and fewer presentations from funded service providers.

Change mind set from one of 'compliance monitoring' to one of 'support as team'

Keep the project objectives the same throughout each program year. Have more face to face interactions funded through Department of Education so as to allow for free flow of ideas and strategies. Offer more legal counsel to assist districts insure proper use of funds.

Provide more information on-line for grantees with guidance for reporting.

Regionalize access to such services and contract with providers who know the region where the federal program is operating. Evaluate effectiveness of technical assistance more often by meeting with grantees on this issue. Also, assigning both technical assistance and monitoring duties to the same provider sets up a difficult situation for the grantee where technical assistance is not requested because it can affect program monitoring results.

The fact that I'm not sure what services/programs are being offered/funded by the OESE speaks to the lack of clarity that can be improved.

The technical assistance feels more like monitoring than actual assistance. When we have questions, it seems we are almost always referred to the ED for answers. I would expect that our regular conferencing with the technical assistance personnel should provide more answers.



Q32. If applicable, which services did you replicate?

[No comments]

Q38. Finally, please describe how ED can improve its service to you.

So far, so good.

Continue to provide timely, quality service.

Customer service model rather than compliance model (this does not mean that clients must not meet compliance components - just that there is scaffold support in place. We would have saved many, many, many man-hours if we could have had samples, exemplars, etc. of all the required paperwork documents)

Establish state-based staff to provide services. De-centralize and be most attentive to hiring persons with known reputations as quality, seasoned educators.

My only frustration was with the late release of the new TIF Q and A and the timing of the new grant vs. the existing reporting. I am sure neither were their fault. [Names deleted] and all have been great to work with.

Respond in a timely, professional manner.

We need help in finding fund to continue the project. We also need DOE to impress upon our leadership the importance of the project by inviting them to attend the TIF grantee meeting in August. It would help the schools if their leaders were invited to share their successes with other schools from a leadership perspective.

CUSTOM QUESTIONS

Q1. Did you use the written instruction and guidance documents provided for the application?

Yes (17)

No (1)

Q3. Did you contact the TIF program office for technical assistance?

Yes (11)

No (7)

Q8. Do you have any suggestions for improving the e-application?

[No comments]

Q11. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.)

[No comments]

Q12. Please provide specific suggestions for how the TIF program can improve customer service.

[No comments]



Payments for Federally Connected Children – OESE/IAP

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

No knowledge of a good example at the federal level.

Perhaps the collaboration between the State Office of Education and the individual school districts.

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

Sharing of information so it is not duplicated.

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Q20. Please describe how ED could better use technology to deliver its services.

Access to webinars is sketchy at best. Often we cannot get sound or video of webinars. Phone in numbers are often inaccurate and by the time we get to the appropriate webinar, if we get there, we have missed much of the information.

More user friendly format.

We have had difficulty with every webinar we have participated in with ED. Rarely does one work effectively and often not at all. Usually we are lucky to get sound, but no picture or handouts.

Q23a. What reporting system do you use for reporting accountability data? (Other)

8003 Impact Aid Application, 8007(B) Competitive Construction Grant Program

e-Grants

federalreporting.gov

RDA Accounting System

STARS

State Consolidated Application

State of Ohio CCIP

TEASE

unknown....only submit data for Impact 8002 and 8003 applications.

Unsure

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Clarity of regulations

Continue to update as info. becomes available

Different person interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Does not apply.

Don't change/upgrade systems in the middle of grant reading. Time when the changes take place



Given the scope of service, things are done well. Continue to refine web-based tools, but the human interaction cannot be beat for straightening out the kinks. Please continue access by phone to supportive staff.

HAVE MORE CLASSES WHEN REGULATIONS CHANGE.

I have had good response when questions were posed to partner support center, the staff took time to make sure I had answers I needed

Language is too complicated.

Make instructions a little more clearer or simple.

N/A

No response at this time.

On several occasions, when addressing a problem or answering a question, a grantee would likely get a completely different answer or response from people within the department, making it difficult for the grantee to know just what the department was needing from them. This is meant more for the office of Indian Education.

Provide more details on requirements of the grant reporting with the grant.

Since we are in a very rural area, we do not have the internet access speed required to easily access information and forms online. It is frustrating to be timed-out of a session due to the limits of our technology.

Well trained, efficient and effective staff is the secret to OESE success don't try to fix something that isn't broken.

Q32. If applicable, which services did you replicate?

[No comments]

Q38. Finally, please describe how ED can improve its service to you.

A higher level of funding for our schools is a grave necessity for the future of our nation.

Communication in a timely fashion - Ease of identification of appropriate ED contacts - Consistency from Audit to the following year's application

Disseminate information more readily as it becomes available.

Distribute money that Congress has appropriated more quickly.

Give the schools the money needed and trust us to use it wisely and as needed. We don't need all the required reporting.

I am in finance. The people who do compliance reporting and non-financial application data are gone for the summer. It would be better to issue this survey during the school year. We get REAP money, but I had no idea there was a department with information on how to use it.

I could use some more help understanding the reimbursement process with UCA.

I HAVE STATED IN A PREVIOUS QUESTION.

Job well done! No comments.

Keep website updated.

Make language in materials easier to understand. Provide people to answer questions above and beyond electronic mechanisms.

None

None at this time.



Providing sufficient staff to perform the necessary work. Currently, Impact Aid is understaffed and has not had the ability to hire staff to replace vacant positions. Work is shuffled to staff unfamiliar with the regulations causing the work to take longer and preventing staff to complete their regular assignments, causing them to get behind there as well.

Sometimes there seems to be a separation between demands of programs and real world, but I admit to not understanding the assume complexity of laws and regulation you have to deal with

The impact aid rep for my state could be more responsive with phone calls and forth coming about delays or additional information that is required to ensure processing of payments.

Very Satisfied! No recommendations.

With the limited staff, I think they do about as well as can be expected working in an environment that consist of annual periods of surges in workload (Application deadlines)and a high level of productivity throughout the year as the staff analyze applications and distribute LEA payments from the current as well as previous budget years.

CUSTOM QUESTIONS

Q1. Did you use the written instruction and guidance documents provided for the application?

Yes (53)

No (5)

Q3. Did you contact the Impact Aid Program for technical assistance?

Yes (22)

No (36)

Q8. Do you have any suggestions for improving the e-application?

8002 app was very confusing.

Assistance is excellent when I can speak to a real person. I think the staff is so overwhelmed; they are taking so many calls and unable to respond to every inquiry in a timely manner.

Availability to call specific individuals and get return phone calls. Email contacts directly to staffers especially with the time difference from west coast to east coast ability to converse through email would be beneficial. Clear written directions and guidelines on how to submit the applications.

If you are suing an e-application then you should be able to submit electronic signatures. I was on vacation and had to fax signature pages back and forth in order to make the submission deadline.

Make printing the entire application easier.

Make the application one document instead of several different documents

No (4)

None, everything works very well.

Pre-populate from the prior year. I've made errors by simply answering the question that is asked (For example - table 3, col 4 asks for an address, city, state, of the federal property where the parent is employed but you really want 'uniformed services' and the state in the block - dumb!). Ask what you really want to have

Provide more detailed instructions. I only do the fiscal part and had to get management's help at DOE to fill them out.

Seems to be working ok



Since the application is submitted on a secure process, the signature (assurance)page and cover page should be able to be submitted on-line without having to fax the signature page.

The e-application is fine, the difficulty is in the collection of data each year, but that is a human resource issue.

The requirements for completing the Table 9 information on housing is not always clear.

They do an excellent job. I have no suggestions

Worksheet for Table 1 data is incongruent with the data we receive from the county assessor's office

Q9. Has your school district been contacted by the Impact Aid Program in the past year regarding monitoring or field review of your application?

Yes (23)

No (35)

Q10. Was the letter you received easy to understand and respond to?

Yes (20)

No (3)

Q10a. Please explain.

DOE requested the wrong year - contradictions in letter.

Phone call, no letter

Phone call....no letter

Q11. Did you receive timely communications regarding the outcome of the review?

Yes (15)

No (8)

Q11a. Please explain.

Audit has not yet occurred

Document was lost and requested for an extension without a response.

Has not yet occurred....will happen over summer 2010

I am the Treasurer of the school district and am commonly left out of the communication loop.

I have not yet received information regarding the outcome of the paper review requested in April 2010.

Paperwork submitted May 12, 2010.

Requested status information a few times before response

We are still awaiting the results of our determination, which should be available by the end of August.

We did a mail in review in April and have not received a response back from the department.

Q13. Were you satisfied with your ability to track the progress of your application after you submitted it?

Yes (50)

No (8)



Q14. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

An email indicating receipt of documents and a time line for review and approval.

ANY DISALLOWANCES AND IF THEY CAN BE CORRECTED PRIOR TO PAYMENT.

Confirmation that information is acceptable.

I didn't know applications could be tracked.

I never receive any notification indicating the status of my application. When my Section 8002 application is pulled for audit I only find out when I call to ascertain why I haven't received any cash. There is no contact regarding payments for any Impact Aid funding. The only way I find out what the status is of any payments is either by calling or attending the NAFIS conferences and speaking directly with staff. When payments are sent, often I receive a call from the bank asking if I am expecting a payment before I receive any documentation from ED.

I think the Impact Aide Staff does an excellent job communicating the status of application prior to receiving payment.

I'm perfectly satisfied with their communications.

It would be nice to know when Impact Aid payments will be made so we could plan our budget. For instance we need to know what payments will be made in the current fiscal year or just when we can expect payment on a specific application.

It would be nice to receive status updates, perhaps monthly, as to when we can expect to receive payment, especially around Table 9 payments.

More timely payment schedule and valid reasons why not arriving in timely manner.

No additional communication is needed.

None (3)

None...would like payments in a more timely manner.

Notification of a delay in payment and why or what is needed to resolve it.

Satisfied with current program

The actual amount that we can budget for the school year?

The fiscal people should be automatically included in ANY communication.

The Impact Aid Office does a good job with providing information concerning our application and payment.

We are still waiting to hear about an amendment from 2009 otherwise still good

We would like to receive payments in a more timely manner!

When payment will be received and amount

Works well when we don't have any questions.

WOULD LIKE AN EMAIL NOTIFICATION PRIOR TO PAYMENT

Q17. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.)

Ability to review prior vouchers received as an available database.

All of the above. Ways to track payment.

All of the items noted. A website that is user friendly and provides information on filing applications as well as status of the application, payment information and payment history.



Easily accessible information posted on line. i.e. the detail behind the voucher payment.

[Name deleted] and the email are the best!

N/A

None

On line info on payments and status of applications

Sometimes you just need to talk with someone and that is difficult. Let's not let the program become too impersonal.

They do a great job!

Webinar on how to complete the application was outstanding!!

WEBINAR ON THE PAYMENT VOUCHER. HOW IT IS CALCULATED. REFRESHER WEBINARS.

Webinars

Webinars are helpful. Frequently Asked Questions would be great to have.

Webinars have been useful in other programs

Q18. Please provide specific suggestions for how the Impact Aid Program can improve customer service.

A knowledgeable contact person who actually returned phone calls and emails.

A large amount of Section 8002 funds appropriated for FY-2007, 2008, 2009, and 2010 have not been distributed to eligible districts. This comes at a time when schools nationwide are suffering financially and could definitely use the funds that are being held up. I understand there is a staffing problem with Section 8002, but children in eligible districts are suffering because funds are not being distributed. Surely the Department can do better.

Again, giving a specific amount for school districts to include in budget for the coming school year.

Better communication; timely response to phone messages and email

Better phone and computer systems and specific website.

Consistent and fair interpretation of regulations; sufficient staff to perform the work, prompt return calls.

If the impact aid representative for that state can clarify if they are out of office for an extended time on their voicemail.

It is the best of the federal programs we work with.

More staffing, more staff that can give consistent answers, payments made in a more timely manner

No

No suggestions

None

Overall, [name deleted] and her team do a great job trying to accommodate hundreds of school districts and their related issues.

Payments should be made to schools when it has been approved and not have to wait on other schools apps to be approved or they are at impasse.

Please clarify Table 9 guidance and provide feedback to applicants. Not sure where we stand with Table 9 and our revisions. This is a huge undertaking for one person to administer.

Provide people on the phone that can be understood. Often have trouble understanding the English speaking of those giving assistance.



RETURN PHONE CALLS

SOMETIMES THE ELECTRONIC FORMS SENT DON'T GET TO THE RIGHT PERSON. THE DISAGREEMENTS IN THE REGULATIONS OR DISALLOWANCES DON'T GET ADDRESSED WITHIN A SHORT PERIOD OF TIME. COMPLETE SET OF UPDATED RULES FOR THE 8003 APPLICATION. MORE TIMELY COMMUNICATION WHENEVER THERE IS A CHANGE IN STATUTE OR REGULATION AFFECTING IMPACT AID FUNDING AND/OR APPLICATION REQUIREMENTS. SUGGEST e-DISSEMINATION OF EXAMPLE CALCULATIONS/FORMS SUFFICIENTLY EARLY TO ALLOW ADEQUATE TIME TO ASK PERTINENT QUESTIONS, IF NECESSARY, PRIOR TO COMPLETION. THE ADDITION OF MORE IMPACT AID SUPPORT STAFF TO PROVIDE ASSISTANCE TO DISTRICTS IN ORDER TO EXPEDITE THE APPLICATION MONITORING AND PAYMENT PROCESS. WE NEED PRIOR YEARS PAYMENT FASTER DUE TO BUDGET CUTS.

The few times I have needed help the staff was very helpful and seemed to know their business

The personnel in the IAP have always been helpful and respectful towards our schools. It seems their primary goal is to help us get funds to help our students. I have been coming to Washington the last 11 years for IAP workshops, and the staff has always been courteous, knowledgeable, and helpful with our needs.

The website is not user-friendly. I had a hard time getting to the Impact Aid program website without doing an Advanced Find. Please list specific areas for Impact Aid program staff. I often don't know who to call and it can take over a day just to figure out who the right contact person is for a question. Consistency, it seems that requirements for the Impact Aid application survey forms change from one year to the next and often are based on who the Auditor is. It is very difficult to adjust after the application has been completed based on a positive audit the previous year.

They do a great job!

They do a terrific job.

Very Satisfied



Indian Education Formula Grants to LEAs – OESE/OIE

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I don't know of a model, but it would be very helpful if the programs within ED collaborated, i.e. Title I and IDEA. It would make it easier for school staff to do their work, as we work with all programs.

None noted.

Perhaps the collaboration between the State Office of Education and the individual school districts.

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

Providing best practices to assist students at risk by using 3 different funds. Title I, REAP, Title VII

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

This example comes to mind: a better collaboration either using EDEN to send updates or a dialogue with our House Rep.'s office which could inform us of important issues.

Q20. Please describe how ED could better use technology to deliver its services.

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

More user friendly format.

Q23a. What reporting system do you use for reporting accountability data? (Other)

e-grants

federalreporting.gov

NDSA Assessments

Powerschool and Alaska OASIS system

RDA Accounting System

Servs

STARS

We type in the data collected from the LEA's.

Wen-GAGE

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Assist us in understanding the services that are relevant to our grants.

Clarity of regulations

Continue providing clarity of grant applications.

Continue to update as info becomes available

Deal with instructions on parent form and also when number is '0'



Different person interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Does not apply.

Generate the ability to inform applicants of funding approval in a timely manner.

Get to know our personnel and district on a personal basis.

Have more area trainings that it is not a hardship to attend.

I am not sure. Their response time seems adequate. The tech service did have problems this year with connect ability. We were finally able to connect after a few called to EDEN.

I am pleased!!!

I do not any suggestions.

I have always found [name deleted] to be very helpful and the information he provides is very accurate.

I have had good response when questions were posed to partner support center, the staff took time to make sure I had answers I needed

I think you do a great job. The on line conf and app has made the grant easier to understand what is being asked. The constancy helps too.

If all Federal Grants were as easy to use as Title VII it would be greatly appreciated!

In regards to the Federal grant application for Native American funds, I feel there should be a reminder to certify at the END of the process!

Language is too complicated.

Make instructions a little more clearer or simple.

N/A

No response at this time.

Not sure

Offer a backup email for notification purposes in case a system crashes. (We almost missed a deadline, and fortunately saw a reminder notice).

On several occasions, when addressing a problem or answering a question, a grantee would likely get a completely different answer or response from people within the department, making it difficult for the grantee to know just what the department was needing from them. This is meant more for the office of Indian Education.

Provide more details on requirements of the grant reporting with the grant.

Reduce redundancy for small schools

Regular webinars on best practices, so we can learn from other programs.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

Since we are in a very rural area, we do not have the internet access speed required to easily access information and forms online. It is frustrating to be timed-out of a session due to the limits of our technology.

Sometimes the amount of information is overwhelming, especially for small schools in which one person works with so many programs. Simple is better.

The audio training component needs improvement. At times the verbal information is not clear.



The electronic grant submitting is very easy, but does not allow for individual programming reporting. As each program is different and unique, there should be more areas to address this.

The system used now is very user-friendly and works well with our program managers.

The system would not populate my student count this year. I had to call the tech team twice for them to go in and manually update it.

TO always have alternative people that can respond in case the first contact is not available.

Unsure at this time

Webinars seem to be the most help

You are doing a great job in providing needed services.

Q32. If applicable, which services did you replicate?

Assistance/training to personnel working with tribes.

Do not know

Getting passwords

I gather same information for other grants, such as state testing scores, budgeting, goal setting, and achievements.

None that I know of.

Q38. Finally, please describe how ED can improve its service to you.

A higher level of funding for our schools is a grave necessity for the future of our nation.

Accessibility to regular area trainings that reflect the needs of small schools

As a recipient of REAP funds, information regarding the items mentioned in this survey would be helpful. I did not know about these services until I answered this survey.

At this time, I am satisfied with the service.

Continue to seek to understand that our mission is to take into our high school program older youth who have previously been out-of-school from 6 months up to 4 years and that this presents unique challenges in meeting the 4-year graduation rate and other requirements that might not be as much of an issue to 'traditional programs'.

Disseminate information more readily as it becomes available.

ED's service to our school is impeccable. Any time I have called or emailed with a question, I received a response or solution within approximately 30 minutes. This is key to the success of everyone since not much time is lost waiting on answers or solutions.

Eliminate duplication in federal grant reporting

Everything has gone well with ED. There Supervisor that came to visit with my school did an outstanding job in explaining and making me feel comfortable while she was here. I have no complaints and did not feel stressed with the audit of our program.

Fine the way it is

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.



I am in finance. The people who do compliance reporting and non-financial application data are gone for the summer. It would be better to issue this survey during the school year. We get REAP money, but I had no idea there was a department with information on how to use it.

I am not sure if ED, OIE or the State can improve the gathering of data. We have found that not all of the 'American Indian' students have been designated as such for testing at the school sites. Also, some of the school sites have a small number of American Indian students that cause the STATE and EDEN test scores to be too small to show a percentage of Proficient and above. We have found that gathering the data ourselves and entering it into the application has been the best way to show what our students are doing.

I am satisfied with present services.

I am very pleased with the service our school has received from ED. The application process with which I deal most closely is very easy, and the technical assistance I have received has been very helpful.

I am very satisfied with the immediate response I get to questions. I learn more with every conf.

I could use some more help understanding the reimbursement process with UCA.

Increase budget

Keep website updated.

Let's just say I hope they are more encouraging about building Title VII Indian Education up rather than tearing it down. The issue of 506 forms and the standards for eligibility needs to be reviewed or else there will be no more Title VII. I know of no programs in our state that are increasing numbers. They are all losing students. The 506 form needs to be tweaked to allow for more students. Also, get rid of the enrollment number requirement. It is either A) a personal number for people, or B) something difficult for a parent to get of their parent.

Make language in materials easier to understand. Provide people to answer questions above and beyond electronic mechanisms.

None

None at this time.

Notify recipients of grants awards on specified dates.

OIE needs to visit the sites more, send out quarterly or monthly newsletters, or something to keep local programs informed. Also they need to put more focus on public education as that is where the majority of Indian students attend, and not just focus on tribal schools.

Please inform applicants of funding approval in a timely manner.

Primarily in the area of service from staff i.e. prompt responses, accessible staff.

Reduction of paperwork

Responding to questions in a timely manner. It took asking the same question a second time and a week later to get a response. The response helped, but took a long time.

Simplify. Sometimes there are too many layers to go through.

So far, so good.

sometimes there seems to be a separation between demands of programs and real world, but I admit to not understanding the assume complexity of laws and regulation you have to deal with

This may not be appropriate, but [name deleted] Education Program Specialist, is amazing to work with. She's helpful, courteous, kind and very knowledgeable.

This survey goes a long way to impress me that someone is listening and cares about the children who depend upon us for helping them. My own mistake should have penalized me, somehow, and not all of the Native students who need individualized help.



Trainings

We need more funding so we can improve our program where the need is for additional staff. Right now, we only have one person doing it all. We are not a large program, but is open to servicing all students in the district when we can is a plus for us in the district. We are not charged for rent, electricity, phone, etc. for this next school year, as we cannot afford it.

Word needs to get out better of the services that are offered and the products and ways to better spend grant money. I know they say that is what the conferences are for, but not everyone offers a lot of information just to go up and talk to them. A conference may not have a speaker that relates to your kind of program. So you need something that can be shared like in a book that you can look up resources

CUSTOM QUESTIONS

Q12. If you have been monitored, please comment on the effectiveness of the federal monitoring process in such areas as providing guidance and/or improving program quality.

Helpful

I am not sure what you mean by 'have been monitored.'

I believe the monitoring visit helped us to better understand the role of our parent committee and to use our resources to reach a larger number of students.

It has been a few years but the monitoring session went very well and was very effective in improving our program.

It was the monitor's first visit to our organization. I think the monitor was just beginning to get to know us.

Mine was very helpful and continues to check in with me.

Not monitored.

OIE personnel have always been polite, insightful and helpful.

Representative was very informative and provided constructive feedback on program.

The monitoring visit was very helpful. The OIE monitor was able to provide helpful information to our record keeping.

The process was stressful but we were given helpful suggestions to make our program more effective.

Very good, recommendations were made with very positive reinforcements for success.

Very thorough and effective

Q13. What can OIE do over the next year to better meet your school district's technical assistance and program improvement needs?

Accessible to subgrantees as you have done in the past.

Actually the process over the past few years has evolved into a reasonable and effective process

As a grant School, I personally would like to see the number of students being funded before the allocation amount is given.

Attend major meetings or provide trainings - NIEA last year was not real effective in answering questions

Continue the excellent job of providing all the right tools to make the application process very informative, and a breeze to get through.

Doing a great job.



Find more Certified Navajo Teachers with degrees in reading, math, science, social studies, history. Our current Navajo staff all have Navajo Language Culture certificates, but our Native American students need help in other subjects. Science & Math particularly.

How about making sure that OIE attends the State Indian Education Conference. They do not come every year. As we no longer get training and support from Center One or a Comprehensive Center, and MI doesn't have an Indian Education Office, we do not get up-to-date information and are not kept up with what is happening in Washington unless we attend the National Indian Education Conference. The NIEA Conference is very helpful, but with budgets getting tighter, most of us can no longer attend these meetings. We are lucky to attend some type of State conference. We need a little more hands on from Washington.

How you can and cannot spend your money...Some basic rules that are and are not allowable. What you think is allowable, someone else may not be able to do that and vice versa. When I first started I had no one to guide me. Most of everything I've done is by trial and error which was a very long process to come in to the program. There are some things that need to be on paper and not the computer to share with others

I am not sure...

I am very pleased with the services and quality of support.

I believe that all is working well.

If I call or e-mail with a question I prefer a helpful response. It's been better lately with [name deleted]. Previous answers back were 'read your grant to find the answer.'

Keep communicating with us in a clear manner.

Keep doing what you are doing!

More funding

Not sure at this time

OIE has been very helpful to our district, their reporting site is user-friendly, notification of grant funding done in timely fashion.

OIE is very effective in their technical assistance to grantees and has always been very supportive in our grant application process.

People to answer questions.

Provide allocations that will not change as they have recently. This would save the need for the budget revision process that is starting August 9.

Provide email guidance periodically on program changes or if there are no program changes, on errors that LEA's make so we can all learn from them.

Provide information on what is working!

Provide simple instructions for small school districts separate from large districts. Exclude any requirements for requested information that is statistically so small it is insignificant.

The technical aspect is great. It is the actual geographic information I have difficulty with. There is no key or glossary for things like 'LRP' or 'The Treaty of Dancing Rabbit Creek.' Finding the information specific to my application feels like a crap shoot. I haven't found anyone who understands what I am talking about.

They already do a great job.

Trainings/Workshops in an area that is centrally located

Use of password from last year

We have not reapplied for the OIE grant



When completing the 'student count' (Part I) of the grant for 2011, I came to the 'last' page which said 'you are finished' and forgot to continue to the certification page. After 12 years of completing our grant successfully, I was devastated to be penalized this year by OIE denying funding entirely, even though I was able to print and fax the student count data and thus prove it had been done in time. Instead, I was added to the 'late applicant's list' and so received the penalty of no funding at all. We have 120 students in our district, a low-income area of rural northern Michigan. A simple reminder to certify would help all of us who find ourselves in hectic classrooms with so many students needing help.

Would be beneficial if they could all interpret the appropriate responses the same.



Title I, Part C, Migrant Education Program (MEP) – OESE/OME

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

None noted.

Part C works well with Wyoming Child Development Services.

Perhaps the collaboration between the State Office of Education and the individual school districts.

The collaboration between Dept of Ag school foods programs and MEP programs. MEP and homeless programs have also collaborated in the past.

Title III office being placed under Title I since ELL should be a part of the Title I program.

WOW--wish I had a good example to offer.

Q20. Please describe how ED could better use technology to deliver its services.

Eliminate face to face meetings to conserve money for program services

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

Online grant system is a nightmare; website needs to be better organized

Webinars; Review funding process; Disseminate research/best practices

Q23a. What reporting system do you use for reporting accountability data? (Other)

Powerschool and Alaska OASIS system

Unknown

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Additional webinars and FAQs would be of great assistance.

Assist us in understanding the services that are relevant to our grants.

Because I work with such a small portion of the OESE-funded grant programs, I am responding regarding that portion, not the overall process.

Constant delays of guidance and funding create a lot of problems.

Continue providing clarity of grant applications.

Continue to be responsive as well as proactive.

Develop management resources handbooks- basic information in one place on all compliance areas

Doing well



Get very specific about the topic to be addressed and, when using examples have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

Guidance and assistance has improved a great deal over the past few years.

Have an advisory team from the field that OESE can consult on what works and what does not work in communicating info to the field.

I have had excellent assistance, always prompt and very accurate.

I know it's difficult with the workload and all the new programs and changes due to ARRA, but the information about the programs has to come out early enough for states to be able to make reasonable applications and assist LEAs in applications. Some individual ED staff members are very responsive; others are not so it's difficult to use a ranking system for overall performance.

Improve knowledge of staff regarding the law and the purpose of the program.

Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

More timely assistance

More timely responses.

N/A

Perhaps short guided videos or PowerPoint that are topic specific, i.e. supplement/supplant.

Provide more staffing in the Office of Migrant Education to allow for more technical assistance in a timely manner.

Provide program/monitoring examples from other states that ED has approved.

Provide templates and models of effective applications, narratives, uses of money, reporting requirements.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

Speed up the response time for answering questions.

The support provided over the past several years has been outstanding.

To ensure that all technical assistance providers are knowledgeable of policies and regulations pertaining to their area of expertise.

We have been through the process several times; the USED staff does not usually ask the same questions they give us ahead of time.

You should continue to keep up the 'good/great' work; you are definitely headed in the right direction. The technical assistance I have received over the years has helped to make my difficult job seem easier/better. I truly appreciate the assistance that I have received from my project officer and other Office of Migrant Education staff; they've been 'wonderful'.

Q32. If applicable, which services did you replicate?

Conference calls and web conferences

Format of webinar information and web resources

Guidance documents and audio or web presentations. I have been able to use information provided in PowerPoint and customize it to our state so that I didn't have to start from scratch.



Local Monitoring.

Monitoring & Data collection

N/A

None that I know of.

Re-interviewing; recruiter training

Technical assistance for SIG

Tried to find models for exemplary schoolwide plans (needs assessment reporting).

We have been using webinar's more frequently--especially with the poor financial condition of the state.

Webinar as means to provide TA

Webinars and willingness to be support us as we meet requirements

Webinars.

Q38. Finally, please describe how ED can improve its service to you.

Clarify and standardize program definitions and training.

Continue the timely dissemination of relevant information through multiple means.

Continue to provide very, very specific guidance in writing.

Continue the 'customer service' approach.

ED can improve be considering the impact of new rules at the local level. A single school district has different needs then a large district and most of the time, there's no differentiation of rules/regulations.

ED has always been responsive to my needs as a program officer. I have been able to request guidance and have someone from ED to respond in a timely manner. I have no complaints regarding the level of assistance that I've received.

Ensure that all staff members are responsive to phone calls and emails. (Some are very responsive.) Leave out of office emails or messages on voice mail so that we have an idea if a staff member is out of the office and will not be able to return a call or message. Give states and subsequently LEAs advance notice of regs, guidance, applications, etc. according to a realistic timeframe.

Given the nature of the beast I think ED does a very good job at responding to requests, etc.

I also run the Title I part D and there were no questions along this program line. [Name deleted] has been a great leader and remembers were he comes from. I can call or email him at any time and get his help.

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.

I am unsure it can! Because it has become a behemoth, it will be difficult to change 'overnight' and the major variable to success regarding customer satisfaction is the caliber of personnel--if personnel are not aware of the vision, goal(s), objective(s), strategy(gies), there will not be success or improvement. Thank you for asking

I could use some more help understanding the reimbursement process with UCA.

I have often times had questions of OME and it takes quite a while to get a clear, concise response. This affects the guidance I am to provide to the LEA's on some compliance issues. I would like to see a faster turn around and some accountability for OME in providing this service to State MEP Directors.



Improve timeliness of response. Get information out as early as possible. For example the new Striving Readers grant program has been promised for months. Still nothing is coming and no information has been disseminated to say when it will arrive. Delay in getting federal approval to release funds or guidance can result in loss of funds at the local level due to their need to rush to develop an application. Our high needs districts lost an entire year of SIG funding because ED took a year to change the regulations.

It is not dissatisfaction with one particular staff. It is frustration and dissatisfaction with the process. Everything takes so long to get processed.

Migrant Education Non-regulatory Guidance has not been updated since 2003. The current document is not user friendly. Indexing of information to facilitate ease of use could be modeled after Title I Non-regulatory Guidance and SIG's FAQs, i.e., Table of Contents includes actual questions contained in the documents.

More exemplars to guide our efforts. When possible, provide a template outlining exactly what you're looking for. The SIG process could have been so much easier if we had been given a 'required' SEA application, instead of 50 states each trying to create one in isolation. Recognize that some DOEs have VERY limited capacity. Each new requirement just gets added to someone's plate. The current levels of admin finding may not be sufficient to add needed staff to address additional requirements.

More technical assistance to the SEAs

None

Provide guidance in a more timely manner. Respond to questions in a more timely manner.

Provide more time and/or opportunities to communicate the progress and needs of our individual program with the program officer. Sometimes it seems like the program officers have so many other obligations they have difficulty having the time to provide one on one service, communication, and technical assistance.

Send mailings to program managers when items are sent to the Chief pertaining to a respective program.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

So far, so good.

Sometimes responses to questions come very quickly. At other times very slowly and only after multiple prompts for information.

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Title III staff still interpret the law to support their point of view not necessarily the requirements. This is very different than Title I staff who stick to clear interpretations of the law and regs.

CUSTOM QUESTIONS

Q4. What can OME do over the next year to help your State meet its compliance needs?

*Be more clearer in their expectations of states. Get their information out to the states in a timely manner.
Better quality of people who work with the program*



Clear answers, better informed staff

Clear, explicit requirements with a template of a good model. New director meetings should cover the basic compliance requirements with a clear explanation of the big picture, timelines, etc.

Complete non-regulatory guidelines-- get away from a draft set - be definite

Complete the guidance document that has been promised to the SEAs.

Consider the unique situations of each state

Continue doing what OME is doing.

Continue to develop a close connection to related programs.

Continue to provide practical guidance and opportunities for discussion between state directors.

Give us clear guidance on what is required and how states can meet those requirements. Have some understanding that states are different from one another.

It is very important for OME to continue to provide clear feedback on our areas of non-compliance. It is also as important for OME to continue to provide guidance and support (OME staff and regional support centers) in correcting areas of non-compliance.

More examples of products like the comprehensive assessment plan

Need to update guidance documents

Not sure, this program requires lots of work for the small amount of funds received. I can understand the need for all the requirements but it is lots of work.

OME creates too many administrative tasks to be helpful. They drive an extraordinary amount of time for the few funds made available.

OME will be visiting our state next year. I feel that their review will be helpful for our state.

Promulgate clear regulations regarding program definitions.

Provide examples of written documents required

Provide exemplars in program design and service delivery models

Provide individual technical assistance on specific state needs by phone conferences etc. Provide informal discussions with SEA on areas of needed improvement.

Provide models for areas that are in compliance. For example, what document shows what 'good' compliance looks like.

Provide more specific technical assistance documents, guidance, etc.....

Provide samples of CNA, SDP, and Evaluation Framework

Recognize that one size does not fit all and work with individual states to find solutions within the current statutes and regulations.

So far so good.

The office does not seem to understand that the purpose of the program is to meet the needs of students. It is totally compliance driven and drives so much time into the compliance arena that student outcomes seem like a needless discussion. Clarifying guidance re: eligibility simplifying the reinterviewing process would be useful.

Work through the state departments.



Q5. What can OME do over the next year to help your State improve its performance results?

Complete the guidance document that has been promised to the SEAs so that the information may be disseminated to the LEAs.

Continue responsiveness

Continue to be a supportive resource

Continue to provide practical guidance and opportunities for discussion between state directors.

Continue with the same process.

Continued guidance

Give out an example of an excellent effort from the needs assessment to the reporting of results that meets OME expectations; each consultant should not insist their approach be used.

Give us clear goals.

Hire more experienced professional staff.

It is much too bureaucratic to be of much assistance.

It would be helpful for OME to continue to illustrate 'best practices' in key areas such as ID&R and assessment.

Lessen the amount of data requested for the CSPR report.

None

Not sure since it is hard to measure results of students that are only in your state for a short amount of time.

Not sure, for the size this program requires a lot time and effort

OME will be visiting our state next year. I feel that their review will be helpful for our state.

Provide more prompt response to questions and inquiries. There also needs to be consistency with how regulations are interpreted at the federal level.

Provide more specific technical assistance documents, guidance, etc.....

Provide strategies for measuring academic progress in summer programs on one-two weeks in duration

Refocus their work on helping students.

Share best practices being used throughout the United States.

Simplify regulations; don't ask for data sets that are so small they are insignificant.

So far so good.

This office has never been focused on performance, turning the office in that direction would be very helpful

Q6. What can OME do over the next year to provide better technical assistance regarding MEP fiscal requirements?

A list of acceptable spending practices and a list of unacceptable expenditures.

As long as they stick to standard fiscal procedures, there should not be much of a problem.

Assistance is adequate

Clarify information on the fiscal/allocation processes and fiscal requirements.

Clearer directions and timeline on when subgrants applications are due. i.e. Consortium grant application and timeline. States really did not have time to talk to other state members to hear about the consortium



grant that they belong to. This session at the Annual State Director's meeting was poorly handled by OME.

Consult with states on use of 1308 grant funds.

Continue with same process.

Critical topics or issues provided in a topic centered environment that explains the regs in user friendly terms.

Don't change what you expect from us.

Keep up the open communication.

Knowledgeable people who want to offer TA, not just compliance.

None

OME can continue to provide clear guidance on fiscal requirements.

OME will be visiting our state next year. I feel that their review will be helpful for our state.

Prompt response to questions and concerns

Provide a document that lists specific allowable expenditures. Provide training to SEAs via webinars.

Provide fiscal technical assistance in the form of regs.

'Reasonable' standards of fiscal compliance are not hard to achieve.

Respond quicker to concerns

Send response to our already submitted request to change from formula to calculate funds for subgrantees

So far so good.

The staff is always willing and very responsive.

Webinar for both program and fiscal SEA staff



Lead Agency Early Intervention Coordinators – OSERS/OSEP

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Breakthrough Centers requires all instructional support providers to work together and coordinate interventions.

Early Head Start; Evidence Based Home Visiting Grant; CAPTA agency

I cannot

None noted.

Q20. Please describe how ED could better use technology to deliver its services.

Be certain to ensure accessibility

Q23a. What reporting system do you use for reporting accountability data? (Other)

Accountability data is reported via an Annual Performance Report

DAC reporting spreadsheets for 618 data

Email (2)

Email attachments

E-mail for APR and 618 data. Nothing else available. Never heard of EDEN/EDFacts

Illinois Cornerstone

Required OSEP reports

SEAS

Westat (2)

Weststat/DAC for counts, submit hard copy for other data

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Assist us in understanding the services that are relevant to our grants.

Q32. If applicable, which services did you replicate?

Early intervention

Q38. Finally, please describe how ED can improve its service to you.

Additional guidance and support which is provided in a timely manner so that we do not have to redo and re-develop materials. Access is good to staff and greatly appreciated.

Consider the state systems as 'learning laboratories' and facilitate the exchange of information among various states to share their hard-learned expertise.

Continue or increase use of technology for providing TA and sharing of information/materials so as to reduce travel costs during this time of limited fiscal resources.



Disseminate relevant information to C and B at the same time (recent example: will the current SPP be continued until reauthorization)

Eliminate burdensome data requirements; Decrease emphasis on compliance; include states in planning and decision making about issues that directly impact state-level work

Less legalese and more practical language that can be clearly interpreted.

Make items on website easier to find; as the TA providers to update their resources, some of them are older.

None that I can think of

Redo the Transition FAQ. That document wreaked havoc on our system and that of many other states.

We are satisfied.

CUSTOM QUESTIONS

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

1. Develop and disseminate regs for Part C of the IDEA. 2. Increase number of OSEP MSIPs so that they can be more timely in their response to state requests for feedback.

Avoid changing the State contact person.

Continue the SPP/APR calls, but would like more detail of agenda on the website since some calls are only Part B and I am Part C. Continue to fund NECTAC, they are my primary information resource.

Coordinate / Integrate assistance The RRC network especially in the Northeast does it well

Facilitate cross-training among states with similar lead agencies and challenges. E.g. Facilitating the exchange of information/expertise across states in finance options (Medicaid, private insurance, generic resources, etc.)

Improving access to on-line modules that can support local training and technical assistance needs.

More information on staff retention and requirement

More technical assistance on addressing fiscal crisis.

Support for states using the previously-funded NCSEAM family outcome survey. Promulgate the Part C regs.

Update on procedural safeguards and dispute resolution in Part C; issuance of Part C regulations; guidance on state policy meeting federal requirements for completeness/accuracy



State Directors of Special Education – OSERS/OSEP

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Breakthrough Centers requires all instructional support providers to work together and coordinate interventions.

High ranking department officials who participated in panels at recent OSEP mega-conference.

HQT - collaboration between Special Education, Title I, and Professional Services.

I cannot

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Q20. Please describe how ED could better use technology to deliver its services.

Be certain to ensure accessibility

I find the presentations overly prescriptive, too large for any conversation and out of touch with state realities in expectations.

Provide clearer connections on conference calls. Have materials available online prior to the conference call.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Required OSEP reports

STARS

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Relationship/connection to IDEA

Q32. If applicable, which services did you replicate?

Early intervention

Q38. Finally, please describe how ED can improve its service to you.

Additional guidance and support which is provided in a timely manner so that we do not have to redo and re-develop materials. Access is good to staff and greatly appreciated.

Continue or increase use of technology for providing TA and sharing of information/materials so as to reduce travel costs during this time of limited fiscal resources.

Eliminate burdensome data requirements; Decrease emphasis on compliance; include states in planning and decision making about issues that directly impact state-level work

I am very happy with my state contact.

It would be beneficial to states if OSEP would hold regional meetings when new regulations or other significant changes were contemplated. Our input may be of better quality if we met face to face. Also, it would be a very good thing if OSEP and OCR held joint meetings to work out problems when there is overlap on certain issues.



Make web-based products easy to locate and access. Disseminate information directly to State Directors of Special Education in a highly timely manner, not through 'other' sources. There seem to be too many, overlapping TA & D projects that don't coordinate their activities well and thus duplicate some efforts. Avoid this in refunding and defining roles in the future. Coordinate more across program areas within the US DoE, such as ESEA, including collapsing data collection requirements into one system

None

None that I can think of

See previous answer

So far, so good.

Stop running every by the general counsel's office. Recognize state variation. Get more people with common sense.

The individuals are great. I've always received prompt and courteous responses. The time that it takes to receive guidance is excessive. I understand that there are many offices that must collaborate and agree to the same guidance, but meanwhile we are dealing with questions and no answers.

CUSTOM QUESTIONS

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

Be less legalistic, cut down on required activities.

Continue to provide guidance on critical areas in a timely manner. Consider paperwork burden with new reporting requirements. Provide adequate notice of changes particularly in the area of data collections- a minimum of 18 months.

Focus more on results for children and less on monitoring indicators that are not substantive.

I appreciate the emphasis on technology, including electronic submissions. This does not necessarily equal a decrease in 'paperwork' (workload). We continue to get new reporting requirements so that any minor benefit from an electronic submission is immediately negated by a new requirement. Please carefully consider the cumulative effect of these requirements---and, please consider the comments that are provided by the field.

Keep State Directors of Special Education informed in a timely way when information is being disseminated that affects our work. We shouldn't be the last to receive the information or receive it in a roundabout fashion through others.

Make the web site better organized. I still haven't found the determination letters online.

None

Nothing I can think of

Quit expecting 100% compliance 100% of the time. We spend too much time on tracking minute compliance issues that could be spent with infants and toddlers and their families.

Refer to previous question.

Respond more promptly to multi-state inquiries. Make all presenters' PPT presentations available electronically--e.g. some excellent presentations from top leadership not available and they're presented too quickly to capture some key details/data.

Simplify reporting and do not exceed statutory requirements. Advocate for alignment of IDEA reporting and accountability standards and systems with ESEA as both laws face reauthorization. Reduce focus on compliance to allow states to focus limited resources on improving outcomes. DO NOT REVISE DATA SUBMISSION REQUIREMENTS WITHOUT A TWO TO THREE YEAR LEAD TIME EXCEPT FOR ELIMINATION OF SUBMISSIONS. Incorporate feedback from SEAs when making changes.



Career and Technical State Directors - OVAE

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Currently CTE works more closely with ESEA Title 1 than ever before. The sharing of information and reporting data is helpful.

I continue to hope for a federal accessibility protocols that resolve the federal barriers to administrative data sharing for purposes of USED/OVAE/Perkins and DOLWD. This takes too much time for each state to figure out unique, state-level solutions to how to meet common federal requirements.

Incentive grants through the DOL

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Q20. Please describe how ED could better use technology to deliver its services.

Lack of web technology, Skype, etc - could be more responsive if used more technology.

Q23a. What reporting system do you use for reporting accountability data? (Other)

CAR (3)

Carl D. Perkins

Combination of EDEN/EDFacts and CAR or Perkins

OVAE portal and EDEN/EDFacts - transitioning to EDEN/EDFacts

Perkins accountability data is reported both through the CAR website and EDEN/EDFacts. The CAR website works very well, but the EDEN/EDFacts system has not been very effective for CAR reporting at this early stage.

STARS

Unsure

We report Perkins Data in both EDEN/EDFacts as well as the CAR database

We use OVAE's CAR Reporting System and EDEN/Ed Facts for some of the secondary items. This year the two did not interact well...

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

If all Federal Grants were as easy to use as Title VII it would be greatly appreciated!

Need to collaborate with OVAE on high school reform

Q32. If applicable, which services did you replicate?

[no comments]



Q38. Finally, please describe how ED can improve its service to you.

1) Show collaboration with those charged with initiatives such as Race to the Top and ESEA reauthorization. 2) Continue to expand the research base for best practices in CTE, POS, STEM, Career Development, and curriculum integration.

Clarity

Clearer directions on submission processes and tools. More clarity in non-regulatory guidance regarding options, definitions, processes.

Continue to provide professional development and the Regional Accountability process.

Getting information to states in a more timely fashion. Example - developing guidelines for Program of Study three-four years into the legislation is too late - states are already implementing their models. Get state together early and in a timely fashion to determine needs and work together to address legislation. Putting out guidance and regulation half way through the legislation makes the states job difficult.

None

Provide expanded staff and increased resources to OVAE.

Quicker turnaround time on questions and monitoring findings

So far, so good.

Staff have been more responsive to our inquiries this year, especially with the FAUPL.

Website is obtuse; its purpose now seems to be designed to promote the agency rather than clearly provide common or anticipated customer questions. (However, the staff members are service oriented and hard working - and greatly appreciated by those of us in the field.)

CUSTOM QUESTIONS

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

1) Implementation of Program of Studies and 2) Improvement Programs at the School level to comply with Carl D. Perkins 1V

Be as clear as possible when giving information

Continue to be as open and truthful as possible about interpretations of requirements, and possible future expectations and policy interpretations

Continue with the Regional Accountability expert. [Name deleted] is excellent. Continue with professional development at State Director's meetings and others. The OVAE staff does a great job at these sessions.

Don't know enough, yet.

Ensure equal attention is provided to both secondary and postsecondary CTE programs. Often the 'OVAE Connection' features very little on CTE, especially at the secondary level.

How to address academic success of students.

Move forward with development of a national database of technical skills assessments, and with a national follow-up system based on automated sharing of employment and postsecondary education placement data.

Our systems are revised to both ease federal reporting and communicating local performance expectations to LEAs. OVAE makes doing both easier.

Respond to questions as quickly as possible.

Timeliness is an issue - information arrives too late in the process. Don't change the rules of procedures in midstream.



Directors of Adult ED and Literacy - OVAE

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Relationship that [name deleted] has fostered with Department of Labor to move the two WIA titles to a common ground.

Q20. Please describe how ED could better use technology to deliver its services.

Assuring that the technology that the states are to use are 'common enough' that we can participate more than audio.

Shop Talks with Go To Meeting or similar system.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Adult Education National Reporting System

Adult Education, required to submit electronically-LiteracyPro Systems, Inc.

AEL NRS (Literacy Pro LACES)

CAR

Don't know

National Reporting System (NRS) (11)

NRS tables

NRS tables electronically

State made database.

We have our own data base

We report Perkins Data in both EDEN/EDFacts as well as the CAR database

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Need to collaborate with OVAE on high school reform

Q32. If applicable, which services did you replicate?

[No comments]

Q38. Finally, please describe how ED can improve its service to you.

Follow up on contractors that have been awarded OVAE national initiative projects. Make sure the contractors are actually providing expertise, support, and technical assistance to states and not just collecting reports from us. We have been very disappointed in the CAELA project the last two years.

I am not sure how I got on the list to participate in this survey, but the vast majority of the items asked had nothing to do with me.

Improve the accountability and team-work.

Need to renew the regional AE workshops/conferences.



Our Division of Professional-Technical Education answered the questions regarding the overall Ed. services.

OVAE and staff are very responsive to the field. The August 2010 NRS meeting was a boost to the field in that we (most, there's always a few nay-sayers) felt that OVAE truly wanted our input. My area rep is always quick to answer questions, help with concerns, etc. In fact, all get back to me as soon as possible.

Overall, very good!

A state benchmark negotiation is a difficult process. I would like to see this process improved so more input from our state office can be heard.

CUSTOM QUESTIONS

Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?

Continue to be timely in its responsive to TA needs

Continue to offer guidance on how to implement required changes in local programs.

Continued help with transition to post secondary and career pathways.

Hold national activity contractors accountable. The Center for Applied Linguistics (CAL) did not support or provide adequate assistance to CAELA states.

How to incorporate transition instruction beyond the GED for entry into employment and post-secondary education - getting students, AE staff, the public, and partner agencies on board. Most sponsoring agencies want the people 'in and out' asap so that it doesn't cost them more money; helping EVERYONE get on board for transitioning to employment and/or post-secondary education. It's one thing to tell everyone we need to do it, but it's a whole other thing to get buy-in and a systems change! We need specifics on HOW we can accomplish this. AND, how to accomplish all this with less funding from both the feds and the state. 'Doing more with less' is getting old and worn out --- we've been saying it for toooooo many years!

Improve the delivery and availability of technical assistance in a different time frame of Pacific and Eastern Time.

It would be very helpful to provide a clearinghouse of sorts (online probably) related to preparing for a new competition; including state plan revision requirements, sample RFPs, various proposed criteria, funding formulas, etc.

Keep doing what they are already doing.

More information on website.

More regional meetings using technology to discuss regional issues and address common questions.

Provide a needs assessment

Provide more information/training via technology versus face-to-face meetings in Wash. DC



School Improvement Grants (SIG) – OESE/SASA

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Breakthrough Centers, requires all instructional support providers to work together and coordinate interventions.

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

None noted.

Perhaps the collaboration between the State Office of Education and the individual school districts.

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Q20. Please describe how ED could better use technology to deliver its services.

The need to reduce the number of steps required to bring up any information.

Webinars are difficult to hear. Many are only having materials read to listeners. Question and answer sessions are more effective however some of those are difficult to hear and understand. Please do not use webinars to read information that can be shared in an email or a document.

Q23a. What reporting system do you use for reporting accountability data? (Other)

E-grants

NDSA Assessments

OMEGA

RDA Accounting System

Servs

STARS

State of Ohio CCIP

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

1. The OESE's office has been extremely responsive in providing guidance and technical assistance about all grant programs and monitoring. 2. USDE guidance for SIG was often confusing and given to states after the fact. Multiple updates of the guidance created confusion to an already confusing issue.

Additional webinars and FAQs would be of great assistance.

Allow for transition time to implement new grants and processes.

ARRA and SIG presented challenges in terms of timelines, receipt of information, exchange of information. We (districts, states, and US ED) were all working under increased workloads. Realistic timelines need to be considered in releasing new programs.

Assist us in understanding the services that are relevant to our grants.



Constant delays of guidance and funding create a lot of problems.

Continue providing clarity of grant applications.

Continue to be responsive as well as proactive.

Continue to send information via listservs. Continue to conduct webinars and conference calls when new or clarifying information comes out.

Different person interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Get to know our personnel and district on a personal basis.

Get very specific about the topic to be addressed and, when using examples have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

I know it's difficult with the workload and all the new programs and changes due to ARRA, but the information about the programs has to come out early enough for states to be able to make reasonable applications and assist LEAs in applications. Some individual ED staff members are very responsive, others are not so it's difficult to use a ranking system for overall performance.

Improve quality of webinars. Send 'alerts' when new guidance has been posted on the website.

Increase responsiveness to waiver requests. Some have been very long waits due to ED sending through several tiers of program people.

Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

More timely assistance

No response at this time.

Not sure

Perhaps short guided videos or PowerPoint that are topic specific, i.e. supplement/supplant.

Provide more and clearer information - especially Title III.

Reduce redundancy for small schools

Relationship/connection to IDEA

Speed up the response time for answering questions.

The US Department of Education website could be designed to make it less burdensome to find specific documents (especially related to compliance issues).

The webinars are often announced with a week or less notice therefore causing disruption to schedules. Also the east coast often has to participate late in the day and on FRIDAYS when the commute home is horrific.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

Timeliness is an ongoing issue. The guidance is received so late that it often causes us to go back and redo things. It makes our communications with districts very difficult when we have to keep changing things.

To ensure that all technical assistance providers are knowledgeable of policies and regulations pertaining to their area of expertise.



Q32. If applicable, which services did you replicate?

Assistance/training to personnel working with tribes.

Do not know

Format of webinar information and web resources

Guidance

Guidance documents and audio or web presentations. I have been able to use information provided in PowerPoint and customize it to our state so that I didn't have to start from scratch.

Insufficient communication from Title III.

NDE utilized a paper submission of our SIG application, a review of the applications by NDE, followed by interviewing the LEAs on predetermined follow up questions. NDE had the ability to conduct its interviews either in person or via video conferencing rather than via phone or email as had to occur with the number of state SIG applications OESE had to review and turnaround quickly.

Technical assistance for SIG

The OESE's technical assistance serves as a model of support and teaching, which we use for our staff and our LEAs.

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

Tried to find models for exemplary schoolwide plans (needs assessment reporting).

We have been using webinar's more frequently--especially with the poor financial condition of the state.

Webinars and willingness to be support us as we meet requirements

Q38. Finally, please describe how ED can improve its service to you.

1. It is important for ED staff to be responsive to state inquiries and in a timely manner. 2. Perform research for an effective response instead of responding with 'Read the guidance.' We need clarification on guidance often.

Additional guidance and support which is provided in a timely manner so that we do not have to redo and re-develop materials. Access is good to staff and greatly appreciated.

Continue the 'customer service' approach.

Eliminate duplication in federal grant reporting

Ensure that all staff members are responsive to phone calls and emails. (Some are very responsive.) Leave out of office emails or messages on voice mail so that we have an idea if a staff member is out of the office and will not be able to return a call or message. Give states and subsequently LEAs advance notice of regs, guidance, applications, etc. according to a realistic timeframe.

Give the schools the money needed and trust us to use it wisely and as needed. We don't need all the required reporting.

Guidance usually provided far after the release of grants, therefore States play guessing games and have to revamp when guidance finally comes out.

Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I could use some more help understanding the reimbursement process with UCA.

Improve timeliness of response. Get information out as early as possible. For example the new Striving Readers grant program has been promised for months. Still nothing is coming and no information has been disseminated to say when it will arrive. Delay in getting federal approval to release funds or



guidance can result in loss of funds at the local level due to their need to rush to develop an application. Our high needs districts lost an entire year of SIG funding because ED took a year to change the regulations.

It is not dissatisfaction with one particular staff. It is frustration and dissatisfaction with the process. Everything takes so long to get processed.

Keep up the excellent services you provide, but keep looking to let technology help you do an even more effective job. We need to stay in touch to improve everybody's technical assistance.

Migrant Education Non-regulatory Guidance has not been updated since 2003. The current document is not user friendly. Indexing of information to facilitate ease of use could be modeled after Title I Non-regulatory Guidance and SIG's FAQs, i.e., Table of Contents includes actual questions contained in the documents.

More exemplars to guide our efforts. When possible, provide a template outlining exactly what you're looking for. The SIG process could have been so much easier if we had been given a 'required' SEA application, instead of 50 states each trying to create one in isolation. Recognize that some DOEs have VERY limited capacity. Each new requirement just gets added to someone's plate. The current levels of admin finding may not be sufficient to add needed staff to address additional requirements.

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.

None

None at this time.

Provide guidance in a more timely manner. Respond to questions in a more timely manner.

Reconsider the design of the ED website.

Respond to inquiries.

SASA has been very supportive and listened to the challenges in the states. I'd recommend more person to person interaction, scheduled visits to states, and more attention to the unique situations in rural states.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

So far, so good.

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Take an interest in the State for improvement instead of just finding fault!! It is obvious we are just a number and program faults is all Fed. Title III is interested in.

The staff in the SASA office have been very responsive and supportive of the work in the states. We would all benefit from realistic timelines and expectation given the demands of the new work and limited resources to fully support it.

Timeliness is key for our state. Don't promise a response in a timeframe that cannot be met. This happens over and over again! We are promised a response within 2-weeks and we may, if we're lucky, receive a response within 3 months.



CUSTOM QUESTIONS

Q2. What can ED do to improve technical assistance around SIG? (Open end)

Allow more time between when we get information and when applications are due

Be more timely

Be more timely in response to questions. Communicate with state ED if an important issue arises with a LEA.

Be more timely!!!

Continue conference calls and information related to implementation

Develop an application that is very specific to what ED really wants. It seems ED has the application in mind and States have to figure it out before it is approved. If ED wants something specifically stated, then put it all in and the states can sign off on it if they want the funds.

Difficult since this required immediate implementation but the approval process became very slow.

Doing a great job -- the updates of guidance on a regular basis has been beneficial and helpful.

ED could be more timely in approving the SEA applications. We were required to put a July approval date for LEA applications in order to have our SEA application approved. It is now June 23 and we still do not have our SEA application approved. The SEA application approval process has been exceedingly slow while we are expected to meet all deadlines!

Explain the review process of SEA apps BEFORE submitted. Very confusing as to what was happening. Explain up front how much detail was expected in the apps about the statewide system of support and other aspects of the LEA application process. A better explanation of the requirements for the next allocation coming out - I think we are supposed to recalculate the list and do another round of grant applications? But is that written someplace? Are the rules and process to be the same?

Have answers and information available sooner.

Have regularly scheduled conference calls on frequently asked questions to keep as many states up to date as possible in an easy manner.

Help the state staff understand the guidance so they are not providing confusing information to LEAs

I am not responsible for SIG application, other staff members are involved.

Improve on timeliness.

It's hard to scan the questions at the beginning of the guidance because they are in italics. An index in the guidance would be useful. Continue to provide examples and FAQs for situations as they are raised by states.

Keep doing what you are doing.

More staff to handle volume of requests. Having SIG tied to PLA definitions made the process cumbersome as that seemed to take longer than the actual application.

More timely responses and consistency in responses from the federal level. Allow for a longer turnaround at the SEA level.

Needs to be more timely

Nothing, technical assistance is excellent.

Our grant was through BIE and the information disseminated was changed several times. Information should be correctly given out so we know the limitations and possible funding amounts.

Provide more timely information. Questions sometimes take 2-3 weeks for a response. Respond to a voice mail or email, even if it is to say the team is working on a response instead of not responding at all.

Provide specific models, examples



Reduce complexity and set more realistic expectations on timeframes. They take an extraordinary amount of time to make decisions and expect states to adjust almost overnight.

The amount of time that it took to get the SIG application approved was absolutely unacceptable.

The responsiveness of the Title I staff was outstanding; however, the updated guidances created confusion.

There were multiple layers of review in very limited timelines. One comprehensive review from all levels and one comprehensive set of review questions would have limited the multiple exchanges of information.

We understand that the ED faced challenges in providing timely information when policy changes were occurring at the same time. Clarity and consistency will reduce frustration.

Q3. Was the SIG application process easy to understand?

Yes (34)

No (27)

Don't Know (11)

Q4. What can ED do to improve the application process? (open end)

1) Not provide major changes in guidance (May 24) after the due date for SEA applications. 2) Speed up the SEA application approval process. I recognize that it is a new grant but ED delays puts unrealistic expectations on SEAs.

Allow more turnaround time after guidance is developed.

Application was difficult to follow

Clarity of expectations should be consistent across all reviewers. Reviews should focus on required information for approval.

Create a uniform pre-approved application that all states would use. If the SEA wants to make changes to the application, then THAT would need to be approved. The SEA application approval process was brutal and very time consuming.

Develop a separate set of directions to go along with the application process.

It would have been very beneficial if ED had provided a SIG application template which states could have used or tweaked to meet the state's needs.

Minimize changes in application process during the plan/application timeline.

More person to person contact. Webinars are useful to a point.

More than one person to contact to answer questions.

No recommendations - when the deadline needed to be extended, ED responded positively.

Not much. The difficulty in the application process was primarily created in the way the statute was written.

Nothing.

Now that the PLA definitions are established, I think things will go smoother. I am hoping that the application from last year will suffice for the coming year without having to resubmit.

Provide best examples from previously successful applications.

Stop changing the rules mid-stream. I realize that some of this is not the fault of ED because of the short timelines they were given and then tried to convey to the states and tried to uphold. Help 'governing bodies' realize how unrealistic the timelines are/were!

The 4 models and the identification of PLA's was new and contributed to the difficulty of the application



The approval process by ED was not handled well. We'd receive a request for clarifying or additional information. We'd send it in and not hear anything for a few weeks. Then we'd receive a call asking for something else. This caused the approval process to be too long. It felt as though each level of approval was becoming picky and it definitely delayed our getting the grants out to the schools. This will make implementation by the beginning of the school year difficult.

The BIE needs clear goals in what the grant covers.

The guidance did not clearly articulate the level of detail required. Three levels of review????

The internal review process at USED was unclear. We would get clearance on the SEA application and then find out another area of ED had not approved it. Unless we sought out feedback, we were not aware that more information was required of us. Plus it seemed as though state application were read by different ED staff and what was acceptable in one state with one reviewer was not acceptable to another ED reviewer. Need greater consistency and transparency.

The language and clarity of how the application was put together.

Timeliness--these businesses operate on a cycle.

Very vague information about what is useful to ask of LEAs for the Restart Model. Left it wide open.

We survived the grant process.

Q5. What recommendations you would make to improve the SIG program? (open end)

1) Bring SEA staff in to advise and provide feedback during the development process. This is what we do at the State level whenever we can. We bring in district staff so that we can learn if the decisions/processes will work in the districts. 2) Simplify the application process, and 3) trust that SEAs are trying to do their best also!

Allow states more flexibility. USDE does not seem to have all of the answers.

Be more timely. Having to dismiss teachers and principals is very difficult, if not impossible, after contracts have been signed for the upcoming school year.

Don't assume you have all the right answers. There is actually some intelligence in the field.

Give states and districts more flexibility in the models and requirements that can be implemented to turnaround a low achieving school. Also, give states more flexibility in defining the true lowest achieving 5% in the state rather than putting a fixed number in as a target for either proficiency or graduation rate.

Have the LEA grant applications approved through USED staff who are clear on what is or is not acceptable. This is a huge amount. LEAs don't always understand why things aren't allowed.

I felt the reviewers were unusually nitpicky. It took almost 5 months to get the application approved when they told us it would be a quick process.

If the ED had developed model SEA and LEA applications, it would have helped. Are there examples of what a 'transformation' model looks like in practice?

Improve the approval process so that we have time to approve our PLA's application.

Improve the review process and the rubrics to guide writing the proposal.

Just tell us what you want and ask us to describe how it will be implemented.

Leadership reduction by removing the principal is not in the best interest of rural schools. More assistance in removing poor teachers/tenure law

More flexibility for Rural states where the models are not as applicable

One on one assistance.

Provide outcomes for states and let the state decide, within law and regulation, how those outcomes will be met.



Provide some interactive workshops on 'lessons learned' for SEA staff at the NASTID conference.

Reduce redundancy

There seems to be a lot of flexibility for states which does not leave ED with the authority ensure rigor in LEA applications or interventions. I'm afraid that this will come only in monitoring, leaving the SEA in a compliance issue. Interventions for Tier I and II schools are not appropriate in rural communities, additional flexibility is needed, or another option.

This process was new for all, and throughout US ED staff have been very supportive. Process could be improves with realistic timelines; one comprehensive review with consistent set of required criteria against which the application is evaluated.

Took too long to review the applications and distribute the funds.



Title I, Part A, Improving Basic Programs Operated by LEAs – OESE/SASA

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

I don't know of a model, but it would be very helpful if the programs within ED collaborated, i.e. Title I and IDEA. It would make it easier for school staff to do their work, as we work with all programs.

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

None noted.

Perhaps the collaboration between the State Office of Education and the individual school districts.

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

Providing best practices to assist students at risk by using 3 different funds..Title I, REAP, Title VII

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

Title III office being placed under Title I since ELL should be a part of the Title I program.

Q20. Please describe how ED could better use technology to deliver its services.

Conference calls should always be professionally managed (e.g., mute audience except at specific points)

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

More user friendly format.

Online grant system is a nightmare; website needs to be better organized

Provide more notice for phone conferences and webinars. Improve website navigation for ease in locating resources.

Streamline the use of their portal

The need to reduce the number of steps required to bring up any information.

Webinars are difficult to hear. Many are only having materials read to listeners. Question and answer sessions are more effective however some of those are difficult to hear and understand. Please do not use webinars to read information that can be shared in an email or a document.

Webinars; Review funding process; Disseminate research/best practices

Q23a. What reporting system do you use for reporting accountability data? (Other)

CSPR

e-grants

federalreporting.gov

NDSA Assessments



OMEGA

Powerschool and Alaska OASIS system

RDA Accounting System

Servs

STARS

State Consolidated Application

State of Montana E-grants system

State of Ohio CCIP

TEASE

Unsure

Wen-GAGE

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

1. The OESE's office has been extremely response in providing guidance and technical assistance about all grant programs and monitoring. 2. USDE guidance for SIG was often confusing and given to states after the fact. Multiple updates of the guidance created confusion to an already confusing issue.

Additional webinars and FAQs would be of great assistance.

Allow for transition time to implement new grants and processes.

ARRA and SIG presented challenges in terms of timelines, receipt of information, exchange of information. We (districts, states, and US ED) were all working under increased workloads. Realistic timelines need to be considered in releasing new programs.

As indicated above, I'm not involved with OESE technical assistance services.

Assist us in understanding the services that are relevant to our grants.

Clarity of regulations

Constant delays of guidance and funding create a lot of problems.

Continue providing clarity of grant applications.

Continue to be responsive as well as proactive.

Continue to send information via listservs. Continue to conduct webinars and conference calls when new or clarifying information comes out.

Continue to update as info becomes available

Develop management resources handbooks- basic information in one place on all compliance areas

Different person interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Does not apply.

Ensure that all of the technologies work when conducting electronic conferencing.

Ensure that all questions from SEAs are answered in a complete, timely way.

From monitoring activities, share best practices and inadequate practices.

Get to know our personnel and district on a personal basis.



Get very specific about the topic to be addressed and, when using examples, have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

Given the scope of service, things are done well. Continue to refine web-based tools, but the human interaction cannot be beat for straightening out the kinks. Please continue access by phone to supportive staff.

Guidance and assistance has improved a great deal over the past few years.

Have more area trainings that it is not a hardship to attend.

I have had excellent assistance, always prompt and very accurate.

I have had good response when questions were posed to partner support center, the staff took time to make sure I had answers I needed

I know it's difficult with the workload and all the new programs and changes due to ARRA, but the information about the programs has to come out early enough for states to be able to make reasonable applications and assist LEAs in applications. Some individual ED staff members are very responsive, others are not so it's difficult to use a ranking system for overall performance.

If all Federal Grants were as easy to use as Title VII it would be greatly appreciated!

If time permits, set up scheduled visits to SEAs to provide hands on targeted technical assistance outside of official monitoring visits.

Improve quality of webinars. Send 'alerts' when new guidance has been posted on the website.

Increase responsiveness to waiver requests. Some have been very long waits due to ED sending through several tiers of program people.

Language is too complicated.

Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

Make instructions a little more clearer or simple.

Meet face to face with Title III Directors at least once or twice a year. Have consistent meeting times with enough lead to get travel authorization.

More timely assistance

More timely responses.

My only complaint is the Web site. It takes a very long time to find documents on it. I liked the older version because the first page popped up with the categories to choose from and you could just click on the category you wanted and go on from there.

No response at this time.

Not sure

Offer a backup email for notification purposes in case a system crashes. (We almost missed a deadline, and fortunately saw a reminder notice).

Perhaps short guided videos or PowerPoint that are topic specific, i.e. supplement/supplant.

Provide more and clearer information - especially Title III.

Provide more details on requirements of the grant reporting with the grant.

Provide program/monitoring examples from other states that ED has approved.

Reduce redundancy for small schools



Regular webinars on best practices, so we can learn from other programs.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

Since we are in a very rural area, we do not have the internet access speed required to easily access information and forms online. It is frustrating to be timed-out of a session due to the limits of our technology.

Some staff members are extremely responsive. Others less so. Improve consistency among all technical assistance providers. Share more best practices and effective strategies. Facilitate coordination across states with similar issues.

Sometimes the amount of information is overwhelming, especially for small schools in which one person works with so many programs. Simple is better.

Speed up the response time for answering questions.

The lines continue to be blurred when it comes to supplement not supplant.

The support provided over the past several years has been outstanding.

The US Department of Education website could be designed to make it less burdensome to find specific documents (especially related to compliance issues).

The webinars are often announced with a week or less notice therefore causing disruption to schedules. Also the east coast often has to participate late in the day and on FRIDAYS when the commute home is horrific.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

Timeliness is an ongoing issue. The guidance is received so late that it often causes us to go back and redo things. It makes our communications with districts very difficult when we have to keep changing things.

To ensure that all technical assistance providers are knowledgeable of policies and regulations pertaining to their area of expertise.

You are doing a great job in providing needed services.

You should continue to keep up the 'good/great' work; you are definitely headed in the right direction. The technical assistance I have received over the years has helped to make my difficult job seem easier/better. I truly appreciate the assistance that I have received from my project officer and other Office of Migrant Education staff; they've been 'wonderful'.

Q32. If applicable, which services did you replicate?

Assistance/training to personnel working with tribes.

Conference calls and web conferences

Do not know

Format of webinar information and web resources

Guidance

Guidance documents and audio or web presentations. I have been able to use information provided in PowerPoint and customize it to our state so that I didn't have to start from scratch.

I personally did not, although others in my agency may have.

Insufficient communication from Title III.

NDE utilized a paper submission of our SIG application, a review of the applications by NDE, followed by interviewing the LEAs on predetermined follow up questions. NDE had the ability to conduct its



interviews either in person or via video conferencing rather than via phone or email as had to occur with the number of state SIG applications OESE had to review and turnaround quickly.

None that I know of.

Re-interviewing; recruiter training

Technical assistance for SIG

The OESE's technical assistance serves as a model of support and teaching, which we use for our staff and our LEAs.

There's very little offered for Title I, Part A aside from the national conference which our state does not participate in.

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

Timely and accurate response. FAQs.

Tried to find models for exemplary schoolwide plans (needs assessment reporting).

We have been using webinar's more frequently--especially with the poor financial condition of the state.

Webinars (2)

Webinars and willingness to be support us as we meet requirements

We've utilized webinars to provide technical assistance and guidance to our local school districts.

Q38. Finally, please describe how ED can improve its service to you.

1. It is important for ED staff to be responsive to state inquiries and in a timely manner. 2. Perform research for an effective response instead of responding with 'Read the guidance.' We need clarification on guidance often.

A higher level of funding for our schools is a grave necessity for the future of our nation.

Accessibility to regular area trainings that reflect the needs of small schools

As a recipient of REAP funds, information regarding the items mentioned in this survey would be helpful. I did not know about these services until I answered this survey.

Clearer guidances.

Continue the timely dissemination of relevant information through multiple means.

Continue to be available to the representatives in the states, and continue to offer them an opportunity to provide feedback on ED's services. Thank you.

Continue to have the conference calls to keep SEAs abreast of the latest changes/updates regarding program implementation.

Continue the 'customer service' approach.

Disseminate information more readily as it becomes available.

Eliminate duplication in federal grant reporting

Ensure that all staff members are responsive to phone calls and emails. (Some are very responsive.) Leave out of office emails or messages on voice mail so that we have an idea if a staff member is out of the office and will not be able to return a call or message. Give states and subsequently LEAs advance notice of regs, guidance, applications, etc. according to a realistic timeframe.

Give the schools the money needed and trust us to use it wisely and as needed. We don't need all the required reporting.

Given the nature of the beast I think ED does a very good job at responding to requests, etc.

Guidance usually provided far after the release of grants, therefore States play guessing games and have to revamp when guidance finally comes out.



Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I also run the Title I part D and there were no questions along this program line. [Name deleted] has been a great leader and remembers where he comes from. I can call or email him at any time and get his help.

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.

I am in finance. The people who do compliance reporting and non-financial application data are gone for the summer. It would be better to issue this survey during the school year. We get REAP money, but I had no idea there was a department with information on how to use it.

I am not sure how I got on the list to participate in this survey, but the vast majority of the items asked had nothing to do with me.

I could use some more help understanding the reimbursement process with UCA.

Improve timeliness of response. Get information out as early as possible. For example the new Striving Readers grant program has been promised for months. Still nothing is coming and no information has been disseminated to say when it will arrive. Delay in getting federal approval to release funds or guidance can result in loss of funds at the local level due to their need to rush to develop an application. Our high needs districts lost an entire year of SIG funding because ED took a year to change the regulations.

It is not dissatisfaction with one particular staff. It is frustration and dissatisfaction with the process. Everything takes so long to get processed.

Keep up the excellent services you provide, but keep looking to let technology help you do an even more effective job. We need to stay in touch to improve everybody's technical assistance.

Keep website updated.

Make language in materials easier to understand. Provide people to answer questions above and beyond electronic mechanisms.

Making the USED website more user friendly would help. A more sophisticated search engine would help as well.

Migrant Education Non-regulatory Guidance has not been updated since 2003. The current document is not user friendly. Indexing of information to facilitate ease of use could be modeled after Title I Non-regulatory Guidance and SIG's FAQs, i.e., Table of Contents includes actual questions contained in the documents.

More exemplars to guide our efforts. When possible, provide a template outlining exactly what you're looking for. The SIG process could have been so much easier if we had been given a 'required' SEA application, instead of 50 states each trying to create one in isolation. Recognize that some DOEs have VERY limited capacity. Each new requirement just gets added to someone's plate. The current levels of admin finding may not be sufficient to add needed staff to address additional requirements.

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.

None

None at this time.

Notify recipients of grants awards on specified dates.

Provide guidance in a more timely manner. Respond to questions in a more timely manner.



Provide more best practices/effective strategies.

Providing more information to states. More time for monitoring. More tools states can use when implementing the grants

Reconsider the design of the ED website.

Reduction of paperwork

Respond to inquiries.

SASA has been very supportive and listened to the challenges in the states. I'd recommend more person to person interaction, scheduled visits to states, and more attention to the unique situations in rural states.

Send mailings to program managers when items are sent to the Chief pertaining to a respective program.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

Simplify. Sometimes there are too many layers to go through.

So far, so good.

Sometimes responses to questions come very quickly. At other times very slowly and only after multiple prompts for information.

Sometimes there seems to be a separation between demands of programs and real world, but I admit to not understanding the assume complexity of laws and regulation you have to deal with

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Take an interest in the State for improvement instead of just finding fault!! It is obvious we are just a number and program faults is all Fed. Title III is interested in.

The School Improvement Grant approval process was not clearly outline, exceeded the timeframe provided and caused major issues for states and districts. The process and timeline for future grant approval should be realistic and clearly outlined for the states.

The staff in the SASA office have been very responsive and supportive of the work in the states. We would all benefit from realistic timelines and expectation given the demands of the new work and limited resources to fully support it.

Timeliness is key for our state. Don't promise a response in a timeframe that cannot be met. This happens over and over again! We are promised a response within 2-weeks and we may, if we're lucky, receive a response within 3 months.

Title III staff still interpret the law to support their point of view not necessarily the requirements. This is very different than Title I staff who stick to clear interpretations of the law and regs.

CUSTOM QUESTIONS

Q7. Please describe how SASA could better use technology to provide information.

Allow the state to work with us directly. You are too far away from home to be effective.

I have not received anything.

Presentation of information via technology is fine, the information presented not very useful



Provide more notice for phone conferences and webinars. Improve website navigation for ease in locating resources.

See earlier comments.

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

1) First and foremost, Be timely! We need to finish the monitoring report from the SASA visit to our state from more than three years ago! We have met every reporting or data request only to wait six months or more for feedback. We (the SEA) have been pushing SASA to get this report finished but it is still not done. As said before in this survey, most SASA staff are responsive and helpful but this cannot be said for all.

Clarity of regulations.

Continue the excellent 'customer service' approach.

Continue the practice of the Director of SASA to communicate with the State Title I coordinators via email (e.g., updates, clarifications, etc.)

Continue to be available as staff to answer questions and continue to provide guidance documents and webinars. For webinars, it is sometimes a challenge to download different software or have streaming video due to the state's security restrictions. Occasionally we are not able to log on for these reasons. Using web sites that do not require software to be downloaded on our computers works better.

Continue to keep us informed.

Continue to provide prompt responses to questions - very good at getting back on issues.

Continue to provide quality webinar opportunities on key issues.

Forward info to the state prior to Friday afternoons after COB.

I do not receive any information about Title I directly from the Federal Branch. Any information I receive is from the State level. Should local Title I directors be receiving direct information from Washington?

I do not work with Title I at the USDE level, just the state level. I made an error in indicating this program is one I work with.

I'm not involved with SASA.

It is too complicated. Our state has made efforts to streamline, but it is still too cumbersome and complicated. It may be the person in charge versus the process.

Keep focused on specific issues that are evident from monitoring and conversations.

More short FAQs on specific use of funds. More policy letters on implementation, more sharing of what other states are doing.

None at this time.

One on one technical assistance.

Provide more notice for phone conferences and webinars. Improve website navigation for ease in locating resources.

Provide more on site or person to person interaction. Technology is useful to a point.

Provide regularly scheduled conference calls with SEA staff on FAQs.

Provide regularly scheduled technical assistance webinars/conference calls to provide ED updates. Perhaps include most frequently asked questions and the most predominate Title I findings.

SASA has done a great job over the past few years to provide information electronically. We get frequent email messages from [name deleted] to keep us informed. This needs to continue with the transition to new leadership. Also, continued coordination with NASTID would be helpful as that



organization is also making more use of technology in communication. Sometimes there are conflicts in schedules, but are remedied once the conflict is realized. Partnership between SASA and NASTID helps all.

Sometimes the conference calls are all over the place and bounce around from topic to topic.

Sorry to repeat, but I really like a topic driven approach, with focused TA.

Start the WebEx sessions on time and stick to the agenda.

The biggest problem is getting them to answer the phone in a timely manner.

The field is becoming comfortable with webinars and conference calls.

They are always very helpful.

Work on quality of equipment so all presenters can be heard. Some seem to be too far away from the phone to be heard clearly.

[Name deleted] and his staff are great.



English Language Acquisition State Grants – OESE/SASA

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

I cannot - but federal Title I and Title III are beginning to explore the possibilities of collaboration

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

LEP needs a strong tie to OCR offices.

OCR and Title III

Perhaps the collaboration between the State Office of Education and the individual school districts.

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

The different education programs need to communicate better between each other to provide us with the best knowledge, advice, and help.

This is an area that needs improvement.

Title I and III (at least for student accountability) do a good job of collaboration. I wish they would do more with OSERS, for example.

Title III office being placed under Title I since ELL should be a part of the Title I program.

WOW--wish I had a good example to offer.

Q20. Please describe how ED could better use technology to deliver its services.

The need to reduce the number of steps required to bring up any information.

Q23a. What reporting system do you use for reporting accountability data? (Other)

NDSA Assessments

Not sure - this is not within the purview of my responsibilities. This was the only answer I could give and proceed with the survey.

OMEGA

STARS

Unsure

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

Constant delays of guidance and funding create a lot of problems.

Continue providing clarity of grant applications.

Continue somewhat-recent trend (seemingly, under [name delete's] leadership and, even more so, once [name deleted] came on board) of increasing the clarity, consistency, and frequency of guidance provided, as well as overall responsiveness to our ongoing needs as a state; also, a 'bank' of Frequently-Asked-



Questions (even if responses are very case-specific) and a user-friendly way to 'see' what other states have in place or are doing - perhaps just regular opportunities to network would help in this regard.

Continue to offer frequent webinars and information via list serves to not only state directors but to all program staff at state & district levels.

Continue to send information via listservs. Continue to conduct webinars and conference calls when new or clarifying information comes out.

Design TA specific to Superintendents, school board, etc. that outline the requirement of OESE-funded programs.

Different person interpret information differently, have all personnel answer in the same way. Sometimes you call 3 people you get 3 answers.

Doing well

Get very specific about the topic to be addressed and, when using examples have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

Guidance and assistance has improved a great deal over the past few years.

Hold annual summit with topic-specific workshops/trainings for Title III and Title I since overlapping in several areas

I don't know where else to put this comment - but your previous question assumed that there had been information provided - where is the opportunity to indicate that none has been given

I have always found [name deleted] to be very helpful and the information he provides is very accurate.

I have had excellent assistance, always prompt and very accurate.

I know it's difficult with the workload and all the new programs and changes due to ARRA, but the information about the programs has to come out early enough for states to be able to make reasonable applications and assist LEAs in applications. Some individual ED staff members are very responsive, others are not so it's difficult to use a ranking system for overall performance.

If all Federal Grants were as easy to use as Title VII it would be greatly appreciated!

Increase 'feedback,' Q&A Sessions, 'open-ended' tele-conferences, etc; more time to HEAR FROM 'THE FIELD,' AND TAKE QUESTIONS AND CONCERNS FROM 'THE FIELD.'

Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

Make instructions a little more clearer or simple.

Meet face to face with Title III Directors at least once or twice a year. Have consistent meeting times with enough lead to get travel authorization.

More timely responses.

Not sure

OESE and Civil Rights needs be clear and concise and the same message - One agency says one thing; then another agency says something different.

On several occasions, when addressing a problem or answering a question, a grantee would likely get a completely different answer or response from people within the department, making it difficult for the grantee to know just what the department was needing from them. This is meant more for the office of Indian Education.



Our Title III Officer is excellent. Services provided by OESE not so much. Reading continues to be highly emphasized by that office and the teaching of the English Language to Speakers of Other Languages has not had any attention from OESE. That happens to be a primary goal of T III.

Provide ED staff with better equipment and more flexibility in travel

Provide more and clearer information - especially Title III.

Provide states with clear examples of how to organize/administer programs in a way that complies with the regulations governing the program.

Provide templates and models of effective applications, narratives, uses of money, reporting requirements.

Respond in writing to all questions.

Semi-annual directors meetings to inform on all program updates and upcoming items of interest

Technical assistance documents have been issued and withdrawn but SEAs are not told about changes. These are critical to our work with LEAs.

The liaisons are very helpful. I find that it is difficult to find some of your resources on the website, and I think there should be more coordination between OCR and the Title III office concerning requirements for English Learner Education for LEP students.

The support provided over the past several years has been outstanding.

The Title III Team has provided extremely helpful technical assistance to VT. It would be good if more could be done to increase involvement and accountability for ELLs more broadly within state departments.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

TO always have alternative people that can respond in case the first contact is not available.

We have been through the process several times; the USED staff does not usually ask the same questions they give us ahead of time.

While difficult to do sometimes, provide more definitive responses to questions. Much of the interpretation is left up to the State. Also, perhaps presenting webinars on successful practices would be helpful. For example, highlighting exemplary LEA Improvement programs might be beneficial for those states that are still revising or developing new documents/activities for evidence.

Work within time lines and check documents for errors and omissions.

Q32. If applicable, which services did you replicate?

A database of documentation used by other states in one location would help. Like AMAO reports for 2, 4, 6 and more years not meeting AMAO.

Conference calls and web conferences

Do not know

Guidance

Guidance documents and audio or web presentations. I have been able to use information provided in PowerPoint and customize it to our state so that I didn't have to start from scratch.

Guidance to LEAs

Have distributed webinar and TA PPTs to LEAs; have used information from webinars with OESE for conference calls and TA to districts; have used email TA from OESE liaison for TA with LEAs. Hope to replicate webinar format, resources permitting. I only rate this as a nine because I find your website extremely difficult to maneuver. I find things and then can't find them again at times!



Have not yet replicated, but eager to try providing monthly updates that include a relevant focus and that reflect coordination with other relevant programs/resources; also have efforts in place to replicate 'side-by-side' resources for Title III vs. State ELL Programs, Title III vs. Title I for PNP-related issues, etc.

I have learned to be vague with LEAs.

I personally did not, although others in my agency may have.

I think there is too much ambiguity in responses from some OESE staff.

Insufficient communication from Title III.

Monitoring & Data collection

Monitoring procedures; regulatory guidance Q & A sessions w/ sub-grantees; professional development sessions.

Monitoring processes.

One PowerPoint slide on questions to ask to determine if it is supplement versus supplant

Some of the power points that they have presented, we have been able to use for turn-key training of subgrantees.

Technical assistance for SIG

The conference calls and webinars put on by the Title III staff provide lots of FAQ's and valuable guidance that can be used for technical assistance and resource development in our state. [Names deleted] have been incredibly responsive to our needs!

The webinar on supplement not supplant was well-done.

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

We have been using webinar's more frequently--especially with the poor financial condition of the state.

Webinar presentations

Webinars (2)

Will be replicating in October the TA for Title III funding delivered this year via Webinar

Q38. Finally, please describe how ED can improve its service to you.

Again, you assume there are products and services - ask me - have you ever received any products? - no, and what services did I receive? 2 webinars in the past two months - what products? what services?

Be realistic with States about what can be accomplished. Work with them personally to build capacity to serve this population of students. Make monitoring and guidance relevant to needs of population in the state.

Be responsive to SEAs of varying needs/demographics (rural, suburban, urban; stabilized populations of ELLs/immigrants vs. rapid rate of growth in others; do not always ask the same states (i.e., large) to give input on important issues for Title III but try to improve equity of representation

Continue the timely dissemination of relevant information through multiple means.

Continue to keep us informed of the implications for ELLS of the upcoming NCLB re-authorization and the implementation of national standards.

Continue to provide very, very specific guidance in writing.

Critical to our work is clear guidance on issues like: What to do with districts that did not meet AMAO for 6 or more years? What to do with Special Education RLL students that are in the 1% un-testable for accountability? Provide a list of acceptable criteria's by USED for states to exit ELLs from services.



ED can improve by considering the impact of new rules at the local level. A single school district has different needs than a large district and most of the time, there's no differentiation of rules/regulations.

ED can improve its service by providing more examples of compliant and effective programs through presentations by local program staff. Also, by ensuring that regulations are interpreted consistently among all of the ED staff. Finally, by giving states ample lead time in any changes in the data collections so that there is adequate time to alert school districts to the changes.

ED can improve services by continuing to have meaningful conversations with the field as well as exhibit a continued presence at national conferences. These are imperative to understanding not just the overarching themes, but also the details of how laws, guidance and interpretations play out in schools.

Ensure that all staff members are responsive to phone calls and emails. (Some are very responsive.) Leave out of office emails or messages on voice mail so that we have an idea if a staff member is out of the office and will not be able to return a call or message. Give states and subsequently LEAs advance notice of regs, guidance, applications, etc. according to a realistic timeframe.

Given the nature of the beast I think ED does a very good job at responding to requests, etc.

Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I could use some more help understanding the reimbursement process with UCA.

I don't know what a formal complaint means. I've discussed issues with staff members but it's not been a 'formal complaint.'

It would be helpful if ED could hold an annual meeting with Title III directors. The face-to-face sessions are important, too.

Improve the web site accessibility for federal program managers to access and utilize. It is cumbersome to find specific program information as well as to maneuver between federal programs.

More technical assistance to the SEAs

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.

None

Respond to inquiries.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Take an interest in the State for improvement instead of just finding fault!! It is obvious we are just a number and program faults is all Fed. Title III is interested in.

They are always having us to report data, but the data has not been updated on the website, especially state information on NCELA.

Two major points (again): 1. The website is terribly difficult to maneuver. 2. Coordination between OCR and the Title III office (and maybe even DOJ) seems to be lacking. It seems that there is a lot of crossover in meeting the needs of ELLs through these three agencies, and I am not certain I understand



the relationship between the three agencies (as their duties relate to services for ELLs). I also have been told that different requirements fall under different federal agencies, which is somewhat frustrating.

We are lucky to have [name deleted] who has recently been a practitioner working with SEAs. We need more relevant support such as that she gives.

CUSTOM QUESTIONS

Q9. What can the Title III program staff do over the next year to meet your State's technical assistance and program improvement needs?

Assist with working through the conflict between federal and state rules. I realize that Federal law trumps state law, but the LEA is caught in the middle trying to follow both. It would help if someone tried to use some logic in developing the rules to follow. What good does reporting year old data to a parent simply to follow the law?

Bring clarity to the issue of assessing students with special needs that are also English Language Learners.

Continue the constant availability of our Program Officer. [Name deleted] has been great at responding to questions or clarifications needed quickly.

Continue the current level of responsiveness.

Continue the productive partnership our state has with our SASA Title III program officer.

Continue to be as responsive as she has been.

Continue to be responsive as in the past.

Continue to provide more webinars and technical assistance documents.

Continue with the webinars that [name deleted] has begun.

Give more information about serving private school children, i.e., how do we count them, do we test them, etc.

Guidance on ESL instructional program models.

Have consistency with communication as you have done in the past.

help prepare SEA for eventual peer review for Title III; share our state's needs with USED so that appropriate TA can be provided to us; keep strong communication between SEA Title III program directors and the new Asst. Deputy Sec. OELA

I don't know if this is feasible, but having Title III staff visit and meet with other state department and local education agency staff to learn and consult about our ELL population could be very beneficial in raising the visibility and awareness of the Title III program.

I have not received any communications directly from Washington. All communications from the State level'

Maintain the monthly teleconferences

More clarity

Our program staff person does a great job in helping us out and providing information. I think the problem is that Title III is relatively new to ESEA and things have changed greatly since the beginning of NCLB. Tying Title III in with Title I seems to make sense to me but not everyone agrees with that. Reauthorization will be an opportunity to adjust the program based on lessons learned over the past 10 years. A face to face meeting between ED and SEA Title III directors would be helpful.

Please be clear in your messaging. We have been caught in a few instances of inaccurate information and have acted upon the information with our board only to have to go back and change actions. Frustrating.



Post commonly asked questions and responses. This would eliminate program staff from answering the same question multiple times.

Provide a response (or, at least, feedback) to our state's response to monitoring findings (submitted over 7 mos. ago) and then continue recent trend (under [name deleted] leadership, it seems) of increasing responsiveness and quality/consistency/frequency of guidance and technical assistance.

Provide our state with examples of ways to calculate AMAOs that comply with the NOI.

Provide uniform technical assistance that can be used by all states. We have had only 2 webinars and they were in the last 2 months - again, I ask - what technical assistance has been provided. If I initiate a question, I sometimes get an answer - I asked a question September 2009 and have not received a definitive answer - I have received we are looking into it - and I haven't forgotten - but no answer

Respond to request for information or comments on drafts sent to the Title III program staff.

States cannot provide clear guidance to LEAs if our information from the federal employees is that our lawyer did not want us to respond.

Still need help clarifying allowable uses of funds.

Technical assistance has improved tremendously, the coordination with Title I Part A has helped. Accountability requirements/assessment for ELL students needs work. Glad that part moved to Title I.

The Title III program staff have also been slow to respond. There also appears to be ED approval of practices that is consistent among the states.

There are no longer Title III meetings with SEA staff. This has been a shame as there are fewer opportunities to work with SASA staff and network with colleagues.

We had lots of questions at the site visit and we are not sure responses were always correct.

We need more information from the department. I like the webinars that [name deleted] has put in place. I wish they could be archived for those of us who cannot attend that day.

We will need some guidance on consortia applicants, specifically concerning AMAOs and private school participation.

Webinars are proving very helpful.

While this office is very timely, they are sometimes not clear in their requests and it takes too much time to answer their requests.

Work with states to find reasonable interpretations of the Title III statute that will allow the most effective use of the funds and provide the most support to LEP students.

You should have meeting for Title III directors that are old timers. Some of the meetings are too basic.

Q10. Have you received a Title III onsite monitoring visiting in the past 2 years (e.g. 2008-09 or 2009-10)?

Yes (49)

No (50)

Don't Know (8)

Q13. What can the Title III program staff do over the next year to ensure that your State has the necessary information and preparation for Title III onsite reviews?

Be clear in the expectations,

Be consistent across the states, when one state asks for clarity - distribute the answer to all states. Apply uniform interpretations across all states and inform all states of decisions made. Send out newsletter of what has been 'clarified'



Be sure that monitoring efforts are consistent across programs (i.e. T I TII etc) to the extent possible.

Clearly outline documentation needed to support program requirements Identify staff at the SEA and LEA level to be interviewed. Schedule sufficient time to allow Title III staff to review the program.

Continue to assist as needed with issues that pop up. [Name deleted] has been WONDERFUL about this. We have had 100% turnover in the last year (except for our administrative staff person), and will have a new director that begins next week. I anticipate we will need assistance in preparing for the reviews.

Continue to be responsive to our questions and concerns

Continue to conduct the pre site visit conference calls as necessary. The conference were beneficial to us.

Continue to share in advance any and all information that will be required at the onsite review.

Ensure consistency with the consolidated monitoring partners.

Ensure that we receive the schedule and monitoring indicators as far in advance as possible.

Give as much lead time as possible re: details of the visit (such as visits to schools or not)

I would like to have documents to prepare for the visit. I would like to have ample time to prepare for the visit. I would also like to visit with my new program officer over the telephone or in person about the visit. The time factor is major since we only have two staff members in our office.

If the monitoring instrument is to be revised get it to me quickly. I would like TA on the NOI and including them in my CSA.

Keep communication open.

Keep Title III requirements in front of site administrators.

Let us spend time moving forward to correct mistakes rather than taking precious time to go back and dig through old mistakes.

Monthly calls are helpful

More advanced notice of visit

More guidance or help on how to ensure districts are delivering a high quality language instructional program. Ideas for SEA monitoring of subgrantees in this area.

More information about how to deal with Special education Students that are also ELLs.

None

Not sure.

Provide a more-structured schedule that specifies times when certain program area representatives will be interviewed.

Provide an updated monitoring checklist.

Provide clearly defined description, outline, and schedule for Title III onsite review--what USED would like to accomplish and see while onsite.

Provide more information before on-site visits. Do not visit school on the last day of school year. Be willing to adjust schedules to meet the needs of the local educators.

Provide SEAs with as many templates/forms to use for pre-documentation scheduling;

Provide us with information as to documentation required for onsite reviews.

SEAs need a self-evaluation tool such as the one we give the LEA. We need clear answers.

Send out the updated Title III monitoring document they will use in 2010-11.

Send pre-visit list of data requests



Share reviews from other SEAs.

The dissemination of information does not exist. LEAs are held accountable for rules that they are not aware of. Getting the law changes, updates to the field, with logical ways to implement these changes, would be helpful.

The Title III program staff already do a very good job of informing states about what will be needed for the on-site reviews.

The visit went fine. This issues was with some of the guidance we received after the visit.

The webinars have been helpful but too impersonal.

There is no formal orientation or training for new directors related to monitoring expectations. To my knowledge there are no technical assistance resources available that summarize major areas of monitoring findings for the prior year and advice on how to avoid those findings. To my knowledge there are no trainings or resources on the fiduciary aspect of managing Title III funds. Many state directors come into the position because of expertise in the program, and lack experience with federal fiduciary requirements. The monitoring in general does not seem to focus on identifying and rewarding effective programs for increasing student achievement

They have had staff turnover and we think that was a good thing. Also moving the accountability requirements into SASA was a good move.

Title III Director meeting is an invaluable place to share this information. Can we share what Dept of Ed and states learn from monitoring?

Truly consolidate the monitoring processes with Title I on Consolidated reviews

Q14. Please share any other comments on how to improve the Title III onsite monitoring process.

A lot of preparation in advance...perhaps a webinar specifically directed at the Title III onsite monitoring process and how to prepare for it?

Do not ask us to go back years to correct things that will not impact the program or service across the State.

Don't provide new interpretations during the monitor!

Ensure that LEAs have sufficient time in advance of the monitoring to prepare necessary documentation for the on-site monitoring team.

From the monitoring conducted in this state, it appeared that the evidence collected from the LEA visits was possibly more important than the evidence prepared by the SEA. If some of the evidence requested at the SEA level could be cut down that would be helpful.

Guidance - uniform, consistent across the states guidance in a reference format. tabulation of what other states have done to meet specific requirements

I am happy with the services I have received. However, I have not requested much.

I feel it is very important for all teams/staff conducting onsite reviews to demonstrate a high level of professionalism, expertise, and commitment to the monitoring process and purpose. In our case, one team gathered limited information and quickly offered opinions and assumptions (based on the limited information). The other team, however, used clear, focused questioning and then often followed by offering on-the-spot technical assistance. While both teams' efforts resulted in findings, what the second team did quickly resulted in a better understanding of program requirements and how to successfully meet them.

I have not participated in a visit yet, but it would be helpful to know what kinds of things you will be looking at when you do come, how we are expected to keep files of subgrants, etc.

It would also be helpful to have information from USED that could be shared with LEAs to be visited during onsite monitoring. For example, there might be information about what kinds of interviews, classroom visits, parent meetings, file reviews would be conducted onsite.



None

On-site review process so that one SASA officer is not moving between meetings for both programs because the plan was changed at the last minute--led to confusion for all parties and difficulty in arranging interviews

Please reconsider the practice of hiring currently-serving state Title III directors as contractors for onsite monitoring. A peer review system might be helpful whereby more Title III directors are involved and benefit. Consider instead other types of contractors such a trained cadre of individuals from higher ed institutions etc.

Program staff needs a better understanding of local needs. In addition, program staff need to understand how underfunded the program is and not demand services not paid for at the local level with Title III funds.

Provide clarity of interpretation of the Title III legislation.

See above

Should be rescheduled during natural disasters.

The data request prior to the site visit is very helpful.

The monitoring process isn't a problem. The problem is knowing about the laws/rules in a timely fashion and having those changes make sense is the problem.

The monitoring process was helpful.

The program officers did not ask the same questions that the indicators said they would. It was hard to really understand what they were looking for.

This past review (May) was more thorough than any we have had in previous years.

Use technology such as video conferencing more. Since most onsite monitoring consists of interviews and document reviews, some of this may be done remotely, rather than on-site. You may be able to reduce or in some cases eliminate the need for on-site visits.

Webinars for all states to talk about frequent findings in state monitoring so that these issues can be shared and all can learn from monitoring.



Rural Education Achievement Program (RLIS/SRS) – OESE/SSTP

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Document describing how districts could submit a single plan which could include all federal funds (including special education) and meet consolidated planning requirements.

I don't know of a model, but it would be very helpful if the programs within ED collaborated, i.e. Title I and IDEA. It would make it easier for school staff to do their work, as we work with all programs.

It would be nice for ED staff to have a common understanding about what needs to be included in a consolidated district plan. If all programs want every piece of planning statute to be included for their specific program, what is the point of a consolidated plan?

Program versus financial. Finance issues sometimes arise due to program office not getting the regulations right.

Providing best practices to assist students at risk by using 3 different funds. Title I, REAP, Title VII Title III office being placed under Title I since ELL should be a part of the Title I program.

WOW--wish I had a good example to offer.

Q20. Please describe how ED could better use technology to deliver its services.

Currently there is not much technology used - conference calls etc. When there is reauthorization - conference calls to understand the law will be important.

Limit the number of pages of regulations and don't try to make a 'one size fits all' solution to problems. Send information through the state agencies. They filter it and communicate the regs in language that is common to our state. Thanks for asking.

More user friendly format.

Webinars are difficult to hear. Many are only having materials read to listeners. Question and answer sessions are more effective however some of those are difficult to hear and understand. Please do not use webinars to read information that can be shared in an email or a document.

Q23a. What reporting system do you use for reporting accountability data? (Other)

CSPR

e-grants

federalreporting.gov

Powerschool and Alaska OASIS system

Servs

State Consolidated Application

State of Montana E-grants system

Q30. What should we do specifically to improve the design of our technical assistance services to facilitate and accelerate your learning about effective ways to implement your OESE-funded grant programs?

1. The OESE's office has been extremely response in providing guidance and technical assistance about all grant programs and monitoring. 2. USDE guidance for SIG was often confusing and given to states after the fact. Multiple updates of the guidance created confusion to an already confusing issue.



Add Web 2.0 type features to the web site that would enable blogs about particular issues that state administrators face in order to get help from other state directors, regional center staff (Teacher Quality), and USDE staff. This might be as simple as treaded conversations on a blog or as complex as an educational social networking site.

As indicated above, I'm not involved with OESE technical assistance services.

Bring in the Title VI people for a meeting so we can share experiences with other state directors. Electronic is great for information but doing a face to face every few years would be beneficial

Constant delays of guidance and funding create a lot of problems.

Continue to provide the services and respond to requests in a timely manner.

Continue to send information via listservs. Continue to conduct webinars and conference calls when new or clarifying information comes out.

Continue to update as info becomes available

Does not apply.

During the first few years of any reauthorization SEAs require help from ED. We didn't get any when NCLB came in and questions went unanswered. When they did start contacting SEAs, they focused on subjects other than the flow-through grants.

From monitoring activities, share best practices and inadequate practices.

Get very specific about the topic to be addressed and, when using examples, have the examples come from states that look more like the norm--Delaware and Rhode Island are not useful.

Given the scope of service, things are done well. Continue to refine web-based tools, but the human interaction cannot be beat for straightening out the kinks. Please continue access by phone to supportive staff.

Guidance needs to be written in 'plain talk' verbiage, addressing the specific questions, not just restating them.

Have more area trainings that it is not a hardship to attend.

I have had excellent assistance, always prompt and very accurate.

I know it's difficult with the workload and all the new programs and changes due to ARRA, but the information about the programs has to come out early enough for states to be able to make reasonable applications and assist LEAs in applications. Some individual ED staff members are very responsive, others are not so it's difficult to use a ranking system for overall performance.

Improve quality of webinars. Send 'alerts' when new guidance has been posted on the website.

Letters are slow in coming, such as approval of applications, monitoring letters, etc. Guidance documents -- do not italicize table of contents as it makes it difficult to read. SIG staff did a great job but more staff is needed to help with the volume of requests and questions. Paper documents are good, but there will always be a need for phone calls to sort out specific state situations -- that is greatly appreciated.

Make instructions a little more clearer or simple.

More timely responses.

Provide more T.A. and PD beyond kick-off calls and EOY Calls; provide more specific guidance relating to accountability and provide clearer expectations as in relates to SEAs monitoring program specific (e.g. REAP-RLIS) LEAs

Provide templates and models of effective applications, narratives, uses of money, reporting requirements.

Put information provided verbally at annual Title II-A meetings in writing; have handouts presented at the meetings ready before the meetings, rather than after the meetings for sufficient note taking.



Reduce redundancy for small schools

Regular webinars on best practices, so we can learn from other programs.

Run it all through the state agency. You are too far away to even think you can be helpful. I want a person I can reach on the phone when there is a problem. I want it to be the same person I talked to last time.

The lines continue to be blurred when it comes to supplement not supplant.

The support provided over the past several years has been outstanding.

Timeliness and responsiveness depends on the staff person - some are very good and others are very poor.

To ensure that all technical assistance providers are knowledgeable of policies and regulations pertaining to their area of expertise.

When forwarding the eligibility spreadsheets for each funding cycle, eliminate the leas that do not have the appropriate locale codes for SRSA from the spreadsheets. The states will have to review the actual leas with the appropriate local codes for SRSA on the eligibility spreadsheets. By doing this, it may facilitate states returning cleaned-up spreadsheets/copies expeditiously.

Q32. If applicable, which services did you replicate?

Conference calls and web conferences

Format of webinar information and web resources

Guidance

Guidance documents and audio or web presentations. I have been able to use information provided in PowerPoint and customize it to our state so that I didn't have to start from scratch.

Kick-off conference calls

Monitoring, frequency, protocols (Title I Part D)

Need more models for subgrantee applications; templates for equitable distribution of teachers.

None

None that I know of.

Replicated the State Directors National Conference by having a County School System Directors State Conference. At this conference I have replicated the sessions where school systems display 'best practices' and the directors have time for discussion about what they have learned and how to implement in their school system.

Technical assistance for SIG

The OESE's technical assistance serves as a model of support and teaching, which we use for our staff and our LEAs.

There's very little offered for Title I, Part A aside from the national conference which our state does not participate in.

This survey asks about OESE as a whole while we work with individual programs and staff. It is impossible to provide appropriate responses when level and quality of services varies so greatly among the programs and staff.

Use of Conference calls to provide guidance and technical assistance; use of REAP guidance 2003

Use of various non-regulatory documents to develop guidance and technical assistance papers.

We have been using webinar's more frequently--especially with the poor financial condition of the state.



Webinars.

Q38. Finally, please describe how ED can improve its service to you.

1. It is important for ED staff to be responsive to state inquiries and in a timely manner. 2. Perform research for an effective response instead of responding with 'Read the guidance.' We need clarification on guidance often.

Accessibility to regular area trainings that reflect the needs of small schools

Answer questions in a specific, not a general manner. REAP staff answers LEAs in such general terms as to be useless. I end up having to call the districts to explain and I am not funded to do that.

As a recipient of REAP funds, information regarding the items mentioned in this survey would be helpful. I did not know about these services until I answered this survey.

Continue the timely dissemination of relevant information through multiple means.

Continue to be available to the representatives in the states, and continue to offer them an opportunity to provide feedback on ED's services. Thank you.

Continue to respond to request for clarification in a timely manner.

Disseminate information more readily as it becomes available.

ED can improve be considering the impact of new rules at the local level. A single school district has different needs than a large district and most of the time, there's no differentiation of rules/regulations.

Eliminate duplication in federal grant reporting

Ensure that all staff members are responsive to phone calls and emails. (Some are very responsive.) Leave out of office emails or messages on voice mail so that we have an idea if a staff member is out of the office and will not be able to return a call or message. Give states and subsequently LEAs advance notice of regs, guidance, applications, etc. according to a realistic timeframe.

Hire enough staff to provide timely assistance. With ARRA, we are overloaded with work demands at the SEA level as well as the ED level.

I also run the Title I part D and there were no questions along this program line. [Name deleted] has been a great leader and remembers where he comes from. I can call or email him at any time and get his help.

I always go through my state department when I have questions. I rarely ever call anyone at the DOE. I get good information from my state people. They are consistent and I can speak to the same person every time I call. They also understand the local problems and issues that someone in Washington DC will not understand. You can improve by doing a good job of training state department people and then let them do the communication with local districts.

I am in finance. The people who do compliance reporting and non-financial application data are gone for the summer. It would be better to issue this survey during the school year. We get REAP money, but I had no idea there was a department with information on how to use it.

Making the USED website more user friendly would help. A more sophisticated search engine would help as well.

Migrant Education Non-regulatory Guidance has not been updated since 2003. The current document is not user friendly. Indexing of information to facilitate ease of use could be modeled after Title I Non-regulatory Guidance and SIG's FAQs, i.e., Table of Contents includes actual questions contained in the documents.

More written information/models provided to help improve our technical assistance with subgrantees.

No formal complaint but problems have been reported. Primary problem is getting a response from USDE staff in a timely manner.



None

Provide guidance in a more timely manner. Respond to questions in a more timely manner.

Respond to inquiries.

Seriously listen to the field before making significant changes. Large changes have occurred with minimal input from the states--recommendations provided have largely been ignored.

Services under NCLB have been much improved over IASA years. I hope that this will continue as we transition to a new reauthorization. The transition to new administration within ED has slowed the process a bit, but I think things are improving as programs get situated. There has been added flexibility offered by ED in the past year and that is appreciated. However, rigor must be maintained to hold the integrity of each program and so that federal funds continue to be directed to the students who need it the most.

So far, so good.

Sometimes REAP staff persons are very responsive and other times they are quite slow to respond. At times they tell me they will get back to me with an answer shortly and then I don't hear back for weeks, if at all.

Sometimes responses to questions come very quickly. At other times very slowly and only after multiple prompts for information.

Stop trying to leverage so much using discretionary funds. States and schools have difficulty managing resources that are inconsistent and unpredictable.

Timely, detailed responses; provide comprehensive guidance relating the restrictions for LEAs not meeting AYP and monitoring requirements

Title VI is great. No problems. Title IID has been very poor in getting out information to States especially on evaluation.



APPENDIX E: Explanation of Significant Difference Scores



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There are tables depicted throughout this report that compare 2009 to 2010 scores and note significant differences. The following provides some background on how CFI calculates and reports significant differences.

Whether a significant difference exists between two scores (mean scores reported on a 0 to 100 scale) depends on the sample size, the standard deviation and the level of significance selected. CFI employed a 90 percent level of confidence to check for significant difference on all questions. This is the standard level used in most of our studies. However, standard deviation and sample size vary from question to question. Therefore, some questions may show a small difference in scores as being significant, while others show a much larger difference not being significantly different.

In CFI's studies standard deviation, which is a measure of how dispersed scores are around the mean, typically ranges from 15 to 30 points for any given question as reported on a 0 to 100 scale. A higher standard deviation results in a larger confidence interval around a score (less precision), so a larger difference in scores would be required to be significant.

To further illustrate how the dispersion of scores affects significance testing between two sets of scores, two examples are provided. In the first example, for a given question, 350 responses were collected in both year one and year two. Ratings for the question were very similar among respondents in both years so the standard deviation was 15 points in both years, e.g. there was little dispersion around the mean. In this case if we used a 90 percent level of confidence to test for significance, a difference in scores between years one and two of less than 2 points would be required to be significant.

Now in the second example, the same number of responses (350) is collected each year but for this question the ratings are not very similar among respondents. In fact, the standard deviation is 30 points instead of 15 in both years, so scores are more dispersed around the mean. Now using the same 90% level of confidence to test for significance would require nearly a four-point (3.7) difference in scores between years one and two to be significant.

With respect to sample size, larger sample sizes result in smaller confidence intervals. Thus, larger sample sizes require smaller differences in score to be significant.