



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

Fiscal Year 2012 Grantee Satisfaction Survey

Final Report
November 2012



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TABLE OF CONTENTS

	Page
I. Introduction and Methodology	3
Segment Choice and Data Collection	3
Response Rate by Program	4
Questionnaire and Reporting	5
II. Survey Results	6
Customer Satisfaction (ACSI)	6
Customer Satisfaction Model	10
Drivers of Customer Satisfaction	12
Satisfaction Benchmark	27
III. Summary and Recommendations	28
Results by Program	30
IV. Appendix	
Questionnaire	
Attribute Tables and Non-Scored Responses	
Verbatim Responses by Program	
Explanation of Significant Difference Scores	



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Chapter I

Introduction and Methodology

This report is 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 38 programs participated in the FY 2012 Grantee Satisfaction Survey for the U.S. Department of Education. Ten of these programs are participating for the first time, while 28 programs have been measured previously.

Data Collection

Each of the 38 participating programs provided a list of grantees to be contacted for the survey. Data were collected from June 15, 2012 to September 4, 2012 by e-mail. In order to increase response, reminder e-mails were sent periodically to non-responders and phone call reminders were also placed. A total of 1,302 valid responses were collected for a response rate of 42 percent. Response rates by program are shown on the following page.



Response Rates by Program

Program	Valid Completes	Invites	Response Rate
21st Century Community Learning Centers	35	65	54%
Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA)	37	86	43%
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	34	56	61%
Charter Schools Program Non-SEA	12	46	26%
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	35	57	61%
Elementary and Secondary School Counseling Program	44	79	56%
English Language Acquisition State Grants/Title III State Formula Grant Program	39	56	70%
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	11	37	30%
High School Equivalency Program (HEP) - Migrant Education	21	40	53%
Hispanic Serving Institutions (HSI)	105	174	60%
Historically Black Colleges and Universities (HBCU)	60	98	61%
Improving Teacher Quality State Grants	62	115	54%
Indian Education Formula Grants to Local Education Agencies	61	200	31%
Investing in Innovation Program (i3)	30	68	44%
Lead Agency Early Intervention Coordinators	27	64	42%
Mathematics and Science Partnerships	26	53	49%
Migrant Education Program (MEP) -- Title I, Part C	47	111	42%
National Professional Development Program	17	37	46%
Native American and Alaska Native Children in School Program	10	21	48%
Neglected and Delinquent State and Local	33	53	62%
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	30	80	38%
Payments for Federal Property (Section 8002)	50	216	23%
Payments for Federally Connected Children (Section 8003)	60	200	30%
Physical Education Program (PEP)	76	136	56%
Promise Neighborhoods Program	12	20	60%
Race to the Top (Early Learning Challenge Fund)	7	9	78%
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	29	211	14%
Safe and Supportive Schools Program	6	11	55%
Safe Schools Healthy Students (SS/HS)	16	28	57%
School Improvement Fund	23	50	46%
School Leadership Program (SLP)	13	43	30%
State Directors of Special Education (Part B)	34	65	52%
State Fiscal Stabilization Fund	15	51	29%
Strengthening Institutions Program (SIP)	97	219	44%
Striving Readers	15	77	19%
Teacher Incentive Fund	32	66	48%
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	19	54	35%
Tribally Controlled Colleges and Universities (TCCU)	22	32	69%
Overall	1302	3084	42%



Respondents had the opportunity to evaluate a set of custom questions for each program with which they worked, as identified by the sample.

Questionnaire and Reporting

The questionnaire used is shown in the appendix. A core set of questions was developed in 2005, which have been reviewed annually. In 2012 additional questions were added to the Online Resources section in the core questions to reflect the current information needs of the Department.

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. The appendix also 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 appendix with comments separated by program. At the end of the appendix, there is an explanation of significant differences in reporting.



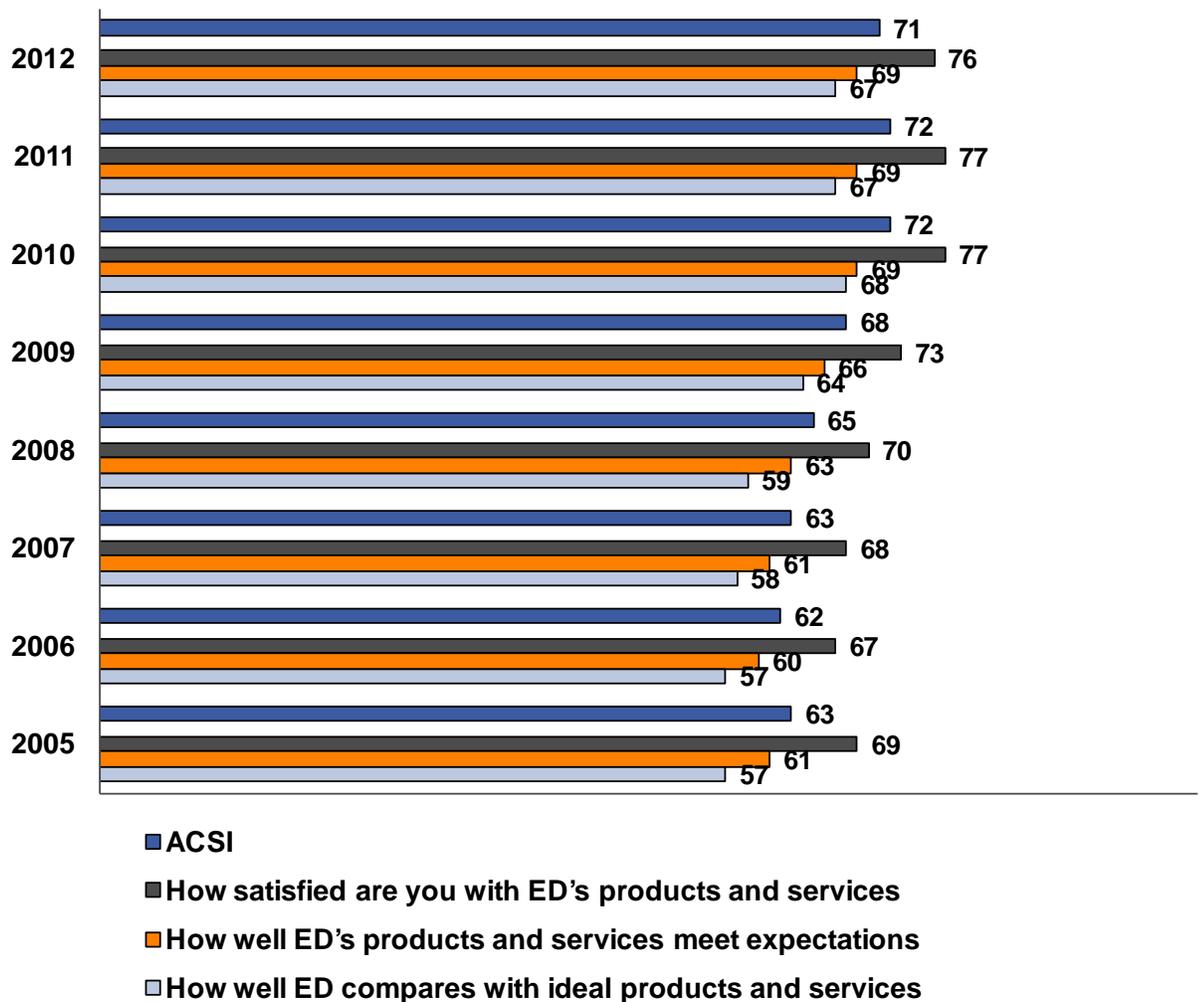
Chapter II Survey Results

Customer Satisfaction (ACSI)

The **Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q38, Q39 and Q40, in the questionnaire. 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 (Q38); Satisfaction compared to expectations (Q39); and Satisfaction compared to an 'ideal' organization (Q40).

The 2012 Customer Satisfaction Index (CSI) for the Department of Education grantees is 71. This is just one point below last year's score. Grantee satisfaction with the Department has been steady over the past three years as the CSI has either been 71 or 72 during that time.

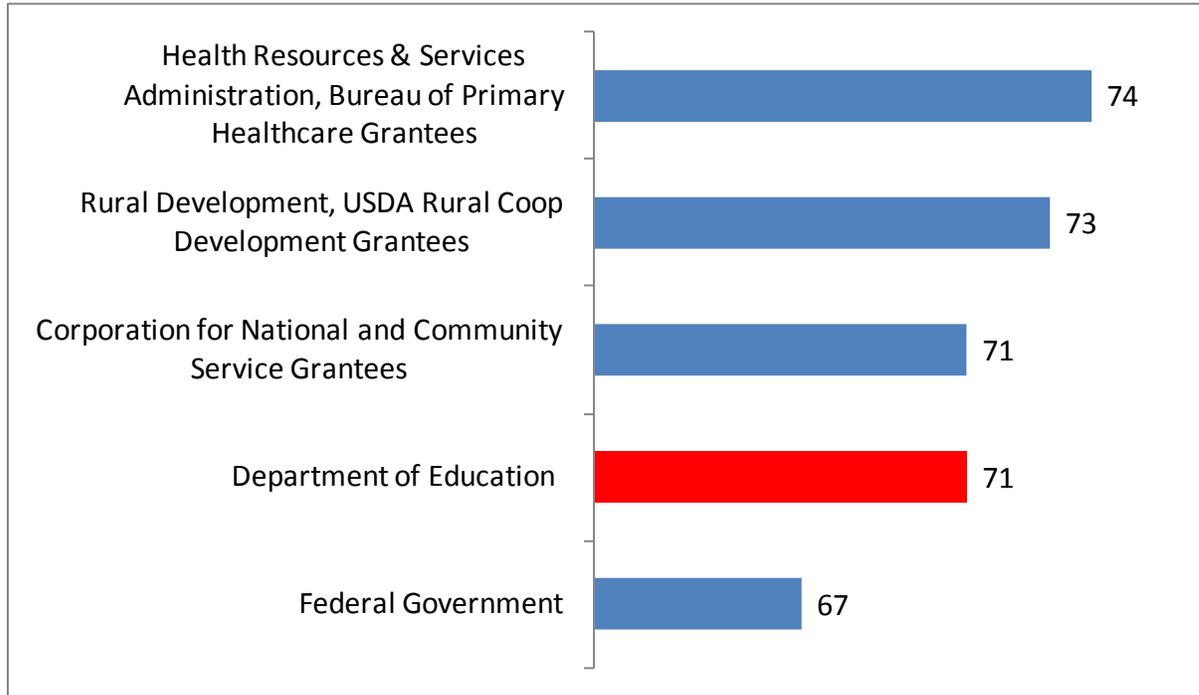
Customer Satisfaction Index 2005 - 2012





The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies taken over the past two years and the most recent (January 2012) annual overall federal government average. The Department is now four points above the federal government average (67).

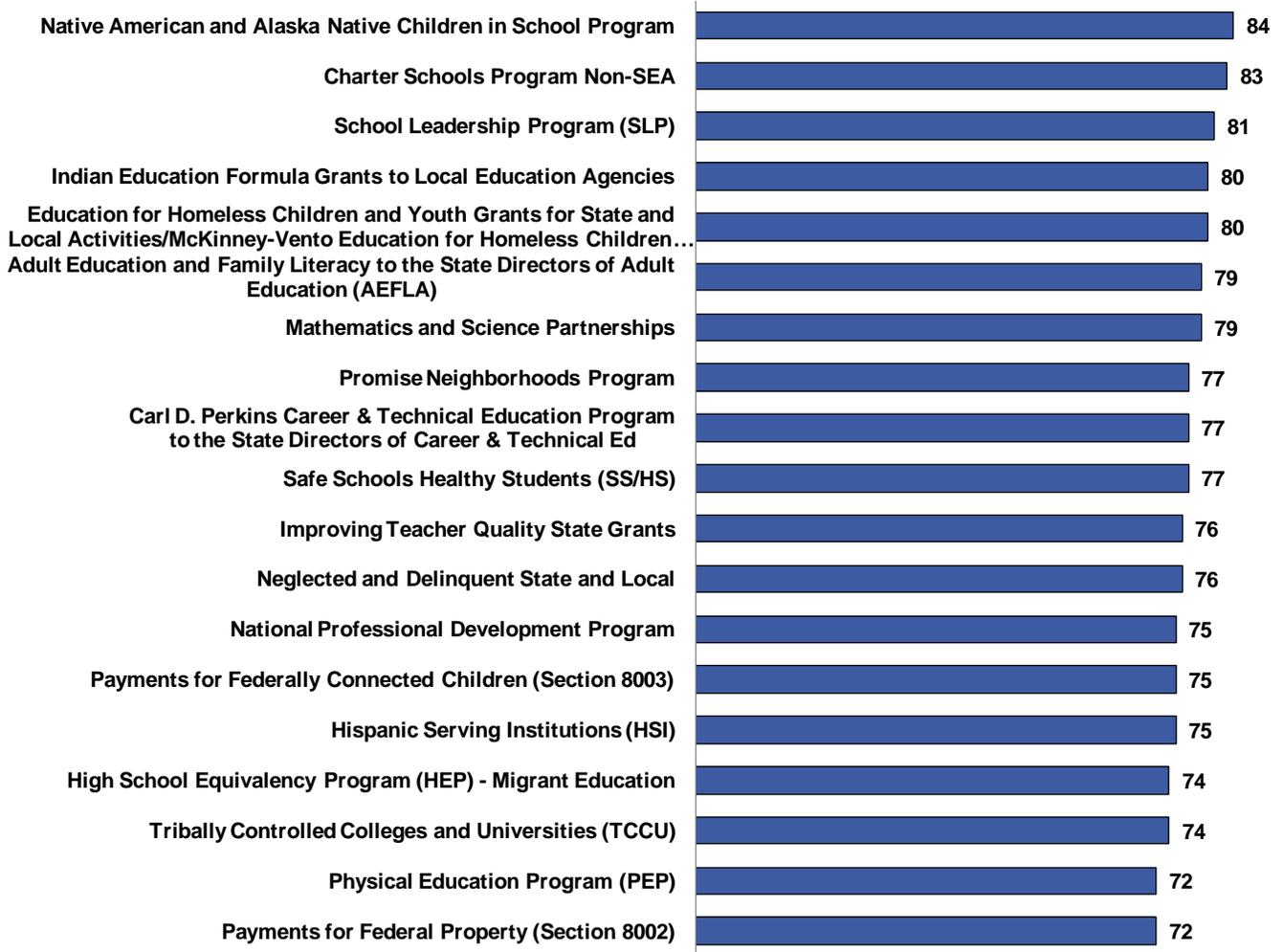
Satisfaction Benchmarks





On the next two pages are satisfaction scores by program. There are five programs scoring in the 80s with Native American and Alaska Native Children in School Program the highest at 84.

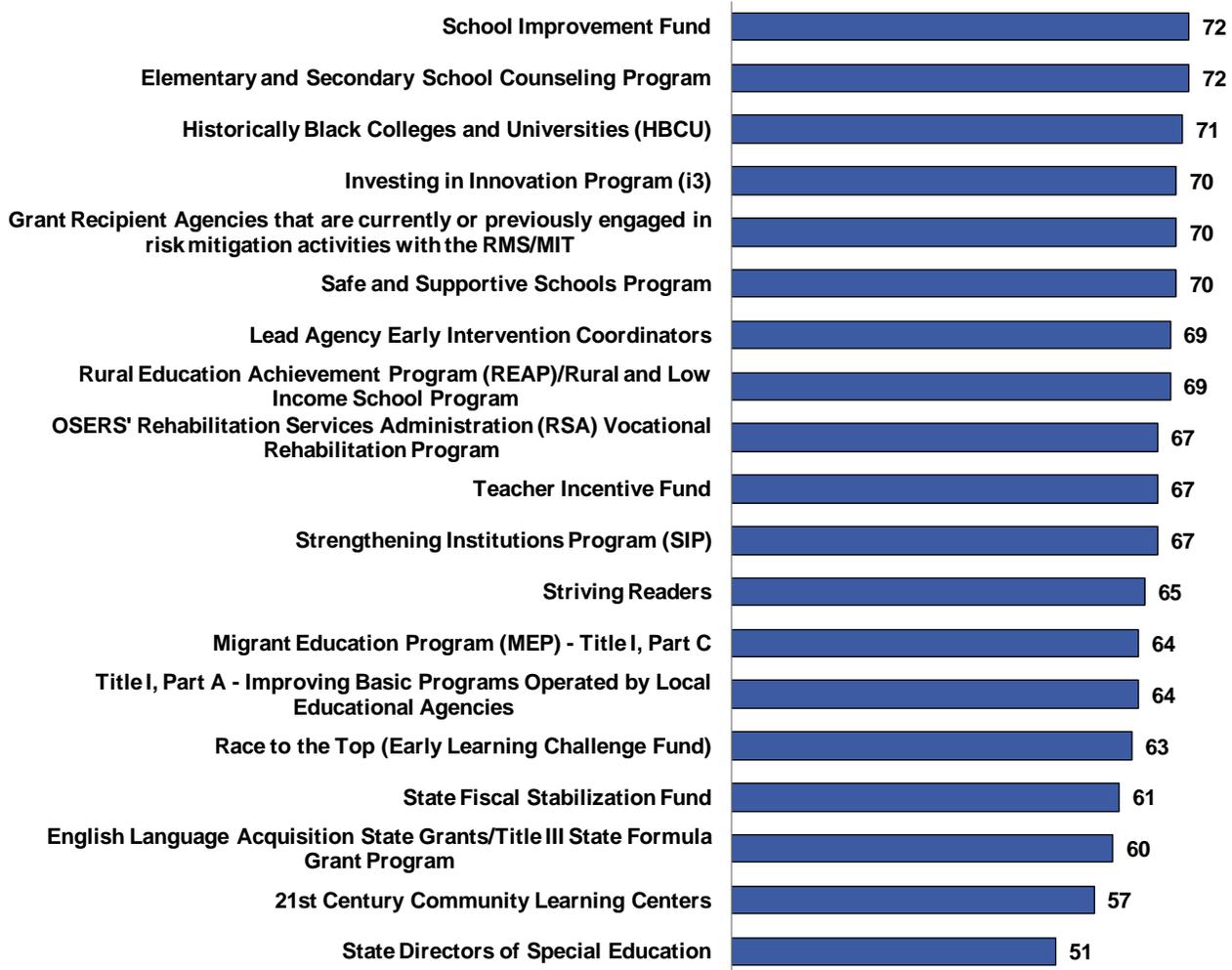
Customer Satisfaction Index - Scores by Program





Only two programs, 21st Century Community Learning Centers and State Directors of Special Education, score below 60.

Customer Satisfaction Index (cont.) – Scores by Program



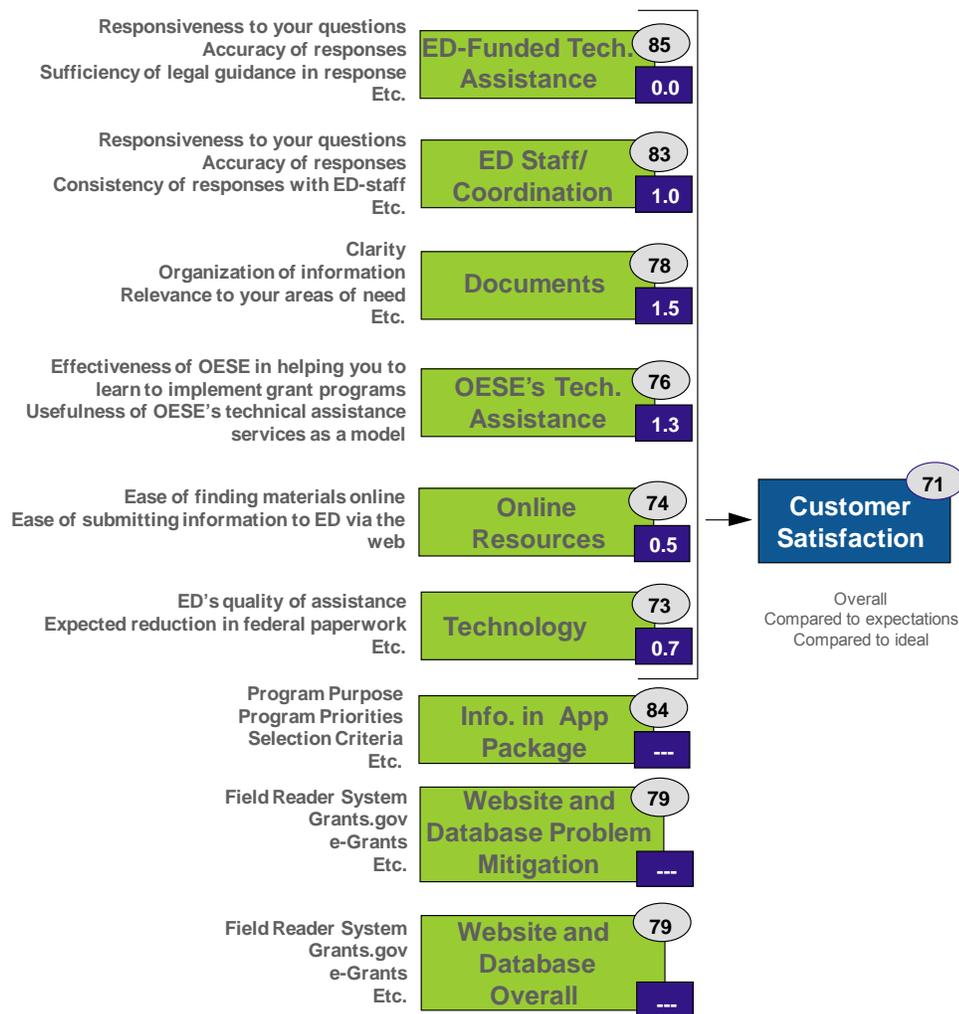


Customer Satisfaction Model

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 shown in the ovals in the upper right corners of these rectangles represent performance or component scores on a “0” to “100” scale. The numbers in the rectangles in the lower right corners represent the strength of the effect of the component on customer satisfaction. These values represent “impacts.” The larger the impact value, the more effect the component on the left has on customer satisfaction. The meanings of the numbers shown in the model are the topic of the rest of this chapter.

2012 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 five points (78 to 83), the Customer Satisfaction Index would increase by the amount of its impact, 1.5 points, (from 71 to 72.5). *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 five points, the related improvement in satisfaction will be the sum of the impacts.



Drivers of Customer Satisfaction
Technology
Impact 0.7

Technology increases a significant two points this year after a two-point drop in 2011. The Department’s effectiveness in using technology to deliver its services continues to be the highest rated item in the area of technology (78). Effectiveness of automated process in improving states/LEA reporting has the largest gain in the area of Technology with a statistically significant increase of five points. ED’s quality of assistance (73) is up by a significant three points. Expected reduction in federal paperwork remains the lowest rated item in Technology with a score of 64. Its one-point increase is not a significant gain from last year.

Technology - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Technology	71	73	2	*
ED’s effectiveness in using technology to deliver its services	76	78	2	*
ED’s quality of assistance	70	73	3	*
Effectiveness of automated process in improving state/LEA reporting	67	72	5	*
Expected reduction in federal paperwork	63	64	1	

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

On the next page are the Technology scores by program. Scores range from 47, for Race to the Top Assessment, to 86, for Native American and Alaska Native Children in School Program. Eight programs have ratings in the 80s and 18 programs have ratings in the 70s for Technology. In general, scores in the 80s indicate a high level of performance, where scores in the 70s would be considered adequate. Twelve programs rate in the 60s or lower. For these programs, Technology should be more of a focus.



Technology - Scores by Program

Program	Technology
Native American and Alaska Native Children in School Program	86
Charter Schools Program Non-SEA	84
Mathematics and Science Partnerships	84
National Professional Development Program	83
School Leadership Program (SLP)	83
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	82
Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)	81
Indian Education Formula Grants to Local Education Agencies	81
Promise Neighborhoods Program	79
Safe Schools Healthy Students (SS/HS)	78
High School Equivalency Program (HEP) - Migrant Education	78
Improving Teacher Quality State Grants	77
Hispanic Serving Institutions (HSI)	76
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	75
Physical Education Program (PEP)	75
Neglected and Delinquent State and Local	75
Payments for Federally Connected Children (Section 8003)	74
Tribally Controlled Colleges and Universities (TCCU)	74
Payments for Federal Property (Section 8002)	73
English Language Acquisition State Grants/Title III State Formula Grant Program	73
Historically Black Colleges and Universities (HBCU)	73
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	72
Elementary and Secondary School Counseling Program	72
OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	71
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	71
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	70
Teacher Incentive Fund	69
School Improvement Fund	69
Lead Agency Early Intervention Coordinators	68
Strengthening Institutions Program (SIP)	67
Investing in Innovation Program (i3)	66
Striving Readers	66
State Fiscal Stabilization Fund	65
Migrant Education Program (MEP) - Title I, Part C	64
21st Century Community Learning Centers	63
Safe and Supportive Schools Program	62
State Directors of Special Education	53
Race to the Top (Early Learning Challenge Fund)	47



Documents

Impact 1.5

The component, Documents, is the top driver of grantee satisfaction and has an impact of 1.5. Documents rates positively (78) with very little significant change from last year. Respondents continue to rate Documents being relevant to their areas of need (80) the highest of all attributes. Information is rated as being well-organized (79). Clarity is the only area with a significant change from last year. Its two-point gain to 78 is significant. While comprehensiveness in addressing the scope of issues that grantees face (75) remains the lowest rated Documents' attribute, it is also likely the hardest to deliver.

Documents - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Documents	77	78	1	
Clarity	76	78	2	*
Organization of information	78	79	1	
Sufficiency of detail to meet your program needs	76	77	1	
Relevance to your areas of need	79	80	1	
Comprehensiveness in addressing the scope of issues that you face	74	75	1	

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

On the next page are the Documents scores by program. Scores range from 63, for Directors of Special Education, to 89, for School Leadership Program. For many programs Documents is an area of strength, as 13 programs rate it 80 or above. Another 17 programs rate Documents in the 70s and only four programs fall below 70 for Documents. Please note that these questions were not asked of Office of Postsecondary Education (OPE) respondents.



Documents - Scores by Program

Program	Documents
School Leadership Program (SLP)	89
Charter Schools Program Non-SEA	87
Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)	85
Indian Education Formula Grants to Local Education Agencies	85
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	85
High School Equivalency Program (HEP) - Migrant Education	84
Safe Schools Healthy Students (SS/HS)	83
Improving Teacher Quality State Grants	83
Native American and Alaska Native Children in School Program	82
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	82
Promise Neighborhoods Program	81
School Improvement Fund	81
Neglected and Delinquent State and Local	80
Investing in Innovation Program (i3)	79
Physical Education Program (PEP)	79
Mathematics and Science Partnerships	79
National Professional Development Program	78
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	78
Elementary and Secondary School Counseling Program	78
OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	77
Payments for Federally Connected Children (Section 8003)	77
Striving Readers	76
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	76
Lead Agency Early Intervention Coordinators	75
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	75
State Fiscal Stabilization Fund	74
Payments for Federal Property (Section 8002)	74
Teacher Incentive Fund	73
Migrant Education Program (MEP) - Title I, Part C	71
English Language Acquisition State Grants/Title III State Formula Grant Program	71
Safe and Supportive Schools Program	67
Race to the Top (Early Learning Challenge Fund)	65
21st Century Community Learning Centers	64
State Directors of Special Education	63



ED Staff/Coordination

Impact 1.0

Despite a significant two-point drop from last year, ED Staff/Coordination (83) continues to be rated as a strength by Department grantees. Its impact on satisfaction remains high at 1.0. However, four of the six attributes in this area have significantly decreased since last year. Knowledge of relevant legislation, regulations, policies and procedures (86) and accuracy of responses (86) continue to be rated highest. Responsiveness to questions (81) and sufficiency of legal guidance (81) each realize significant three-point drops since last year. Consistency of responses with ED Staff from different program offices (79) and collaboration with other ED programs or offices in providing relevant services (80) remain among the lower rated ED Staff/Coordination attributes.

ED Staff/Coordination - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
ED Staff/Coordination	85	83	-2	*
Knowledge of relevant legislation, regulations, policies, and procedures	87	86	-1	*
Responsiveness to your questions	84	81	-3	*
Accuracy of responses	87	86	-1	
Sufficiency of legal guidance in responses	84	81	-3	*
Consistency of responses with ED staff from different program offices	81	79	-2	*
Collaboration with other ED programs or offices in providing relevant services	82	80	-2	

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix .*

Despite some slippage of the aggregate score, at the program level scores remain very strong with many Staffs excelling. Native American and Alaska Native Children in School Program scores 95 for ED Staff/Coordination. Ten programs are rated in the 90s for this component and another six score at least 85. Nineteen programs are rated between 75 and 84. Only three programs rate ED Staff/Coordination below 75 with the lowest score of 68 for State Directors of Special Education.



ED Staff/Coordination - Scores by Program

Program	ED Staff/Coordination
Native American and Alaska Native Children in School Program	95
School Leadership Program (SLP)	94
Charter Schools Program Non-SEA	92
Mathematics and Science Partnerships	92
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	91
Neglected and Delinquent State and Local	91
Investing in Innovation Program (i3)	90
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	90
Safe Schools Healthy Students (SS/HS)	90
Improving Teacher Quality State Grants	90
Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)	89
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	89
Promise Neighborhoods Program	88
National Professional Development Program	87
Indian Education Formula Grants to Local Education Agencies	87
Hispanic Serving Institutions (HSI)	85
Elementary and Secondary School Counseling Program	84
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	83
Physical Education Program (PEP)	83
High School Equivalency Program (HEP) - Migrant Education	83
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	83
Safe and Supportive Schools Program	83
School Improvement Fund	82
Payments for Federal Property (Section 8002)	81
Payments for Federally Connected Children (Section 8003)	81
Striving Readers	80
Lead Agency Early Intervention Coordinators	78
OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	78
Tribally Controlled Colleges and Universities (TCCU)	78
English Language Acquisition State Grants/Title III State Formula Grant Program	77
State Fiscal Stabilization Fund	76
Race to the Top (Early Learning Challenge Fund)	76
Historically Black Colleges and Universities (HBCU)	76
Strengthening Institutions Program (SIP)	76
Migrant Education Program (MEP) - Title I, Part C	75
Teacher Incentive Fund	74
21st Century Community Learning Centers	72
State Directors of Special Education	68



Online Resources

Impact 0.5

Although Online Resources is up a significant three points from last year, it remains one of the lowest rated areas, with a score of 74. Additional questions were added to this section in 2012; Freshness of content, Ability to accomplish what you want on the site, Ease of reading the site, and Ease of navigation all score in the mid-to-low 70's.

Ease of submitting information to ED via the web is up a significant five points this year. Its score recovers to the 2010 level after a five-point drop in 2011. Ease of finding materials online remains an issue in the area of Online Resources with a score of 71. Overall, Online Resources has a modest impact of 0.5 on customer satisfaction.

Online Resources - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Online Resources	71	74	3	*
Ease of finding materials online	70	71	1	
Ease of submitting information to ED via the web	73	78	5	*
Freshness of content	--	75	--	
Ability to accomplish what you want on the site	--	73	--	
Ease of reading the site	--	75	--	
Ease of navigation	--	71	--	

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

As Online Resources is one of the lowest rated areas, very few programs had high scores. Only four programs rated Online Resources 80 or higher with Indian Education Formula Grants to Local Education Agencies (87) rating it the highest. For 23 programs the component, Online Resources, rates in the 70s. Thus, indicating adequate performance in the area but also there likely opportunity for improvement for a majority of programs. Eleven programs are rated in the 60s or lower for Online Resources. For these programs, Online Resources should be more of a focus. State Directors of Special Education rate Online Resources the lowest at 53.



Online Resources - Scores by Program

Program	Online Resources
Indian Education Formula Grants to Local Education Agencies	87
School Leadership Program (SLP)	86
Charter Schools Program Non-SEA	84
Safe Schools Healthy Students (SS/HS)	80
Promise Neighborhoods Program	79
Mathematics and Science Partnerships	79
Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)	78
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	78
Payments for Federally Connected Children (Section 8003)	78
Physical Education Program (PEP)	77
Payments for Federal Property (Section 8002)	77
Neglected and Delinquent State and Local	77
Hispanic Serving Institutions (HSI)	77
Native American and Alaska Native Children in School Program	76
Tribally Controlled Colleges and Universities (TCCU)	76
Historically Black Colleges and Universities (HBCU)	75
National Professional Development Program	74
Teacher Incentive Fund	74
High School Equivalency Program (HEP) - Migrant Education	74
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	74
Strengthening Institutions Program (SIP)	74
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	73
Improving Teacher Quality State Grants	73
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	73
Investing in Innovation Program (i3)	72
School Improvement Fund	70
Elementary and Secondary School Counseling Program	70
Safe and Supportive Schools Program	68
Lead Agency Early Intervention Coordinators	67
21st Century Community Learning Centers	66
English Language Acquisition State Grants/Title III State Formula Grant Program	65
OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	64
Striving Readers	64
Migrant Education Program (MEP) - Title I, Part C	64
State Fiscal Stabilization Fund	63
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	62
Race to the Top (Early Learning Challenge Fund)	56
State Directors of Special Education	53



ED-funded Technical Assistance
Impact 0.0

ED-funded Technical Assistance, up one point to 85 this year, is the highest rated area for the Department. Three attributes have significant increases from last year. Two of these, responsiveness to questions (87) and accuracy of responses (87) are also the highest rated. Grantees continue to rate ED-Funded Technical Assistance high for their knowledge of relevant legislation, regulations, policies and procedures (86). ED-funded Technical Assistance provides consistent responses with ED Staff and does well in collaborating with ED Staff and other ED-funded Technical Assistance providers. All three items are rated 85.

The lowest rated attribute, Sufficiency of legal guidance, still scores well at 84, and is up a significant three points from last year.

Despite a 0.0 impact, ED-funded Technical Assistance should not be thought of as unimportant to grantee satisfaction. This 0.0 impact means that an improvement in this area will not significantly improve satisfaction at this time.

ED-funded Providers of Technical Assistance - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
ED-funded Technical Assistance	84	85	1	
Knowledge of relevant legislation, regulations, policies, and procedures	85	86	1	
Responsiveness to your questions	85	87	2	*
Accuracy of responses	85	87	2	*
Sufficiency of legal guidance in responses	81	84	3	*
Consistency of responses with ED staff	83	85	2	
Collaboration with ED staff in providing relevant services	84	85	1	
Collaboration with other ED-funded providers of technical assistance	84	85	1	

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

As would be expected with such a high score overall, ED-funded Providers of Technical Assistance is rated highly by most of the programs. Native American and Alaska Native Children in School Program rate ED-funded Providers of Technical Assistance a perfect score of 100. Nineteen programs rate this area 85 or higher with 10 of those in the 90s or above. Only seven programs rate this driver lower than 80 with State Fiscal Stabilization Fund's score the lowest at 65. Given its low impact and high score, for most programs, ED-funded Providers of Technical Assistance should not be a focus.



ED-funded Providers of Technical Assistance - Scores by Program

Program	ED-funded Technical Assistance
Native American and Alaska Native Children in School Program	100
Mathematics and Science Partnerships	96
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	95
Charter Schools Program Non-SEA	94
Safe Schools Healthy Students (SS/HS)	94
School Leadership Program (SLP)	92
Neglected and Delinquent State and Local	92
Safe and Supportive Schools Program	92
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	91
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	90
High School Equivalency Program (HEP) - Migrant Education	89
Hispanic Serving Institutions (HSI)	89
Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)	88
Improving Teacher Quality State Grants	87
Indian Education Formula Grants to Local Education Agencies	87
Lead Agency Early Intervention Coordinators	86
Payments for Federally Connected Children (Section 8003)	86
OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	85
Historically Black Colleges and Universities (HBCU)	85
National Professional Development Program	84
English Language Acquisition State Grants/Title III State Formula Grant Program	84
Physical Education Program (PEP)	83
Payments for Federal Property (Section 8002)	83
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	83
School Improvement Fund	82
Strengthening Institutions Program (SIP)	82
Promise Neighborhoods Program	81
Teacher Incentive Fund	81
Investing in Innovation Program (i3)	80
21st Century Community Learning Centers	80
Migrant Education Program (MEP) - Title I, Part C	80
Elementary and Secondary School Counseling Program	79
Tribally Controlled Colleges and Universities (TCCU)	79
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	78
Striving Readers	74
State Directors of Special Education	73
Race to the Top (Early Learning Challenge Fund)	70
State Fiscal Stabilization Fund	65



OESE Technical Assistance

Impact 1.3

This component was asked of the twenty-one programs within the Office of Elementary and Secondary Education (OESE) program office participating in the survey. OESE Technical Assistance has a high impact on satisfaction with an impact value of 1.3. Of the two OESE Technical Assistance attributes, scores remain higher for the effectiveness of OESE in helping programs implement grant programs (up two points to 78). However, usefulness of OESE's technical assistance services as a model improves significantly to 73.

OESE Technical Assistance - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
OESE's Technical Assistance	74	76	2	
Effectiveness of OESE in helping you learn to implement grant programs	76	78	2	
Usefulness of OESE's technical assistance services as a model	70	73	3	*

** Statistically significant difference from 2011 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

For approximately half of the OESE programs, OESE Technical Assistance is sufficient as they rate OESE Technical Assistance in the 70s. Seven of the programs rate OESE Technical Assistance as a strength with scores in the 80s or above. Safe Schools Healthy Students provides the highest ratings for OESE Technical Assistance with a score of 94. Conversely, only four programs rate OESE Technical Assistance below 70 with 21st Century Community Learning Centers scoring it the lowest at 59.



OESE Technical Assistance - Scores by Program

Program	OESE's Technical Assistance
Safe Schools Healthy Students (SS/HS)	94
Indian Education Formula Grants to Local Education Agencies	85
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program	84
School Improvement Fund	83
Safe and Supportive Schools Program	83
Mathematics and Science Partnerships	82
Improving Teacher Quality State Grants	80
Payments for Federally Connected Children (Section 8003)	79
Payments for Federal Property (Section 8002)	78
High School Equivalency Program (HEP) - Migrant Education	78
Neglected and Delinquent State and Local	78
Physical Education Program (PEP)	77
Race to the Top (Early Learning Challenge Fund)	74
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	74
Teacher Incentive Fund	73
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	73
Elementary and Secondary School Counseling Program	71
Striving Readers	69
Migrant Education Program (MEP) - Title I, Part C	69
English Language Acquisition State Grants/Title III State Formula Grant Program	66
21st Century Community Learning Centers	59



OPE Additional Questions
Websites and Databases Overall

In 2011, a set of questions was added to measure the Website and Databases for the programs from the Office of Postsecondary Education (OPE). This year four programs from OPE participated; their scores for Websites and Databases are provided in aggregate and by program. Scores for Websites and Databases show that they are meeting users' needs with scores in the high 70s to 80.

Websites and Databases Overall - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Websites and Databases Overall	80	79	-1	
Field Reader System overall	78	76	-2	
Grants.gov overall	78	79	1	
e-Grants overall	79	78	-1	
G5 overall	73	80	7	*
Institutional Service Web pages overall	--	77	--	

Scores for Websites and Databases Overall, by OPE program range from 81 for Historically Black Colleges and Universities to 76 for Strengthening Institutions Program.

Websites and Databases Overall - Scores by Program

Program	Websites and Databases Overall
Historically Black Colleges and Universities (HBCU)	81
Hispanic Serving Institutions (HSI)	80
Tribally Controlled Colleges and Universities (TCCU)	79
Strengthening Institutions Program (SIP)	76



Website and Databases – Problem Mitigation

Website and Databases – Problem Mitigation was asked of the four programs within the Office of Postsecondary Education (OPE) program office participating in the survey. The overall component score is down a significant five points to 79. Grants.gov rate highest for problem mitigation (80). There is only a five-point difference between the highest-rated website/database and the lowest-rated ones (Field Reader System and Institutional Service web pages).

Websites and Databases – Problem Mitigation - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Websites and Databases - Problem Mitigation	84	79	-5	*
Field Reader System - problem mitigation	82	75	-7	
Grants.gov - problem mitigation	84	80	-4	*
e-Grants - problem mitigation	84	78	-6	*
G5 - problem mitigation	79	79	0	
Institutional Service Web pages - problem mitigation	--	75	--	

At the program level, Tribally Controlled Colleges and Universities rate Problem Mitigation the highest (82), while Strengthening Institutions Program rates it the lowest at 75.

Websites and Databases – Problem Mitigation - Scores by Program

Program	Websites and Databases - Problem Mitigation
Tribally Controlled Colleges and Universities (TCCU)	82
Historically Black Colleges and Universities (HBCU)	81
Hispanic Serving Institutions (HSI)	80
Strengthening Institutions Program (SIP)	75



Information in Application Package

Information in Application Package questions were asked to the Office of Postsecondary Education (OPE) program office. Despite a significant drop of three points from last year, the scores remain relatively high as all attributes still score in the 80s. Thus, Information in the Application Packages is meeting grantees' needs across all of the areas listed in the table below.

Information in Application Package - Aggregate Scores

	2011	2012	Difference	Significant Difference
Sample Size	1,760	1,299		
Information in Application Package	87	84	-3	*
Program Purpose	88	84	-4	*
Program Priorities	87	84	-3	*
Selection Criteria	85	82	-3	*
Review Process	82	80	-2	
Budget Information and Forms	82	81	-1	
Deadline for Submission	91	86	-5	*
Dollar Limit on Awards	87	87	0	
Page Limitation Instructions	89	85	-4	*
Formatting Instructions	87	83	-4	*
Program Contact	89	87	-2	

At the program level, scores indicate that information is meeting the needs of all programs. Tribally Controlled Colleges and Universities and Hispanic Serving Institutions rate Information in the Application Package the highest (86), while Historically Black Colleges and Universities rate it the lowest (81).

Information in Application Package - Scores by Program

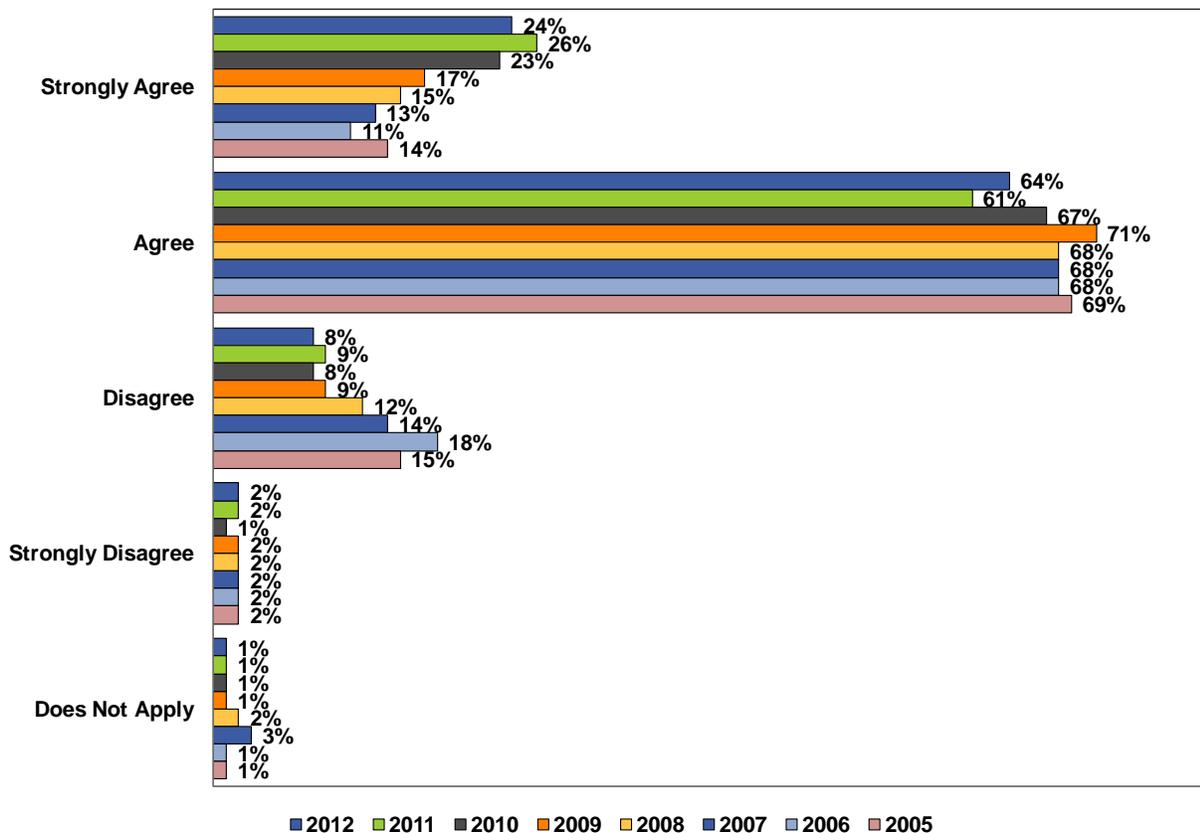
Program	Information in Application Package
Tribally Controlled Colleges and Universities (TCCU)	86
Hispanic Serving Institutions (HSI)	86
Strengthening Institutions Program (SIP)	83
Historically Black Colleges and Universities (HBCU)	81



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 eighth year. Respondents rate their satisfaction with all of the Department’s products and services on a four-point scale. This year 88 percent respond ‘Agree’ or ‘Strongly Agree’. This is up one percentage point from 2011. Only eight percent disagree and just two percent strongly disagree.

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



Complaints

As in the past two years, only one percent of all respondents report that they formally complained to the Department within the past six months.

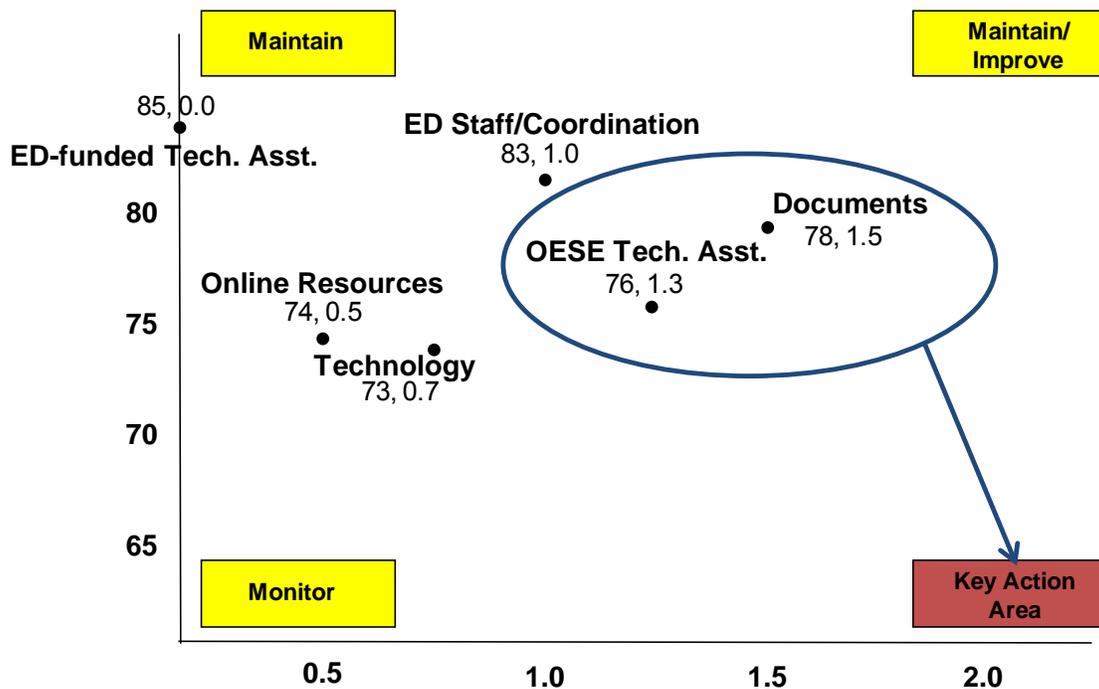


Chapter III Summary and Recommendations

Satisfaction with the Department has remained mostly stable over the past three measures, this year it falls just one point to 71. To improve satisfaction, focus on improving the higher-impact, lower-performing areas as first priorities.

The chart 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 in the upper left-hand quadrant 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 (78, 1.5) should be a key action area. By improving the performance of Documents by five points (from 78 to 83) a 1.5-point gain in the customer satisfaction index (from 71 to 72.5) is expected.



In the Results by Program write up of this report, opportunities for improvement are identified for each program. Both the absolute score and performance relative to the Department average are considered in identifying the recommended areas to improve.

Key Action Area

The area of Documents continues to have the most impact on satisfaction with an impact of 1.5. The score (78) edges up one point from last year, performance in this area is good but for many programs there is an opportunity to improve.

OESE Technical Assistance (76) is also a key driver for those grantees working with programs in the OESE Office with an impact of 1.3. For many OESE programs, this was recommended as an area of focus.

Maintain/Improve

With a score of 83 overall and an impact of 1.0, ED Staff/Coordination is a higher-performing, higher-impact area. However, at an aggregate level the score fell two points from last year and for those programs where scores were generally in the 70s or lower, improving those attributes is recommended as a priority.

Monitor

Technology (73) improves two points overall with a five-point gain in effectiveness of automated process for reporting. With an impact of 0.7, improvements will have a modest impact on satisfaction. Programs where scores are in the 60s or lower in Technology should focus on improving their performance in that area.

Online Resources (74) added some new attribute questions, which were higher performing. This drove the overall score for this area up three points from last year. With an impact of 0.5 for most programs, even ones where performance in Online Resources was below the Department average, this area was usually not a high priority.

Maintain

ED-funded Technical Assistance (85) is the highest rated driver overall, but also has a low impact (0.0). This does not mean that this area is unimportant to grantees but rather improvements will not significantly drive satisfaction at this time. For most programs this area is a strength. Even for those programs that received lower ratings in some of the ED-funded Technical Assistance attributes, it was generally not recommended to address them as a priority unless scores were exceptionally low (i.e., 60s or lower).

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



Results by Program

Implementation and Support Unit (ISU)

State Fiscal Stabilization Fund

Satisfaction is up seven points to 61 for the State Fiscal Stabilization Fund grantees. Despite their satisfaction being 10 points below the Department average (71), scores appear to be trending in a positive direction. Most notably, the high-impact area of Documents (74) is up a significant 13 points this year. Grantees rate Documents as being much clearer, better organized and more relevant and sufficient in detail to meet their needs. With respect to other drivers of satisfaction, ED-funded Technical Assistance (65) is 20 points below the Department average and ED Staff/Coordination (76) is seven points below the Department average. Providing better legal guidance, more consistency with staff from other programs and better collaboration with other ED programs in providing services are all opportunities for improvement. Technology (65) can improve in the area of the quality of assistance. In the area of Online Resources (63), which rates 11 points below the Department average, address the ease of navigation/finding materials and reading the site.

Office of English Language Acquisition (OELA)

National Professional Development Program

Grantees' satisfaction with the National Professional Development Program is up three points to 75 in 2012. As would be expected with a program that has satisfaction slightly above the Department average, most drivers are also at or slightly above the Department scores. ED Staff/Coordination (87) rates as a strength as does ED-Funded Technical Assistance (84). One exception is Technology. With a significant 10-point improvement for the National Professional Development Program from last year it is now 10 points above the Department average. The highest rating is for effectiveness in using technology to deliver services (88). The area of Online Resources (74) is on par with the Department's score. Higher performing Online Resources attributes include freshness of content (81) and ease of reading site (77). Ratings for Documents (78) indicate that for the National Professional Development Program, they are sufficient in detail, well-organized and relevant to needs. Ease of submitting information and ease of navigation/finding materials online appear to be opportunities for improvement.

Native American and Alaska Native Children in School Program

This is the first year that this program participated in the satisfaction measure and Native American and Alaska Native Children in School rates the highest (84) of all programs. Scores are quite high across all drivers with ED-funded Technical Assistance (100) and ED Staff/Coordination (95) being recognized as great strengths. Technology (86) is rated as highly effective in delivering services and the quality of assistance in Technology is high. Documents rating of 84 indicates they are very clear, well-organized and sufficient in detail. Online Resources (76) is the lowest rated driver. However, its score is still above the Department average for this component, 74. Thus, the area of Online Resources appears to be the one opportunity for improvement. Making it easier to submit information to ED via the web, improving navigation and allowing the user to better accomplish what they want on the site are some specific areas to target.

Office of Innovation and Improvement (OII)

Investing in Innovation Program (i3)

For Investing in Innovation Program (i3) grantees there is not much of a change in satisfaction – up one point to 70. ED Staff/Coordination (90) rates as the greatest strength for i3 with outstanding scores for their responsiveness and accuracy. ED-funded Technical Assistance (80) is rated five points below the Department average for that component with sufficiency of legal guidance and consistency of responses with ED Staff among the lower rated attributes. The area of Documents (79) sees an eight-point gain from last year and is now one point above the Department average for the component. Online Resources (72) for i3 appear to be meeting the needs of grantees with a score just two points below the Department's score for the component. Technology (66) is the greatest opportunity for improvement with a score seven points below the Department average. Quality of assistance and effectiveness of the automated process in improving state/LEA reporting should be particular areas to improve.



Promise Neighborhoods Program

Satisfaction with Promise Neighborhoods Program fell nine points from last year to 77. Given the very small sample size associated with this program, it is not a significant drop. Across most drivers scores are higher than the Department average. The only exception is ED-funded Technical Assistance (81), which is four points below the Department average for the component. Sufficiency of legal guidance and collaboration with ED Staff are among the lower rated areas. ED Staff/Coordination (88) remains a strength. Documents (81) despite its slightly lower score this year remain clear, well-organized and relevant. Online Resources (79) compare well to the Department overall. Promise Neighborhoods Program users are able to submit information easily and are able to accomplish what they want to on the site. Technology (79) while rated well for its effectiveness in delivering services may be an area to target for quality of assistance and effectiveness of the automated process in improving state/LEA reporting.

School Leadership Program

This is the first year that the School Leadership Program participated in the survey. Grantee satisfaction is quite high (81) for this program. As satisfaction is 10 points above the Department average, most drivers also score approximately 10 points above the Department average for that component. ED Staff/Coordination (94) and ED-funded Technical Assistance (92) are rated as the program's biggest strengths. Grantees view the Staff as being highly knowledgeable about legislation, regulations, policies and procedures, very responsive and very consistent with responses from other programs. Online Resources (86) perform very well in meeting the reporting and information needs of users. Technology (83) provides high quality of assistance and is used effectively by the School Leadership Program to deliver services. The high-impact area of Documents (89) is rated 12 points above the Department average with clear, well-organized and comprehensive documents. There does not appear to be any particular area to target for improvement at this time. The School Leadership Program should continue to focus on its current levels of performance in delivering services to grantees.

Charter Schools Program Non-SEA

This is the initial measure for the Charter Schools Program Non-SEA program and their satisfaction (83) is among the highest. ED-funded Technical Assistance (94) and ED Staff/Coordination are rated at the programs biggest strengths. In particular, both ED Staff and ED-funded technical assistance for Charter Schools Program Non-SEA are highly knowledgeable of legislation, regulations, policies and procedures. Both provide highly accurate responses and are highly consistent with staff from other programs in their responses. This program rates the component, Documents very high at 87. Scores indicate that Documents provide the detailed information to meet grantees' needs and are very clear and well-organized. Online Resources (84) are highly readable with very current content and allow users to easily accomplish what they want. Technology (84) is highly effective in delivering services and provides high quality assistance. There does not appear to be any particular area to target for improvement at this time. The Charter Schools Program Non-SEA should continue to focus on its current levels of performance in delivering services to grantees.

Office of Special Education and Rehabilitative Service (OSERS)

State Directors of Special Education

With a score of 51, State Directors of Special Education are the least satisfied of all programs. This score represents an eight-point drop from last year. Scores for the drivers of satisfaction for this program are from 10 to more than 20 points lower than the Department averages. Online Resources (53) and Technology (53) are among the lowest rated areas. While submitting information via the web is not an issue, finding materials online and navigating are very problematic and should be high priorities. Technology's low rating is driven by the poor score for expected reduction in federal paperwork. Documents (63) are relevant to areas of need but need to be both more comprehensive to address the scope of issues faced by State Directors of Special Education and need to be more detailed. ED-funded Technical Assistance (73) is a relative strength. However, sufficiency of legal guidance and consistency with ED staff are somewhat problematic. ED Staff/Coordination (68) lags 15 points below the Department and should be a priority target. Consistency with responses from other ED program offices and collaboration with other ED programs are the highest priorities to address in this area.



Lead Agency Early Intervention Coordinators

Satisfaction is up two points for Lead Agency Early Intervention Coordinators (69) but it remains slightly below the Department average CSI (71). ED-funded Technical Assistance (86) rates the highest for this group, where its collaboration with both ED Staff and other ED-funded technical assistance providers is rated as very strong. Conversely, the lower scores for ED Staff/Coordination are to some extent due to lower ratings for ED Staff's consistency of responses with other programs. Staff knowledge of legislation, regulations, policies and procedures and accuracy of their responses are opportunities for improvement. Documents (75) is the driver that is closest to being on par with the Department with the component's highest score for being well-organized. Technology (68) and Online Resources (67) should be targeted for improvement. In the case of Online Resources, improving the ease of finding materials and navigation are issues. In the area of Technology, grantees want a greater reduction in paperwork.

OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program

Satisfaction for OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program grantees is 67. This is the first year this program participated in the survey. In the areas of ED-funded Technical Assistance (85), Technology (71) and Documents (78), RSA scores are nearly on par with the overall score for the Department. ED-funded Technical Assistance providers are knowledgeable, responsive and do well in collaborating with ED staff and other ED-funded providers of Technical Assistance. Technology provides quality assistance and effectively delivers services to grantees. Documents are relevant and clear. ED Staff/Coordination (78) is five points below the Department average. Consistency of responses with ED staff from other program offices and collaboration with other ED programs and accuracy of responses should be areas of focus. Online Resources (64) rates 10 points below the Department average. Navigation and ease of finding materials online are opportunities to improve as is the freshness of the content itself.

Office of Vocational and Adult Education (OVAE)

Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA)

Satisfaction for Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA) edges up one point to 79 – putting it among the higher-rated programs. It outscores the Department by three to eight points across the driver areas. ED Staff/Coordination (89) and ED-funded Technical Assistance (88) are rated as program strengths. Staff and ED-funded Technical Assistance are highly knowledgeable and responsive and deliver accurate information to grantees. Both do well in collaborating with other ED offices or other ED-funded Technical Assistance providers. Technology (81) and Documents (85) are also relative strengths where Adult Education and Family Literacy to the State Directors of Adult Education outscores the Department average by eight and seven points, respectively. Documents are well-organized, clear and provide sufficient information to users. Technology is used effectively to deliver services and provides high quality of assistance. There does not appear to be any particular area to target for improvement at this time. AEFLA should continue to focus on its current levels of performance in delivering services to grantees.

Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed

Satisfaction improves three points to 77 for Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed. Overall, this program rates drivers of satisfaction above the Department average. ED Staff/Coordination (90) and ED-funded Technical Assistance (90) rate the highest. ED Staff are rated as highly knowledgeable, responsive and accurate in their responses. Along with being knowledgeable and responsive, ED-funded Technical Assistance providers do well in collaborating with ED staff in providing relevant services. Documents (82) are highly relevant to needs, clear and well-organized. Online Resources (78) performs best in ease of reading site and ease of submitting information, as all attributes score well. Technology (82) effectively delivers services and provides quality assistance. The one area where there may be an opportunity to improve is with the expected reduction in paperwork.



Risk Management Service (RMS)

Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

Satisfaction for this program slips three points to 70 this year. As might be expected with the CSI nearly that of the Department average (71), most drivers have scores at or near those of the Department average. With the exception of ED-funded Technical Assistance (78), which is seven points below the Department average for that component, no driver is more than one point from the Department average. With respect to ED-funded Technical Assistance, collaboration both with ED Staff and other ED-funded providers of Technical Assistance are issues. ED Staff/Coordination (83) is rated as a strength with highest scores for knowledge of legislation, regulations, policies and procedures, sufficiency of legal guidance and accuracy of responses. Documents (78) are well-organized, relevant and clear. Online Resources (73) are sufficient although there may be opportunities to improve content freshness and readability as well as improving navigation/ease of finding materials. Technology (72) while on par with the Department average could improve in the expected reduction of paperwork.

Office of Elementary and Secondary Education (OESE)

Race to the Top (Early Learning Challenge Fund)

This is the initial measure of satisfaction for Race to the Top (Early Learning Challenge Fund). It is among the lower rated programs with satisfaction of 63. With the exception of OESE Technical Assistance (74), most drivers score well below the Department average. ED Staff/Coordination (76) is a relative strength for Race to the Top with highest marks for collaboration with other ED programs or offices. However, ED-funded Technical Assistance (70) rates poorly for its collaboration with ED staff and rates particularly low for collaboration with other ED-funded providers of technical assistance. Thus, collaboration with other programs should be a focus for Race to the Top. Documents (65) while rating low overall, has its highest score for organization and clarity. However the program needs to improve the detail and comprehensiveness to address the scope of issues faced by grantees. Online Resources (56) rates 18 points below the Department average with the biggest issues being the ease of reading the site, navigation and ability to accomplish what the user wants. Lastly, Technology (47) scores 26 points below the Department average. Technology fares best in its effectiveness to deliver services. However, quality of assistance and effectiveness in report are very problematic.

Physical Education Program (PEP)

Satisfaction for the Physical Education Program (PEP) is up five points to 72. Most of its drivers score within a few points of the Department average. ED-funded Technical Assistance does realize a significant drop from last year – down 14 points to 83. However, Online Resources (77) and Technology (75) have significant increases from last year. ED Staff/Coordination (83) are knowledgeable and collaborate well with other ED programs or offices. Responsiveness may be an opportunity to improve. ED-funded Technical Assistance, despite a large drop in score is rated in the 80s for most attributes. Sufficiency of legal guidance may be an area of focus in particular. Online Resources provides fresh, readable content with materials easy to find online. Technology is effective in delivering services and has a marked improvement from last year in improving state and local education agency (LEA) reporting. Documents are relevant, clear and well-organized. OESE's Technical Assistance is effective in helping to learn to implement grant programs and is useful as a model.

Safe Schools Healthy Students (SS/HS)

Even with a two-point drop from last year, Safe Schools Healthy Students remains among the programs with the highest satisfaction (77). ED-funded Technical Assistance (94) is a particular strength as is ED Staff/Coordination (90). Both are highly responsive, knowledgeable and do well in collaborating with other programs and/or providers. Documents (83) are clear, well-organized and provide sufficient detail for the users' needs. Online Resources (80) provide fresh content, are easy to navigate and allow the user to do what they want. Technology (78) is very effective in delivering services and the automated process improves state/LEA reporting. OESE's Technical Assistance (94) receives very high marks. With scores at their current levels across drivers, there does not appear to be any particular area to target for improvement at this time.



21st Century Community Learning Centers

Despite being among the programs with the lowest satisfaction (57), 21st Century Community Learning Centers has significant improvements across five driver areas and has a four-point increase in satisfaction from last year. ED-funded Technical Assistance (80) is the highest rated driver. Of note are a 26-point improvement in sufficiency of legal guidance and a 22-point improvement in consistency of responses with ED staff. ED Staff/Coordination (72) is rated highest for knowledge and accuracy. Consistency of response with other program offices and collaboration with other offices in providing services remain areas of focus. In the area of Online Resources (66) there is a 14-point jump for ease of finding materials online. With scores in the 60s, there may be further room to improve navigation. Technology (63) significantly improves in the area of being used to deliver services. However, quality of assistance appears to be an area to address. Documents (64) are much clearer, more comprehensive and more sufficient in detail compared to last year's ratings. Again, with scores in the 60s, this high-impact area should be targeted for further improvement. OESE Technical Assistance (59) rates much lower than the ED Staff or ED-funded providers of technical assistance. Given its high impact on satisfaction, the component, OESE Technical Assistance, should also be targeted.

Mathematics and Science Partnerships

With satisfaction up four points to 79, Mathematics and Science Partnerships has one of the higher satisfaction indices among the Department. Documents (79) is the only area that rates near the Department average. For Mathematics and Science Partnerships, Documents still are meeting the users' needs with clear, well-organized information. ED-funded Technical Assistance (96) and ED Staff/Coordination (92) remain as clear strengths with scores in the 90s again this year. Both Staff and ED-funded Technical Assistance excel in providing accurate responses, legal guidance and knowledge of legislation, regulations, policies and procedures. Technology (84) improves significantly in its effectiveness to deliver services and in quality of assistance. Online Resources (79) make it relatively easy to find materials online and allow the users to accomplish what they want. OESE Technical Assistance (82), while not scoring at the levels of ED Staff or ED-funded technical assistance still receive strong ratings for their helping grantees in learning to implement grant programs. With scores at their current levels across all drivers, there does not appear to be any particular area to target for improvement at this time.

Striving Readers

Satisfaction increases two points for Striving Readers to 65, which is six points below the Department average. In the areas of ED Staff/Coordination (80) and Documents (76), Striving Readers is only a few points off of the Department's scores. ED Staff are viewed as being knowledgeable, providing sufficient legal guidance and accurate responses. However, consistency with responses from other ED offices and collaboration with other ED programs are more problematic. This is an area that should be targeted for improvement. Documents are clear and well-organized but could be more comprehensive in addressing the user's needs. ED-funded Technical Assistance (74) and Online Resources (64) are areas furthest below the Department performance overall with scores at least 10 points lower than the Department average. Navigation/finding materials online and the ability to accomplish what they want are the biggest issues with Online Resources and should be areas of focus. ED-funded Technical Assistance scores lowest in knowledge of legislation, regulations, policies and procedures. Likewise, consistency with responses from ED Staff rates lower. Technology (66) is not viewed that positively in terms of the quality of assistance or effectiveness in delivering services. However, there is a significant 20-point improvement in the ratings of expected reduction in federal paperwork. For Striving Readers OESE Technical Assistance (69) is rated seven points below OESE average. Given their high impact on satisfaction OESE Technical Assistance should focus on both serving as a model for programs and improving their effectiveness in helping grantees learn to implement programs.



Improving Teacher Quality State Grants

With a three-point improvement, this program's satisfaction is now five points above the Department average at 76. ED Staff/Coordination (90) is viewed as the greatest strength with highly knowledgeable staff providing accurate responses. Responses are consistent with other program offices and collaboration with other ED programs in providing services is viewed positively. ED-funded Technical Assistance (87) is also rated as a strength with highest scores for collaboration with other ED-funded Technical Assistance providers and collaboration with ED staff. Technology (77) has a significant 10-point improvement from last year with the biggest increase and highest score for the use of technology to deliver services. Documents (83) are very clear, well-organized and relevant. The area of Online Resources (73) appears to be the program's biggest opportunity for improvement. In particular, allowing users to find materials online should be a focus. OESE's Technical Assistance (80) rates highest for its effectiveness in helping grantees learn to implement programs.

Teachers Incentive Fund

Satisfaction for Teachers Incentive Fund improves nine points to 67 putting it four points below the Department average. Relative to the Department overall, Online Resources (74) is the area where Teachers Incentive Fund is on par with the Department. Ease of submitting information to ED via the web has a significant 17-point increase this year. ED-funded Technical Assistance (81) is viewed as responsive with a 10-point improvement in this attribute. They do well with their knowledge and accuracy of responses as well as with their collaborations with ED staff and other ED-funded providers. Conversely, ED Staff (74) rates rather low. Responsiveness is an issue as is consistency of responses with other program offices. These areas should be targeted for improvement. Technology (69) has a significant 15-point improvement in its effectiveness in delivering services. However, quality of assistance and effectiveness in improving reporting still rate low and remain areas of focus. Documents (73) are rated as being much clearer this year with a significant 11-point increase. Sufficiency of detail and comprehensiveness in scope remain as areas for further improvement. OESE's Technical Assistance (73) should focus on usefulness as serving as a model for the program.

Payments for Federal Property (Section 8002)

With a seven-point increase in satisfaction from last year, Payments for Federal Property (Section 8002) is one point above the Department at 72. ED Staff/Coordination (81) and ED-funded Technical Assistance (83) are relative strengths. ED Staff should focus on improving sufficiency of legal guidance and consistency of responses with staff from different programs. Online Resources (77) are providing fresh, readable content and allowing users to accomplish what they want. Documents (74) are rated as being more relevant with a significant 11-point increase in this area. However, there may be an opportunity to improve their comprehensiveness to address the scope of issues grantees face. Given the high impact of Documents, this area should be a focus. Technology (73) is rated highest for its effectiveness in delivering services. OESE's Technical Assistance (78) is two points above the Department average for the program.

Payments for Federally Connected Children (Section 8003)

Satisfaction for Payments for Federally Connected Children (Section 8003) improves three points to 75. ED-funded Technical Assistance (86) rates the highest with their best scores for their responsiveness and accuracy. ED Staff/Coordination (81) is viewed as a relative strength with knowledge of relevant legislation, regulations, policies and procedures and accuracy of responses scoring the highest. However, increased responsiveness and more sufficiency of guidance could be targets for improvement. Online Resources (78) provide readable, fresh content and allow easy submission of information via the web. Technology (74) has a significant six-point increase in its effectiveness in delivering services. However, expected reduction in paperwork remains an opportunity for improvement. Documents (77) are relevant and well-organized. OESE's Technical Assistance (79) is good relative to the overall score for OESE, outscoring it by three points. Another positive, complaints are down from nine percent to zero percent for the program.



Indian Education Formula Grants to Local Education Agencies

With a one-point increase to 80, this program now has satisfaction nine points above the Department average. Online Resources (87) are rated as a particular strength – scoring 13 points above the Department average. Users are easily able to accomplish what they want. Navigation is very easy as is finding materials online. The content itself is very fresh and readable. Technology (81) is also a strength. It is effective in delivering services and the automated process is highly effective in improving reporting. Documents (85) are very clear, well organized and are delivering the scope and detail of information that the user needs. ED Staff/Coordination (87), ED-funded Technical Assistance (87) and OESE's Technical Assistance (85) are all viewed as strengths. In the case of ED Staff and ED-funded Technical Assistance, both are highly knowledgeable, responsive and provided sufficient legal guidance. ED-funded Technical Assistance does particular well in collaborating with ED staff and other ED-funded providers. With such high scores across all drivers, there does not appear to be any particular area to target for improvement at this time for Indian Education Formula Grants to Local Education Agencies.

High School Equivalency Program (HEP) – Migrant Education

Satisfaction for the High School Equivalency Program (HEP) – Migrant Education slips one point to 74, but remains above the Department average. The program rates highest for ED-funded Technical Assistance (89) with strong knowledge, responsiveness and accuracy in responses. ED-funded Technical Assistance does very well in collaboration with both ED Staff and other ED-funded providers. Documents (84) is another strength with very well-organized and clear information that is sufficient in detail and comprehensive enough to meet the user's needs. Online Resources (74) has a significant 13-point improvement from last year, which is driven by a 30-point gain in the ease of submitting information to ED via the web. Similarly, Technology (78) while rating highest for its effectiveness in delivering services has a significant 15-point gain in the effectiveness of the automated process in improving reporting. ED Staff/Coordination (83) is on par with the Department average and rates highest for knowledge of legislation, regulations, policies and procedures. Sufficiency of guidance and responsiveness to questions appear to be opportunities for improvement. The high-impact area of OESE's Technical Assistance (78) rates highest for its effectiveness in helping grantees learn to implement programs. Usefulness of services as a model is another opportunity to improve and drive satisfaction.

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

For Migrant Education Program (MEP) – Title I, Part C, satisfaction remains at 64 this year. This result keeps it among the lower scoring programs. ED Staff/Coordination (75) is eight points below the Department average. Responsiveness to questions, improving consistency of responses with other program offices and better collaboration with other programs should all be areas of focus. Conversely, ED-funded Technical Assistance (80) rates highest for their responsiveness and given its lower impact, it should not be an area of focus. Online Resources (64) improves its standing relative to the Department overall with a significant 10-point increase driven by a 12-point improvement in ease of finding materials online. However, it remains 10 points below the Department average and better navigation/ease of finding materials as well as fresher content and allowing the users to accomplish what they want to are opportunities to improve. Technology (64) could provide better quality of assistance and reduce expected federal paperwork. Ratings in the high-impact area of Documents (71) show they could be clearer, provide more detail and be more comprehensive in addressing the user's scope of issues. Lastly, OESE's Technical Assistance (69) is seven points below the OESE average with usefulness as a model rating the lowest.

Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program

This continues to be one of the programs with high satisfaction and is up two points this year to 80. ED-funded Technical Assistance (95) excelled in all attributes and realizes a significant five-point improvement in sufficiency of legal guidance. ED Staff/Coordination (91) is also a strength with its highest marks for knowledge, responsiveness and accuracy of responses. Online Resources (73) and Technology (82) both have significant improvements from last year of 10 and six points, respectively. However, for Online Resources there may be an opportunity to improve the ease of finding materials online and ease of navigation. Technology's increase is in part due to a significant increase in the ratings for the effectiveness of the automated process in reporting. Documents (85) continue to outperform the



Department average. While Documents are clear and well-organized, the highest marks for the program's Documents are for their relevance. OESE's Technical Assistance (84) rates highest for its effectiveness in helping grantees learn to implement programs.

Neglected and Delinquent State and Local

Satisfaction for Neglected and Delinquent State and Local improves four points to 76. ED Staff/Coordination (91) and ED-funded Technical Assistance (92) are particular strengths of the program. Both areas receive high scores for their knowledge, responsiveness and accuracy. They also do very well in being consistent with other offices and in collaborating with other program offices. ED-funded Technical Assistance providers have significant increases in responsiveness and consistency with ED Staff. Online Resources (77) has a significant 10-point increase in ease of finding materials online. Content is rated as being fresh and easy to read. Users are able to accomplish what they want. Technology (75) rates slightly higher than the Department average. For Neglected and Delinquent State and Local ED is highly effective in delivering services and the quality of assistance is good. The expected reduction in federal paperwork remains problematic and is the one opportunity to improve. The component, Documents (80), rates highest for being well-organized and relevant. For Neglected and Delinquent State and Local OESE's Technical Assistance (78) slightly outperforms the OESE average.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

Satisfaction for this program slips six points to 64 and now rates among the programs with the lowest satisfaction. Online Resources (62) remains an area that particularly underperforms the Department average and is now 12 points below that mark. Most notably, ease of finding materials online and navigation are most problematic and should be high priorities to address. While Technology (70) did not have a change in score overall, there is actually an item, effectiveness of automated process in improving reporting with a significant 11-point increase. However, this is mostly offset by a lower score for expected reduction in federal paperwork. Documents (76) are rated highest for their relevance; however comprehensiveness to address the user's scope of issues could be an opportunity for improvement. ED Staff/Coordination (83) rates highest for knowledge and accuracy of response. However, ED Staff/Coordination's responsiveness to questions drops a significant 10 points and should be a priority item for improvement. ED-funded Technical Assistance (83) has significant gains in multiple areas including responsiveness, accuracy and sufficiency of legal guidance. OESE's Technical Assistance (73) is below the OESE average and given its high impact should also be considered as an area of focus.

English Language Acquisition State Grants - Title III State Formula Grant Program

For English Language Acquisition State Grants - Title III State Formula Grant Program satisfaction falls eight points to 60 and is now among the programs with the lowest satisfaction. However, despite the low satisfaction score for this program, its Technology (73) and ED-funded Technical Assistance (84) are on par with the Department averages. ED-funded Technical Assistance rates highest for its responsiveness and the accuracy of response. Technology rates particularly well for effectiveness in delivering services. ED Staff/Coordination (77) has a significant slip of nine points in sufficiency of legal guidance in responses. Consistency of responses with other program offices and collaboration with other offices in providing services should also be areas of focus for the English Language Acquisition State Grants -Title III State Formula Grant Program. Online Resources (65) while still trailing the Department average by nine points has a significant improvement of 12 points in ease of submitting information via the web. Documents (71), a high-impact area, should also be a focus. Provide greater detail and more comprehensiveness in addressing issues that users face. Another high-impact area, OESE's Technical Assistance, lags 10 points below the OESE average with usefulness of services as a model the area to target.

School Improvement Fund

Satisfaction for the School Improvement Fund program remains unchanged at 72 and is just above the Department average. The area of Documents (81) is rated as a relative strength with well-organized, highly relevant information. ED-funded Technical Assistance (82) receives solid ratings as well. However, collaboration with ED Staff in providing relevant services has a significant 12-point drop this year. ED Staff/Coordination (82) receives its highest scores for being knowledgeable, accurate in responses and providing sufficient legal guidance. Consistency of responses with ED Staff from different programs may



be an area of focus as it is rated the lowest among ED Staff attributes. Online Resources (70) rate the highest for ease of submitting information to ED via the web. However, finding materials online and navigating the site are rated as problematic and should be targeted for improvement. Technology (69) is effective in delivering services but the low scores for expected reduction in federal paperwork brings down its overall rating. On a positive note, the highest rated driver for School Improvement Fund, OESE's Technical Assistance (83) also has one of the highest impacts on satisfaction. OESE's Technical Assistance has a significant 10-point improvement from last year. Maintaining these gains is critical to satisfaction for the School Improvement Fund program.

Rural Education Achievement Program (REAP)/Rural and Low Income School Program

In 2011, satisfaction for RLIS was 77 and for SRSA it was 73. While there are only a few responses from SRSA this year, satisfaction with the program fell sharply to 38. Note that only six responses are from SRSA. There is not much of a change in satisfaction for RLIS it is just one point lower this year at 76.

Collectively, for all REAP respondents satisfaction is 69. For reporting purposes only the collective REAP scores are provided. The area of Documents (75) rates three points below the Department average. Improving the clarity, organization and relevance of documents should be a priority for the Rural Education Achievement Program (REAP)/Rural and Low Income School Program. Technology (71) is two points below the Department average. Better quality of assistance will drive up Technology's score. The score for Online Resources (74) is on par with that of the Department. Improving ease of finding materials online/navigation may be a secondary priority for REAP. ED Staff/Coordination (89) and ED-funded Technical Assistance (91) are program strengths. ED Staff rates highest for their knowledge and accuracy of responses. ED-funded Technical Assistance rates highly across all attributes with knowledge and responsiveness at the top. OESE's Technical Assistance (74) is a high-impact area and scores two points below the Department average. It may be a secondary area to address.

Safe and Supportive Schools Program

This is the first year measuring the Safe and Supportive Schools Program in the grantee survey. Satisfaction is nearly on par with the Department average at 70. ED-funded Technical Assistance (92) rates the highest. ED Staff/Coordination (83) receives solid ratings on par with the Department average; however, responsiveness to questions may be an opportunity for improvement. OESE's Technical Assistance (83) also rates as a strength of the program. The high-impact area of Documents (67) may be an opportunity to improve. Focus on providing Documents that are clear, well-organized, sufficiently detailed and comprehensive. Technology (62) rates lowest for the quality of assistance. Improving ease of finding and submitting information online are opportunities to improve Online Resources (68).

Elementary and Secondary School Counseling Program

This is the initial measure of satisfaction for the Elementary and Secondary School Counseling Program. Satisfaction is one point above the Department average at 72. ED Staff/Coordination (84) rates as the program's strength with highest ratings for accuracy of responses. Documents (78) are on par with the Department average. Documents for the Elementary and Secondary School Counseling Program are clear, relevant and sufficient in detail. ED-funded Technical Assistance (79) receives its highest scores for knowledge, accuracy of responses and collaboration with ED Staff in providing services. Responsiveness to questions may be an opportunity for improvement. Technology (72) rates nearly on par with the Department average. The program is effective in using technology to deliver services and providing quality assistance in the area of Technology. Online Resources (70) could better allow the user to accomplish what they want and make it easier to submit information to ED via the web. The high-impact area of OESE's Technical Assistance (71) should be a particular focus as Elementary and Secondary School Counseling Program's rating trails the Department average by five points.

Office of Postsecondary Education (OPE) Historically Black Colleges and Universities (HBCU)

This is the initial measure of satisfaction for the Historically Black Colleges and Universities (HBCU) program. Satisfaction is on par with the Department average at 71. ED-funded Technical Assistance (85) rates the highest with highest scores for their knowledge of legislation, regulations, policies and procedures. Online Resources (75) are meeting users' needs although there may be an opportunity to



improve the ability to find materials online. Websites and Databases (81) receive a strong rating with e-Grants and G5 scoring highest. ED Staff/Coordination (76) rates seven points below the Department average. Consistency with responses from different program offices, responsiveness to questions and sufficiency of legal guidance should all be targeted for improvement. Technology (73) is effective in delivering services and the Information in the Application Package (81) is meeting users' needs.

Tribally Controlled Colleges and Universities (TCCU)

This is the initial measure of satisfaction for the Tribally Controlled Colleges and Universities (TCCU) program. Their satisfaction is three points above the Department average with a score of 74. Information in the Application Package (86) rates the highest of all areas. Online Resources (76) allow users to accomplish what they want. Websites and Databases (79) receive a solid rating with Grants.gov rated the highest. ED-funded Technical Assistance (79) rates six points below the Department average with knowledge of legislation, regulations, policies and procedures rating the lowest in this area. ED Staff/Coordination (78) is five points below the Department average. Consistency with responses from different program offices and responsiveness to questions should all be targeted for improvement. Technology (74) is meeting users' need by effectively in delivering services.

Hispanic Serving Institutions (HSI)

This is the initial measure of satisfaction for the Hispanic Serving Institutions (HSI) program. With a score of 75, satisfaction with the program is four points above the Department average. ED-funded Technical Assistance (89) rates the highest with particularly high scores for knowledge of legislation, regulations, policies and procedures and collaboration with other ED-funded providers. ED Staff/Coordination (85) is also a strength with highest scores for knowledge and accuracy of responses. Online Resources (77) allows users to access information and rates highest for ease of submitting information to ED via web. Websites and Databases (80) receive solid ratings with G5 scoring the highest, while Hispanic Serving Institutions rate the Field Reader System the lowest. Technology (76) is effective in delivering services.

Strengthening Institutions Program (SIP)

This year is the first measure for the Strengthening Institutions Program. The initial measure of satisfaction for this program is 67, which is four points below the Department average. Overall, ED-funded Technical Assistance (82) receive solid ratings. However, sufficiency of legal guidance in responses rates as problematic and knowledge of relevant legislation, regulations, policies and procedures are among the lower rated attributes. ED Staff/Coordination (76) rates seven points below the Department average. Responsiveness to questions and consistency of responses with staff from different programs should be areas of focus for the Strengthening Institutions Program (SIP). Online Resources (74) remains on par with the Department although as a secondary priority improving ease of finding materials online should be considered. Websites and Databases (76) receive an adequate score with the Field Reader System rating the highest. Improving Technology (67) to more effectively deliver services should be considered. Information in the Application Package (83) meets users' needs.

U.S. Department of Education Grantee Satisfaction Survey 2012

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.

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

NOTE: THE FOLLOWING QUESTION WILL HAVE THE RESPONSE AUTOMATICALLY "PIPED IN" FROM THE RESPONDENT LIST. THE RESPONDENT WILL NOT SEE THE QUESTION Q1. THIS INFORMATION WILL DETERMINE THE APPROPRIATE CORE AND CUSTOM QUESTIONS THAT THE RESPONDENT WILL RECEIVE.

Q1. PROGRAM ABOUT WHICH RESPONDENT WILL BE ANSWERING QUESTIONS:

(ISU)

1. State Fiscal Stabilization Fund

(OELA)

2. National Professional Development Program
3. Native American and Alaska Native Children in School Program

(OII)

4. Investing in Innovation Program (i3)
5. Promise Neighborhoods Program
6. School Leadership Program (SLP)
7. Charter Schools Program Non-SEA

(OSERS)

8. State Directors of Special Education (Part B)
9. Lead Agency Early Intervention Coordinators
10. OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program

(OVAE)

11. Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA)
12. Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed

(RMS)

13. Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

(OESE)

14. Race to the Top (Early Learning Challenge Fund)
15. Physical Education Program (PEP)
16. Safe Schools Healthy Students (SS/HS)
17. 21st Century Community Learning Centers
18. Mathematics and Science Partnerships
19. Striving Readers
20. Improving Teacher Quality State Grants
21. Teacher Incentive Fund
22. Payments for Federal Property (Section 8002)
23. Payments for Federally Connected Children (Section 8003)
24. Indian Education Formula Grants to Local Education Agencies
25. High School Equivalency Program (HEP) - Migrant Education
26. Migrant Education Program (MEP) -- Title I, Part C
27. Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
28. Neglected and Delinquent State and Local
29. Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
30. English Language Acquisition State Grants/Title III State Formula Grant Program
31. School Improvement Fund
32. Rural Education Achievement Program (REAP)/Rural and Low Income School Program
33. Safe and Supportive Schools Program
34. Elementary and Secondary School Counseling Program

(OPE)

35. Historically Black Colleges and Universities (HBCU)
36. Tribally Controlled Colleges and Universities (TCCU)
37. Hispanic Serving Institutions (HSI)
38. Strengthening Institutions Program (SIP)

When answering the survey, please only think about your interactions with **[ANSWER FROM Q1]**

ED Staff

[INTRO IF Q1=1-34]

Please think about the interactions you have had with senior ED officers (e.g. the Director of the Office that administers this grant program) and/or other ED staff.

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

[INTRO IF Q1=35-38]

Please think about the interactions you have had with senior ED officers (e.g. the Director of the Office that administers this grant program) and/or other ED staff.

PLEASE NOTE: This does not include ED-funded technical assistance providers, such as regional labs, national associations, contractors – including those that service G5, e-Grants, grants.gov, the OPE Field Reader System, etc.

[Q2-8 ALL PROGRAMS]

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:

If a question does not apply, please select “N/A”.

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

[ASK Q9a IF Q1=1-34]

Q9a. 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)

[ASK Q9b IF Q1=35-38]

Q9b. 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 such as those that service G5, e-Grants, grants.gov, the OPE Field Reader System, etc.) separate from ED staff?

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

[Q10-16 ALL PROGRAMS]

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:

If a question does not apply, please select “N/A”.

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

[Q17-22 ALL PROGRAMS]

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)
- Q19. Freshness of content
- Q20. Ability to accomplish what you want on the site
- Q21. Ease of reading the site
- Q22. Ease of navigation

[ASK Q17.1a-f, Q17.2a-e and Q17.3 IF Q1=35-38]

The following are online databases and Web sites that you may have used in your interactions with the Office of Postsecondary Education (OPE). Please rate your experience with each one that you have used on a scale from "1" to "10", where "1" means "poor" and "10" means "excellent."

If you have not used the resource, please select "N/A".

- Q17.1a. Field Reader System
- Q17.1b. Grants.gov
- Q17.1c. e-Grants
- Q17.1d. G5
- Q17.1e. Institutional Service Web pages
- Q17f. How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

Please rate your experience with each one that you have used on a scale from "1" to "10", where "1" means "poor" and "10" means "excellent."

If you have not used the resource, please select "N/A".

- Q17.2a. Field Reader System
- Q17.2b. Grants.gov
- Q17.2c. e-Grants
- Q17.2d. G5
- Q17.2e. Institutional Service Web pages

Q17.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them. (Open end)

[Q23-24 ALL PROGRAMS]

Technology

Q23. 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 Q24 only if Q23 is rated <6)

Q24. Please describe how ED could better use technology to deliver its services.

[ASK Q25-28 ONLY IF Q1=1-34]

Q25. 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.”

Q26. 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.”

Q27. What reporting system do you use for reporting accountability data?

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

Q28. 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/EDFacts)? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”

[ASK Q29-Q33 ONLY IF Q1=1-34]

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’:

Q29. Clarity

Q30. Organization of information

Q31. Sufficiency of detail to meet your program needs

Q32. Relevance to your areas of need

Q33. Comprehensiveness in addressing the scope of issues that you face

[ASK Q29.1a-I IF Q1=35-38]

When you were preparing your application, how easy was it for you to locate and understand the information in the application package? Please rate the following on a scale from “1” to “10”, where “1” is “very difficult” and “10” is “very easy”.

- Q29.1 Program Purpose
- Q29.2 Program Priorities
- Q29.3 Selection Criteria
- Q29.4 Review Process
- Q29.5 Budget Information and Forms
- Q29.6 Deadline for Submission
- Q29.7 Dollar Limit on Awards
- Q29.8 Page Limitation Instructions
- Q29.9 Formatting Instructions
- Q29.10 Program Contact

[ASK Q34-37 ONLY TO ALL TO ALL OESE PROGRAMS Q1 = 14-34]

- Q34. 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.”
- Q35. 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.”
- Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program. (Open end)
- Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program. (Open end)

[Q38-Q43 ALL PROGRAMS]

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.

- Q38. 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?
- Q39. 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.”
- Q40. 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.

Q41. 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

Q42. 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

Q43. 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!

NOTE: EACH RESPONDENT WILL ONLY RECEIVE 1 SET OF APPROXIMATELY 8-12 CUSTOM QUESTIONS CONCERNING THEIR PROGRAM

ONLY IF Q1=State Fiscal Stabilization Fund ASK 1-7 BELOW

Please rate the following using a 10-point scale, where 1 means “poor” and 10 means “excellent.”

1. Accessibility of the ISU staff.
2. Responsiveness of the ISU staff.
3. Your working relationship with the ISU staff.
4. The clarity of information provided by the ISU staff.
5. The usefulness of information provided by the ISU staff.
6. Through web-based and other means, the support provided to you by ISU staff in developing and implementing a high-quality program.
7. Please share any comments on how the ISU can better support your work.

ONLY IF Q1=2 National Professional Development Program ASK 1-7 BELOW

Please rate the following using a 10-point scale where “1” means “Not helpful” and “10” means “Very helpful.” If a question does not apply, please select “N/A”.

- Q1. How helpful was the meeting for project directors of Title III NPD grantees in providing information to carry out your program?
- Q2. How helpful were the guidance materials for Title III NPD grantees in assisting you in preparing the grant annual performance report?
- Q3. How helpful was your program specialist for Title III NPD program in responding to inquiries in a timely matter?
- Q4. How helpful was your program specialist for the Title III, NPD program in providing technical assistance on grant management to assist you in administering your grant effectively?
- Q5. How helpful was the webinar and follow-up teleconferences for Title III NPD In helping you prepare the grant annual performance report?
- Q6. What recommendations you would like make to the program staff of Title III NPD program to assist you in administering your grant effectively? (Open end)
- Q7. How helpful was the NCELA website in helping you identify program resources and meeting your technical assistance needs? (Open end)

ONLY IF Q1=3 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM ASK 1-8 BELOW

Title III, Native American and Alaska Native Children in School, Customer Survey Questions

On a 10-point scale, where “1” is “Not very helpful” and “10” is “Very helpful,” please rate the following:

- Q1. Meeting for project directors of Title III Native American and Alaska Native Children in School Program in providing information to carry out your program
- Q2. Guidance materials for Title III Native American and Alaska Native Children in School Program in assisting you in preparing the grant annual performance report and the complete data report
- Q3. Your program specialist for Title III Native American and Alaska Native Children in School Program in responding to inquiries in a timely matter
- Q4. Your program specialist Title III, Native American and Alaska Native Children in School in providing technical assistance on grant management to assist you in administering your grant effectively?
- Q5. Talking Stick virtual community of practice in assisting you with Native American and Alaska Native English learners' related resources?
- Q6. Webinars for Title III Native American and Alaska Native Children in School in assisting you with instructional strategies in teaching Native American and Alaska English learners?
- Q7. What recommendations you would like make to the program staff of Title III Native American and Alaska Native Children in School to assist you in administering your grant effectively? (Open end)
- Q8. How can we improve the NCELA website to help you identify program resources and meet your technical assistance needs? (Open end)

ONLY IF Q1=4 Investing in Innovation Program (i3) NO CUSTOM QUESTIONS

ONLY IF Q1=5 Promise Neighborhoods Program ASK 1-14 BELOW

1. Does ED staff do a good job in communicating their expectations of grantees?
 1. Yes
 2. No
2. How useful is ED staff technical assistance as a model for your program? Please use a 10-point scale where “1” is “not very useful” and “10” means “very useful”.
3. Which best describes how often you interact with ED staff?
 1. Daily
 2. Weekly
 3. Monthly
 4. A few times a year
 5. Once a year or less
4. About which topics or purposes do you most often contact ED staff? (Open end)
5. Is technical assistance customer-focused and responsive to your needs?
 1. Yes
 2. No
6. How useful are webinars as a format for providing technical assistance? Please use a 10-point scale where “1” is “not very useful” and “10” means “very useful”.
7. What additional formats would you prefer technical assistance be provided? (Open end)
8. How useful was the Promise Neighborhoods (PN) New Grantee Meeting in November 2010? Please use a 10-point scale where “1” is “not very useful” and “10” means “very useful”.
9. How useful are quarterly calls with PN staff? Please use a 10-point scale where “1” is “not very useful” and “10” means “very useful”.
10. What additional topics would you like to have discussed during meetings and conferences, either in-person or by phone? (Open end)
11. What could PN do to improve the structure of meetings and conferences, either in-person or by phone? (Open end)
12. How useful is the PN information you receive from ED? Please use a 10-point scale where “1” is “not very useful” and “10” means “very useful”.
13. Share your suggestions on technical assistance topics that would be most helpful in implementing or managing your project? (Open end)
14. What type of additional information would you like to receive from the PN staff or office? (Open end)

ONLY IF Q1=6 SCHOOL LEADERSHIP PROGRAM (SLP) ASK 1-12 BELOW

Meetings/Communications

Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where "1" is "not very satisfied" and "10" is "very satisfied."

- Q1. Opportunities that we provide you to connect with the other SLP programs for networking
- Q2. Time it takes for your program officer to respond to your email and phone requests
- Q3. Project directors and evaluators meeting held last year
- Q4. Topics covered at the last project directors and evaluators meeting
- Q5. Overall communication and information provided by the program

Monitoring/Technical Assistance

Please rate the following questions that ask about monitoring and technical assistance. Use a scale from 1 to 10, where "1" is "not very satisfied" and "10" is "very satisfied."

- Q6. Webinars conducted by the SLP team
- Q7. Technical assistance you receive by the program staff on project implementation
- Q8. Technical assistance you receive by the program staff on project budget questions
- Q9. Feedback you receive regarding your project performance
- Q10. Feedback you receive regarding your annual performance
- Q11. Annual performance report allows you the opportunity to provide program staff with an understanding of your project's practices, challenges and accomplishments

ONLY IF Q1=7 CHARTER SCHOOLS PROGRAM NON-SEA ASK 1-14 BELOW

Custom Satisfaction Survey Questions

Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

Meetings/Communications

- Q1. The dissemination of resources and opportunities the CSP provides
- Q2. The time it takes for your program officer to respond to your email and phone requests
- Q3. The project director meeting held February 2012 overall
- Q4. The overall communication and information provided by the program
- Q5. The 1st Quarterly Newsletter, New Charter Central

Monitoring/Technical Assistance

Please rate the following questions that ask about monitoring and technical assistance. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

- Q6. The technical assistance you receive by the program staff on project implementation
- Q7. The technical assistance you receive by the program staff on project budget questions
- Q8. The monitoring activities conducted of your project by program staff
- Q9. The feedback you receive regarding your project performance
- Q10. That the annual performance report and quarterly reports allows you the opportunity to provide program staff with an understanding of your project’s practices, challenges and accomplishments
- Q11. If you have requested a waiver, what improvements would you recommend? (Open end)
- Q12. How satisfied are you with the guidance CSP provides on Federal grant compliance (i.e. Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)

Improvements

- Q13. Are there any actions the CSP can improve to assist grantees better? (Open end)

ONLY IF Q1= 8 State Directors of Special Education ASK 1-13 BELOW

Assistance from OSEP Staff.

Think about the technical assistance and support provided by State Contacts from the Monitoring and State Improvement Planning (MSIP) Division of the Office of Special Education Programs (OSEP). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

Q1. Quality of assistance you received in developing your State’s applications, annual performance reports and other required submissions

Q2. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

Q3. Clarity of information provided in response to your requests

Q4. What improvements can you suggest regarding support from MSIP State contacts?

Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director’s newsletter, topical webinars, etc.

Q5. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

Q6. Which types of assistance were least helpful?

Assistance from OSEP–Funded TA Centers.

Think about the technical assistance provided by OSEP-funded TA Centers under IDEA.

Q7. Did you access materials or direct support from any of the Centers over the past year?

- a. Yes
- b. No (Skip to Q9)

Q8. Which Center did you work with the most? (Open end)

If you answered “yes” to question 7, think about the support you received from the Center you worked with the most and answer questions 8-11 using a 10-point scale where “1” is “Poor” and “10” is “Excellent”.

Q9. The responsiveness to your State’s request for assistance, i.e., provided support in a timely manner

Q10. The impact on your State’s knowledge of implementation strategies

Q11. The impact on your State’s capacity and infrastructure to implement evidence- based practices or policies

Q12. The impact in supporting the State to work more effectively with local educational agencies

Q13. What technical assistance should the TA centers provide over the next year to help meet your State’s program improvement needs? (Open end)

ONLY IF Q1=9 Lead Agency Early Intervention Coordinators ASK 1-13 BELOW

Assistance from OSEP Staff

Think about the technical assistance and support provided by State Contacts from the Monitoring and State Improvement Planning (MSIP) Division of the Office of Special Education Programs (OSEP). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

- Q2. Quality of assistance you received in developing your State’s applications, annual performance reports and other required submissions.
- Q3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)
- Q4. Clarity of information provided in response to your requests.
- Q5. What improvements can you suggest regarding support from MSIP State contacts?

Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director’s newsletter, topical webinars, etc.

- Q6. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?
- Q7. Which types of assistance were least helpful?

Assistance from OSEP-funded TA Centers

Think about the technical assistance provided by OSEP-funded TA Centers under IDEA.

- Q8. Did you access materials or direct support from any of the Centers over the past year?
 - a. Yes
 - b. No (Skip to Q9)
- Q9. Which Center did you work with the most? (Open end)

If you answered “yes” to question 7, think about the support you received from the Center you worked with the most and answer questions 8-11 using a 10-point scale where “1” is “Poor” and “10” is “Excellent”.

- Q10. The responsiveness to your State’s request for assistance, i.e., provided support in a timely manner.
- Q11. The impact on your State’s knowledge of implementation strategies.
- Q12. The impact on your State’s capacity and infrastructure to implement evidence- based practices or policies.
- Q13. The impact in supporting the State to work more effectively with local early intervention programs and providers.
- Q14. What technical assistance should the TA centers provide over the next year to help meet your State’s program improvement needs?

ONLY IF Q1= 10 OSERS REHABILITATION SERVICES ADMINISTRATION (RSA) VOCATIONAL REHABILITATION PROGRAM ASK 1-12 BELOW

Please consider the technical support provided by state liaisons and teams from the State Monitoring and Program Improvement Division of the Rehabilitation Services Administration. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's:

- Q1. Responsiveness to your questions and requests for technical assistance
- Q2. Supportiveness in helping you complete your State Plan/data and fiscal reports/applicable Monitoring-related plans (Technical Assistance Plan (TAP), Corrective Action Plan (CAP), and Performance Improvement Plan (PIP))
- Q3. Timeliness of dissemination of monitoring guidance, information, and where applicable, monitoring reports
- Q4. Dissemination of subregulatory guidance including policy directives, information memoranda, and technical assistance circulars
- Q5. Provision of effective training and dissemination of relevant information through webinars, national conferences, email distribution lists, teleconferences, the RSA website, and resource documents
- Q6. Sufficiency of communication with your agency

On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the RSA website at <http://rsa.ed.gov> for the following:

- Q7. Utility of the MIS for entering and retrieving reports and data
- Q8. Ease of navigation of the website
- Q9. Usefulness of information contained on the website

On a 10 point scale, where "1" is "Not Very Effective" and "10" is "Very Effective," please rate the Technical Assistance and Continuing Education (TACE) centers' effectiveness in meeting your agency's needs related to:

- Q10. Improving program performance through technical assistance
- Q11. Improving program performance through continuing education

We welcome your input:

- Q12. Please provide your suggestions for improving our technical support and service to you in the future.

**ONLY IF Q1= 11 Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA)
ASK 1-12 BELOW**

1. 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 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? (Open end)

ONLY IF Q1= 12 Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed ASK 1-9 BELOW

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., NASDCTEc/OVAE Joint Spring Leadership Meeting in Washington, DC; Rigorous Programs of Study Grantee Meeting in Washington, DC; Quarterly State Director's Webinars). 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 career and technical education programs and accountability systems.
6. Think about the Perkins Collaborative Resource Network (PCRN) administered by 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:

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

ONLY IF Q1=13 Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

Please use a 10-point, where “1” means “poor” and “10” means “excellent” to rate the Risk Management Service Management Improvement Team (RMS/MIT) staff on the following...

1. Accessibility of the RMS/MIT staff
2. General responsiveness of the RMS/MIT staff
3. Your working relationship with RMS/MIT staff
4. If your State received a site visit by the RMS/MIT in fiscal year 2011 (which started October 1, 2010), 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 visited, please select “N/A”.
5. Overall, how would you rate the customer service you have received from the RMS/MIT in the past year? Please use a 10-point scale, where “1” means “poor” and “10” means “excellent”.
6. Now, how would you rate the customer service you have received from the RMS/MIT in the past three years? Please use a 10-point scale, where “1” means “poor” and “10” means “excellent”. If this question does not apply, please select “N/A”.
7. How has your understanding of internal controls and enterprise risk management increased as a result of working with members of the Department’s Risk Management Service Management Improvement Team (RMS/MIT)? (open-ended)
8. Are there any instances where the RMS/MIT has NOT been helpful? If so, please explain. (open-ended)

To what extent has your work with RMS/MIT positively impacted the following ...

Please use a 10-point scale where “1” means “not very much” and “10” means “very much.”

9. Grants administration and fiscal management of Federal financial assistance at the State-level
10. Grants administration and fiscal management of Federal financial assistance at the Local-level (sub-recipients)
11. What can the RMS/MIT do over the next year to help your State or LEAs/school districts improve its fiscal management and grants administration? (open-ended)

ONLY IF Q1=14 Race to the Top (EARLY LEARNING CHALLENGE FUND)

As it relates to the Race to the Top – Early Learning Challenge (RTT-ELC) program, please rate the following using a 10 point scale, where “1” means “Poor” and “10” means “Excellent”

- Q1. Accessibility and responsiveness of program staff
- Q2. Timely resolution of questions by program staff
- Q3. Clarity of information provided by program staff
- Q4. Usefulness and relevance of technical assistance (e.g., webinars, meetings)
- Q5. Usefulness and relevance of monthly conference calls
- Q6. What additional topics would you like discussed during RTT-ELC meetings, webinars, or monthly phone calls to help you implement a high-quality program? (Open end)
- Q7. What could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)
- Q8. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)
- Q9. Please share any comments on how the RTT-ELC team can better support your work. (Open end)

ONLY IF Q1=15 Physical Education Program (PEP) ASK 1-10 BELOW

Think about the one-on-one communications (via phone or email) with your Federal Project Officer. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate your FPO’s:

1. Responsiveness to questions about PEP program requirements
2. Responsiveness to questions about applicable Department of Education (EDGAR) and other Federal regulations
3. Timeliness in returning phone calls and responding to emails
4. Effectiveness in providing technical assistance or instructions regarding annual performance reports
5. Effectiveness in providing technical assistance or guidance regarding budget development, revisions, and reporting
6. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Think about the written guidance, meetings, webinars, conference calls, and presentations from the PEP Federal Team. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective,” please rate the following:

7. Instructions and guidance regarding GPRA data collection and reporting
8. Relevance and usefulness to your program and program activities
9. Relevance and usefulness to your program’s sustainability
10. How important is it that your Federal Project Officer conducts a site visit of your program to observe grant activities and monitor grant compliance and progress. Please base your response on a 10-point scale, where “1” is, “Not Very Important” and “10” is “Very Important.”

ONLY IF Q1=16 Safe Schools Healthy Students (SS/HS) ASK 1-10 BELOW

Think about the one-on-one communications (via phone or email) with your Federal Project Officer (FPO). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate your FPO’s:

1. Responsiveness to answering questions about Safe Schools Healthy Students (SS/HS) program requirements and applicable Education Department General Administrative Regulations (EDGAR) and other federal regulations
2. Timeliness in returning phone calls and responding to emails
3. Usefulness of feedback on annual performance reports

Think about the written guidance, webinars, and presentations from the SS/HS Federal Team. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective,” please rate the following:

4. Instructions regarding annual performance reports
5. Guidance regarding budget development, tracking, and reporting
6. If your Federal Project Officer has conducted a site visit for the purpose of monitoring grant compliance and progress, think about the site visit outcome and how it contributed to program or grant administration improvement. On a 10-point scale, where “1” is, “did not contribute to improvement” and “10” is “contributed a great deal to improvement,” please rate how much the site visit contributed to program or grant administration improvement.
7. Is your Federal Project Officer a Department of Education employee?
 1. Yes
 2. No

Think about the technical assistance you receive from the SS/HS TA providers. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective,” please rate how effectively the following technical assistance providers addressed the needs of your SS/HS project:

8. The National Center
9. The Communications Group
10. Think about the guidance and assistance received by the National Evaluation Team related to submitting data for the SS/HS National Evaluation (this includes GPRA data). On a 10-point scale, where “1” is “Not Very Useful” and “10” is “Very Useful,” please rate the usefulness of the guidance and assistance.

ONLY IF Q1=17 21st Century Community Learning Centers ASK 1-9 BELOW

1. We are specifically contacting two types of SEA State 21st CCLC coordinators: new 21st CCLC coordinators (less than 18 months in the position), and SEA State 21st CCLC coordinators with more than 18 months of experience in the position.

Please indicate if you are the following:

1. A new 21st CCLC SEA State coordinator (less than 18 months in the position)
 2. A new SEA State 21st CCLC coordinators with more than 18 months of experience in the position.
2. Have you or any of the 21st CCLC State staff, received technical assistance or individualized support during the past year?
 1. Yes
 2. No

IF 2=1 YES ASK 3

3. Where and how the technical assistance or support take place? (Select all that apply)
 1. Project Directors' meeting sponsored by the Education Department
 2. Conference call/email exchange with your Project Officer
 3. Project Officer
 4. Other Program (or other Department) staff site visit
 5. Monitoring contractor (Please specify)
 6. National association meeting (Please specify)
 7. Other (Please specify)
4. How would you rate the quality of the technical assistance you received? Please use a 10-point scale where "1" means "poor" and "10" means "excellent".
5. Please name the area(s) that the technical assistance or individualized support received helped you improve. (Open end)
6. Describe any concerns about the quality of the technical assistance received by your program officer. (Open end)
7. Did you receive timely and accurate feedback from your current Program Officer?
 1. Yes
 2. No
8. How would you rate your current Program Officer's knowledge of applicable statutes, regulations, and policies? Please use a 10-point scale where "1" is "not very knowledgeable" and "10" is "very knowledgeable."
9. How would you rate your current Program Officer's knowledge of grant fiscal matters? Please use a 10-point scale where "1" is "not very knowledgeable" and "10" is "very knowledgeable."

ONLY IF Q1=18 Mathematics and Science Partnerships ASK 1-10 BELOW

1. Please rate the responsiveness of the U.S. Department of Education staff. Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
2. Please rate the knowledge of the U.S. Department of Education staff on math and science issues and on program administration issues as they assist the states. Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
3. How helpful are the annual meetings for MSP state coordinators and project directors? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
4. How helpful is the information on the MSP website? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
5. How easy to navigate is the MSP website? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.”
6. How helpful is the information on the web-based annual performance report? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
7. How easy to navigate is the web-based annual performance report process? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.”
8. Do you have suggestions for improving the annual performance report process? (Open-ended)
9. How helpful and knowledgeable is the contractor support for the program? Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
10. What can OESE do in the next year to support the states more effectively? (Open-ended)

ONLY IF Q1=19 Striving Readers ASK 1-14 BELOW

1. Please indicate your role.
 1. Project Director (ASK Q9-14)
 2. Evaluator (ASK Q2-9)

Think about the evaluation technical assistance provided by Abt Associates, the contractor overseen by the Department's Institute of Education Sciences (IES). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the contractor's:

2. Technical assistance on the design of your study
3. Technical assistance on your analyses of impact and implementation data
4. Written guidance and input on evaluation report preparation
5. Technical assistance provided through annual Striving Readers meetings
6. Overall helpfulness with solving evaluation challenges and issues
7. Assistance in communicating with ED and grantee staff when appropriate
8. Overall helpfulness in building your organization's capacity to do high-quality impact and implementation studies
9. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," how would you rate the extent to which Department of Education Program Officers, IES staff, and Abt Associates coordinated their efforts?

On a 10-point scale where "1" is "poor" and "10" is "excellent", please rate the Department of Education Program Staff Skills, Knowledge and Responsiveness in the following areas:

10. Resolution of problems by your current Program Officer
11. Timeliness of response to questions or requests by your current Program Officer
12. Current Program Officer's knowledge of applicable statutes, regulations, and policies
13. Current Program Officer's knowledge of relevant program content.
14. Current Program Officer's knowledge of program evaluation issues

ONLY IF Q1=20 Improving Teacher Quality State Grants ASK 1-7 BELOW

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.”

ONLY IF Q1=21 Teacher Incentive Fund ASK 1-10 BELOW

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

- Q1. Did you use the written instruction and guidance documents on how to prepare and submit your APR and core element documentation disseminated by TIF staff?
- a) Yes
 - b) No (SKIP TO Q3)
- Q2. On a scale from “1” to “10”, where “1” is “not very effective” and “10” is “very effective,” rate the quality of the documents in helping you complete and submit your APR and core element documentation.
- Q3. Did you contact the TIF program office for technical assistance?
- a) Yes
 - b) No (SKIP TO Q7)

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

- Q4. Responsiveness to answering questions
- Q5. Supportiveness in helping you complete and submit your APR and core element documentation
- Q6. Knowledge about technical material

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.”

- Q7. Ease of reaching the person who could address your concern
- Q8. Ability to resolve your issue
- Q9. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)
- Q10. Please provide specific suggestions for how the TIF program can improve customer service. (Open end)

ONLY IF Q1=22 Payments for Federal Property (Section 8002) ASK 1-10 BELOW

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. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 8002 program, application submission, or the review process?
 1. Yes
 2. No (SKIP TO Q9)
8. Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
 1. Yes
 2. No (ASK Q8a)
- 8a. Please explain. (Open end)
9. 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."
10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

ONLY IF Q1=23 Payments for Federally Connected Children (Section 8003) ASK 1-17 BELOW

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 Q5)
4. On a scale of “1” to “10”, where “1” is “poor” and “10” is “excellent”; rate the Impact Aid Program staff’s performance in answering your questions and helping you to complete your application.
5. Did you contact the G5 Helpdesk for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)
6. On a scale of “1” to “10”, where “1” is “poor” and “10” is “excellent”; rate the G5 Helpdesk’s performance in resolving your problem.
7. Have you participated in any Webinars or meetings where IAP staff provided you information on the Section 8003 program and the review process?
 1. Yes
 2. No (SKIP TO Q10)
8. Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?
 1. Yes
 2. No (ASK Q9)
9. Please explain. (Open end)
10. 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)
11. Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?
 1. Yes
 2. No (ASK Q12)
12. Please explain. (Open end)
13. Did you receive timely communications regarding the outcome of the review?
 1. Yes
 2. No (Ask Q14)
14. Please explain. (Open end)

Please use a scale from “1” to “10”, where “1” is “poor” and “10” is “excellent” to rate the Impact Aid staff members on the following.

15. Ease of reaching the person who could address your concern
16. Ability to resolve your issue
17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

ONLY IF Q1=24 Indian Education Formula Grants to Local Education Agencies ASK 1-13 BELOW

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. (Open end)
13. What can OIE do over the next year to better meet your school district’s technical assistance and program improvement needs? (Open end)

ONLY IF Q1=25 High School Equivalency Program (HEP) - Migrant Education ASK 1-7 BELOW

1. Please rate the usefulness of the pre-application webinar for the purpose of preparing your organization's HEP application. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful". Select "N/A" if this question does not apply.
2. Please rate the usefulness of EMAPS for the purpose of submitting your project's Annual Performance Report. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful".
3. How essential is a fully-functioning electronic submission tool for HEP Annual Performance Report data to the management and analysis of APR data. Use a scale from "1" to "10", where "1" is "Not very essential" and "10" is "Very essential".
4. How useful was the Listserv for receiving important information regarding the HEP program. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful".
5. Please provide at least one important informational topic that the Listserv provided to you, and also provide at least one important topic that you would like to see from the Listserv in the future. (Open end)
6. How have you received technical assistance during the past year? (Select all that apply)
 1. OME-sponsored Directors Meeting
 2. Email
 3. List serve
 4. Telephone call
 5. Association meeting
 6. Webinar
 7. Other (Specify)
7. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to improve the performance of your HEP project. (Open end)

ONLY IF Q1=26 Migrant Education Program (MEP) -- Title I, Part C ASK 1-16 BELOW

Think about the 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 OME's technical assistance efforts in helping you...

1. Meet program compliance requirements
2. Improve performance results
3. Meet Migrant Education Program (MEP) fiscal requirements

On a 10-point scale, where "1" is "Poor", and "10" is "Excellent," how would you rate the usefulness of the following Technical Assistance activities:

If an area does not apply, please select "N/A"

4. Annual Directors Meeting
5. New Directors Meeting
6. OME Conference
7. MEP WebEx Workshops
8. MSIX Help Desk
9. REACTs Listserv

10. Please select two of the following six areas in which you would like technical assistance.
 1. Child Eligibility/Identification & Recruitment
 2. Provision of Services
 3. Parental Involvement/Parent Advisory Committee
 4. Comprehensive Needs Assessment/Service Delivery Plan
 5. Program Evaluation
 6. Fiscal Requirements

Think about the staff in OME. On a 10-point scale, where "1" is "Poor" and 10 is "Excellent," please rate your current program officer on his or her...

11. Resolution of problems
12. Accuracy of responses
13. Responsiveness to questions or requests
14. Knowledge of relevant legislation, regulations, policies, and procedures
15. Knowledge of relevant program content
16. Think about the guidance documents (e.g., updates to the Non-Regulatory Guidance, the Technical Assistance Guide to Re-interviewing, New Directors Handbook) provided by OME. 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.

**ONLY IF Q1=27 Education for Homeless Children and Youth Grants for State and Local Activities/
McKinney-Vento Education for Homeless Children and Youth Program ASK 1-10 BELOW**

Think about the technical assistance (TA) you received from individual ED program staff for the Education for Homeless Children and Youth program, including coordination with activities arranged by the technical assistance contractor, National Center for Homeless Education), or independently.

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the technical assistance provided by the US Department of Education and NCHE staff on the following:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NCHE
US Department of Education**

- Q1. Responsiveness in answering questions.
- Q2. Knowledge of technical material

Technical Assistance Center (NCHE)

- Q1a.Responsiveness in answering questions.
- Q2a.Knowledge of technical material

On a scale of 1 to 10, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the technical assistance efforts provided by the US Department of Education and NCHE staff in helping you with the following:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

US Department of Education

- Q3. Meeting program compliance requirements
- Q4. Assisting you (as State Coordinators) to impact performance results

Technical Assistance Center (NCHE)

- Q3a.Meeting program compliance requirements
- Q4a.Assisting you (as State Coordinators) to impact performance results

On a scale of 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the quality and usefulness of the TA methods provided by NCHE:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW QUALITY AND
USEFULNESS**

Quality

- Q5. Direct one-on-one TA calls
- Q6. Webinars

Q7. State Coordinators meeting

Q8. Website

Q9. Products

Usefulness

Q5a. Direct one-on-one TA calls

Q6a. Webinars

Q7a. State Coordinators meeting

Q8a. Website

Q9a. Products

Please respond to the following open-ended question regarding your thoughts on how to improve the assistance and monitoring you receive.

Q10. What can the Education for Homeless Children and Youth program office do over the next year to meet your State's technical assistance, program improvement and coordination needs? (Open end)

ONLY IF Q1=28 Neglected and Delinquent State and Local ASK 1-10 BELOW

Think about the technical assistance (TA) you received from individual ED program staff for the Title I, Part D program, including coordination with activities arranged by the technical assistance contractor, Neglected or Delinquent Technical Assistance Center (NDTAC), or independently.

On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the technical assistance provided by the US Department of Education and NDTAC staff on the following:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NDTAC

US Department of Education

Q1. Responsiveness in answering questions.

Q2. Knowledge of technical material

Technical Assistance Center (NDTAC)

Q1a. Responsiveness in answering questions.

Q2a. Knowledge of technical material

On a scale of 1 to 10, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the technical assistance efforts provided by the US Department of Education and NDTAC staff in helping you with the following:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

US Department of Education

Q3. Meeting program compliance requirements

Q4. Assisting you (as State Coordinators) to impact performance results

Q5. Developing cross-agency

Technical Assistance Center (NDTAC)

Q3a. Meeting program compliance requirements

Q4a. Assisting you (as State Coordinators) to impact performance results

Q5a. Developing cross-agency

On a scale of 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the quality and usefulness of the TA methods provided by NDTAC:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW QUALITY AND USEFULNESS

Quality

- Q6. Direct one-on-one TA calls
- Q7. ND Community calls
- Q8. Webinars
- Q9. State Coordinators meeting
- Q10. Website
- Q11. Products

Usefulness

- Q6a. Direct one-on-one TA calls
- Q7a. ND Community calls
- Q8a. Webinars
- Q9a. State Coordinators meeting
- Q10a. Website
- Q11a. Products

Q12. Please respond to the following open-ended question regarding your thoughts on how to improve the assistance and monitoring you receive.

Q13. What can the Title I, Part D program office do over the next year to meet your State's technical assistance, program improvement and coordination needs?

ONLY IF Q1=29 TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs)

Additional 2012 custom questions – Title I, Part A – Improving Basic Programs Operated by LEAs

ESEA Flexibility Initiative

- Q1. Think about the technical assistance you received on ESEA flexibility prior to submission of your Flexibility request. 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.”
- Q2. Was the ESEA flexibility request process easy to understand?
- a. Yes
 - b. No
 - c. Don't Know
- Q3. What can ED do to improve the request process? (Open end)
- Q4. Think about the technical assistance you received following the peer review of your ESEA flexibility request. 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".
- Q5. What can ED do to improve technical assistance around ESEA flexibility?

Using a scale from 1 to 10, where “1 means “Poor” and “10” means “Excellent”, please rate the following:

- Q6. The accessibility of the U.S. Department of Education ESEA flexibility program staff
- Q7. The responsiveness of the U.S. Department of Education ESEA flexibility program staff
- Q8. How would you describe your working relationship with ED's ESEA flexibility staff? (Open end)

**ONLY IF Q1=30 English Language Acquisition State Grants/Title III State Formula Grant Program
ASK 1-15 BELOW**

Think about the technical assistance (TA) you have received from the Title III program staff. 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

Think about the one-on-one consultations, (including email, telephone, and other interactions), 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...

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

Now think about all of the technical assistance you have received through Title III webinars, 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...

6. Method of delivery
7. Clarity of information
8. Usefulness to your program

9. What can the Title III program staff do over the next year to meet your State’s technical assistance needs? (Open end)

10. Have you received a Title III onsite monitoring visit in the past 2 years (e.g. 2009-10 or 2010-11)?
 1. Yes (ASK Q11-12)
 2. No (SKIP TO Q13)
 3. Don’t know (SKIP TO Q13)

Please rate the effectiveness of the Title III monitoring process on a 10-point scale where “1” is “not very effective” and “10” is “very effective” with respect to...

11. Helping your State comply with Title III requirements
12. Helping your State improve programs for English learners
13. Please share any comments on how to improve the Title III onsite monitoring process. (Open end)

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:

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

ONLY IF Q1=31 School Improvement Fund ASK 1-12 BELOW

Think about the technical assistance (TA) you have received from the Title I program staff regarding School Improvement Grants (SIG).

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

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

Think about the one-on-one consultations, (including email, telephone, and other interactions), you have had with Title I program staff regarding SIG. 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...

4. Providing you an interpretation of the SIG statute and/or regulations
5. Helping with your implementation of SIG in your state
6. What can the Title I program staff do over the next year to meet your State’s technical assistance needs regarding SIG? (Open end)
7. Think about the SIG application process. On a 10-point scale, where “1” is not easy to understand and “10” is very easy to understand, please rate the ease of the SIG application process.
8. What can ED do to improve the application process? (Open end)
9. Have you received a SIG onsite monitoring visit in the past year?
 1. Yes (ASK Q10-11)
 2. No (SKIP TO Q12)
 3. Don’t know (SKIP TO Q12)

Please rate the effectiveness of the SIG monitoring process on a 10-point scale where “1” is “not very effective” and “10” is “very effective” with respect to...

10. Helping your State comply with SIG requirements
11. Helping your State improve SIG programs
12. Please share any comments on how to improve the SIG onsite monitoring process. (Open end)

ONLY IF Q1=32 Rural Education Achievement Program (REAP)/Rural and Low Income School Program ASK 1-15 BELOW

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

ONLY IF Q1=33 SAFE AND SUPPORTIVE SCHOOLS ASK 1-10 BELOW

Please see the program-specific questions for the Safe and Supportive Schools (S3) program below. If you have any questions, please let me know. Thanks.

Think about the one-on-one communication (via phone or email) with your Federal project officer. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate your Federal project officer on the following:

- Q1. Responsiveness and accuracy in answering questions related to S3 program requirements
- Q2. Responsiveness to answering questions related to Department of Education (EDGAR) and other Federal regulations
- Q3. Relevance and usefulness of technical assistance related to grant implementation and administration
- Q4. Timeliness in returning phone calls and responding to emails
- Q5. Effectiveness in providing instructions and guidance related to annual performance reports and GPRA data collection
- Q6. Effectiveness in providing instructions and guidance related to budget development, revisions, and reporting

Think about the technical assistance, including meetings, written guidance, webinars, and presentations that you receive from the S3 technical assistance team. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the following:

- Q7. Relevance and usefulness to your project and program activities
- Q8. Relevance and usefulness to your project’s sustainability
- Q9. Frequency of communication
- Q10. Use of technology to deliver services

ONLY IF Q1=34 ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAM (ESSC) ASK 1-10 BELOW

Think about the one-on-one communications (via phone or email) with your Federal Project Officer. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate your FPO's:

- Q1. Responsiveness to questions about ESSC program requirements
- Q2. Responsiveness to questions about applicable Department of Education (EDGAR) and other Federal regulations
- Q3. Timeliness in returning phone calls and responding to emails
- Q4. Effectiveness in providing technical assistance or instructions regarding annual performance reports
- Q5. Effectiveness in providing technical assistance or guidance regarding budget development, revisions, and reporting
- Q6. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Think about the written guidance, meetings, conference calls, and presentations from the ESSC Federal Team. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the following:

- Q7. Instructions and guidance regarding GPRA data collection and reporting
- Q8. Relevance and usefulness to your program and program activities
- Q9. Relevance and usefulness to your program's sustainability

Please base your response on a 10-point scale, where "1" is "Not very important" and "10" is "Very important."

- Q10. How important is it that your Federal Project Officer conducts a site visit of your program to observe grant activities and monitor grant compliance and progress.

ONLY IF Q1=35 Historically Black Colleges and Universities (HBCU), 36 Tribally Controlled Colleges and Universities (TCCU), 37 Hispanic Serving Institutions (HSI) OR 38 Strengthening Institutions Program (SIP) ASK 1-8 BELOW

Program Custom Questions

Thinking about the Program Officer who assisted you, using a scale of 1 to 10, where “1” is “Strongly disagree” and “10” is “Strongly agree,” please rate the following:

- Q1. Professionalism/Courtesy - The representative responded to my service request professionally and in a courteous manner.
- Q2. Knowledge - The representative was knowledgeable about the program.
- Q3. Timeliness - The representative resolved my service request in a timely manner.
- Q4. Overall, you were satisfied with the service provided by the representative

Please respond to the following “Open End” questions as succinctly as possible.

- Q5. If you participated in the 2011 Institutional Service Project Directors’ Conference, did you find it useful? (Open end)
- Q6. With respect to the Annual Performance Report form. Are the instructions clear? Do the questions relate to your project’s activities? Do the statistics requested provide an appropriate picture of the achievements of your grant? What are your suggestions for improving the annual report process? (Open end)
- Q7. What more can Institutional Service or specific Divisions within the area do to meet your technical needs? (For example: improved communication through social media use, webinars, analysis tools, etc...) (Open end)
- Q8. What additional services can the Division in which your grant is administered make available to you? (Open end)

Department of Education - Grantee Satisfaction Study
2012
Score Table

	2011	2012	Difference	Significant Difference	Aggregate Impact
	Scores				
Sample Size	1,760	1,299			
ED Staff/Coordination	85	83	-2	↓	1.0
Knowledge of relevant legislation, regulations, policies, and procedures	87	86	-1	↓	--
Responsiveness to your questions	84	81	-3	↓	--
Accuracy of responses	87	86	-1		--
Sufficiency of legal guidance in responses	84	81	-3	↓	--
Consistency of responses with ED staff from different program offices	81	79	-2	↓	--
Collaboration with other ED programs or offices in providing relevant services	82	80	-2		--
ED-funded Technical Assistance	84	85	1		0.0
Knowledge of relevant legislation, regulations, policies, and procedures	85	86	1		--
Responsiveness to your questions	85	87	2	↑	--
Accuracy of responses	85	87	2	↑	--
Sufficiency of legal guidance in responses	81	84	3	↑	--
Consistency of responses with ED staff	83	85	2		--
Collaboration with ED staff in providing relevant services	84	85	1		--
Collaboration with other ED-funded providers of technical assistance	84	85	1		--
Online Resources	71	74	3	↑	0.5
Ease of finding materials online	70	71	1		--
Ease of submitting information to ED via the web	73	78	5	↑	--
Freshness of content	--	75	--		--
Ability to accomplish what you want on the site	--	73	--		--
Ease of reading the site	--	75	--		--
Ease of navigation	--	71	--		--
Websites and Databases Overall	80	79	-1		N/A
Field Reader System overall	78	76	-2		--
Grants.gov overall	78	79	1		--
e-Grants overall	79	78	-1		--
G5 overall	73	80	7	↑	--
Institutional Service Web pages overall	--	77	--		--
Websites and Databases - Problem Mitigation	84	79	-5	↓	N/A
Field Reader System - problem mitigation	82	75	-7		--
Grants.gov - problem mitigation	84	80	-4	↓	--
e-Grants - problem mitigation	84	78	-6	↓	--
G5 - problem mitigation	79	79	0		--
Institutional Service Web pages - problem mitigation	--	75	--		--
Technology	71	73	2	↑	0.7
ED's effectiveness in using technology to deliver its services	76	78	2	↑	--
ED's quality of assistance	70	73	3	↑	--
Effectiveness of automated process in improving state/LEA reporting	67	72	5	↑	--
Expected reduction in federal paperwork	63	64	1		--

Department of Education - Grantee Satisfaction Study
2012
Score Table

	2011	2012	Difference	Significant Difference	Aggregate Impact
	Scores				
Sample Size	1,760	1,299			
Documents	77	78	1		1.5
Clarity	76	78	2	↑	--
Organization of information	78	79	1		--
Sufficiency of detail to meet your program needs	76	77	1		--
Relevance to your areas of need	79	80	1		--
Comprehensiveness in addressing the scope of issues that you face	74	75	1		--
Information in Application Package	87	84	-3	↓	N/A
Program Purpose	88	84	-4	↓	--
Program Priorities	87	84	-3	↓	--
Selection Criteria	85	82	-3	↓	--
Review Process	82	80	-2		--
Budget Information and Forms	82	81	-1		--
Deadline for Submission	91	86	-5	↓	--
Dollar Limit on Awards	87	87	0		--
Page Limitation Instructions	89	85	-4	↓	--
Formatting Instructions	87	83	-4	↓	--
Program Contact	89	87	-2		--
OESE's Technical Assistance	74	76	2		1.3
Effectiveness of OESE in helping you learn to implement grant programs	76	78	2		--
Usefulness of OESE's technical assistance services as a model	70	73	3	↑	--
ACSI	72	71	-1		N/A
How satisfied are you with ED's products and services	77	76	-1		--
How well ED's products and services meet expectations	69	69	0		--
How well ED compares with ideal products and services	67	67	0		--
Complaint	1%	1%	0		-0.5
Issued a formal complaint about assistance received from ED staff member	1%	1%	0		--

Department of Education - Grantee Satisfaction Study
2012
Demographics

Program*	2011		2012	
	Percent	Frequency	Percent	Frequency
State Fiscal Stabilization Fund	2%	17	1%	15
National Professional Development Program	7%	69	1%	17
Native American and Alaska Native Children in School Program	--	--	1%	10
Investing in Innovation Program (i3)	3%	27	2%	30
Promise Neighborhoods Program	1%	5	1%	12
School Leadership Program (SLP)	--	--	1%	13
Charter Schools Program Non-SEA	--	--	1%	12
State Directors of Special Education	2%	22	3%	34
Lead Agency Early Intervention Coordinators	4%	41	2%	27
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	--	--	2%	30
Adult Education and Family Literacy to the State Directors of Adult Ed	4%	43	3%	34
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	3%	31	3%	34
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	1%	10	1%	11
Race to the Top (Early Learning Challenge Fund)	1%	8	1%	7
Physical Education Program (PEP)	5%	46	6%	76
Safe Schools Healthy Students (SS/HS)	5%	52	1%	16
21st Century Community Learning Centers	4%	40	3%	35
Mathematics and Science Partnerships	3%	34	2%	26
Striving Readers	2%	23	1%	15
Improving Teacher Quality State Grants	7%	68	5%	62
Teacher Incentive Fund	2%	19	2%	32
Payments for Federal Property (Section 8002)	4%	38	4%	50
Payments for Federally Connected Children (Section 8003)	7%	69	5%	60
Indian Education Formula Grants to Local Education Agencies	4%	43	5%	61
High School Equivalency Program (HEP) - Migrant Education	4%	36	2%	21
Migrant Education Program (MEP) -- Title I, Part C	3%	33	4%	47
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento	4%	41	3%	35
Education for Homeless Children and Youth Program	4%	41	3%	35
Neglected and Delinquent State and Local	4%	37	3%	33
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	4%	38	1%	19
English Language Acquisition State Grants/Title III State Formula Grant Program	4%	41	3%	39
School Improvement Fund	2%	23	2%	23
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	4%	42	2%	29
Safe and Supportive Schools Program	--	--	0%	6
Elementary and Secondary School Counseling Program	--	--	3%	44
Historically Black Colleges and Universities (HBCU)	--	--	5%	60
Tribally Controlled Colleges and Universities (TCCU)	--	--	2%	22
Hispanic Serving Institutions (HSI)	--	--	8%	105
Strengthening Institutions Program (SIP)	--	--	7%	97
Number of Respondents		996		1,299
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	54%	685	55%	554
Do not have interaction	38%	476	38%	386
Don't Know	8%	97	7%	75
Number of Respondents		1,258		1,015
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	34%	169	26%	74
Do not have interaction	55%	274	64%	182
Don't Know	11%	54	10%	28
Number of Respondents		497		284

* Programs listed represent those that participated in the 2012 survey
~ Total percentage may exceed 100 due to multiple responses

Department of Education - Grantee Satisfaction Study
2012
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	54%	674	53%	541
Other electronic system	28%	357	31%	313
Do not use electronic system, submit hard copy	18%	227	16%	161
Number of Respondents	1,258		1,015	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	26%	458	24%	306
Agree	61%	1,079	64%	835
Disagree	9%	166	8%	109
Strongly Disagree	2%	41	2%	32
Does Not Apply	1%	16	1%	17
Number of Respondents	1,760		1,299	
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	17	1%	17
Have not issued complaint	99%	1,743	99%	1,282
Number of Respondents	1,760		1,299	

* Programs listed represent those that participated in the 2012 survey
~ Total percentage may exceed 100 due to multiple responses

Department of Education - Grantee Satisfaction Study
2012
Demographics

	2005		2006		2007	
	Percent	Frequency	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff						
Have interaction	85%	282	76%	279	78%	280
Do not have interaction	14%	46	23%	84	20%	70
Don't Know	2%	5	2%	6	2%	7
Number of Respondents	333		369		357	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE						
Have interaction	--	--	--	--	--	--
Do not have interaction	--	--	--	--	--	--
Don't Know	--	--	--	--	--	--
Number of Respondents						
Reporting system used for reporting accountability data						
EDEN/EDFacts	--	--	--	--	--	--
Other electronic system	--	--	--	--	--	--
Do not use electronic system, submit hard copy	--	--	--	--	--	--
Number of Respondents						
Overall I am satisfied with the quality of EDs products and services						
Strongly Agree	14%	47	11%	40	13%	47
Agree	69%	228	68%	252	68%	243
Disagree	15%	49	18%	66	14%	51
Strongly Disagree	2%	7	2%	6	2%	6
Does Not Apply	1%	2	1%	5	3%	10
Number of Respondents	333		369		357	
Issued a formal complaint about assistance received from ED staff member						
Issued complaint	3%	9	3%	12	3%	9
Have not issued complaint	97%	324	97%	357	98%	348
Number of Respondents	333		369		357	

Department of Education - Grantee Satisfaction Study
2012
Demographics

	2008		2009	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	80%	258	79%	258
Do not have interaction	18%	59	18%	57
Don't Know	2%	5	3%	11
Number of Respondents		322		326
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	--	--	--	--
Other electronic system	--	--	--	--
Do not use electronic system, submit hard copy	--	--	--	--
Number of Respondents				
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	15%	49	18%	57
Agree	68%	220	71%	232
Disagree	12%	39	9%	29
Strongly Disagree	2%	8	2%	6
Does Not Apply	2%	6	1%	2
Number of Respondents		322		326
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	2%	6	2%	5
Have not issued complaint	98%	316	99%	321
Number of Respondents		322		326

Department of Education - Grantee Satisfaction Study
2012
Demographics

	2010		2011		2012	
	Percent	Frequency	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff						
Have interaction	68%	350	54%	685	55%	554
Do not have interaction	26%	132	38%	476	38%	386
Don't Know	6%	30	8%	97	7%	75
Number of Respondents	512		1,258		1,015	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE						
Have interaction	--	--	34%	169	26%	74
Do not have interaction	--	--	55%	274	64%	182
Don't Know	--	--	11%	54	10%	28
Number of Respondents			497		284	
Reporting system used for reporting accountability data						
EDEN/EDFacts	71%	364	54%	674	53%	541
Other electronic system	20%	100	28%	357	31%	313
Do not use electronic system, submit hard copy	9%	48	18%	227	16%	161
Number of Respondents	512		1,258		1,015	
Overall I am satisfied with the quality of EDs products and services						
Strongly Agree	23%	118	26%	458	24%	306
Agree	67%	343	61%	1,079	64%	835
Disagree	8%	39	9%	166	8%	109
Strongly Disagree	1%	7	2%	41	2%	32
Does Not Apply	1%	5	1%	16	1%	17
Number of Respondents	512		1,760		1,299	
Issued a formal complaint about assistance received from ED staff member						
Issued complaint	1%	4	1%	17	1%	17
Have not issued complaint	99%	508	99%	1,743	99%	1,282
Number of Respondents	512		1,760		1,299	

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - ED Staff/Coordination

Program	ED Staff/Coordination
Native American and Alaska Native Children in School Program	95
School Leadership Program (SLP)	94
Charter Schools Program Non-SEA	92
Mathematics and Science Partnerships	92
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	91
Neglected and Delinquent State and Local	91
Investing in Innovation Program (i3)	90
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	90
Safe Schools Healthy Students (SS/HS)	90
Improving Teacher Quality State Grants	90
Adult Education and Family Literacy to the State Directors of Adult Ed	89
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	89
Promise Neighborhoods Program	88
National Professional Development Program	87
Indian Education Formula Grants to Local Education Agencies	87
Hispanic Serving Institutions (HSI)	85
Elementary and Secondary School Counseling Program	84
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	83
Physical Education Program (PEP)	83
High School Equivalency Program (HEP) - Migrant Education	83
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	83
Safe and Supportive Schools Program	83
School Improvement Fund	82
Payments for Federal Property (Section 8002)	81
Payments for Federally Connected Children (Section 8003)	81
Striving Readers	80
Lead Agency Early Intervention Coordinators	78
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	78
Tribally Controlled Colleges and Universities (TCCU)	78
English Language Acquisition State Grants/Title III State Formula Grant Program	77
State Fiscal Stabilization Fund	76
Race to the Top (Early Learning Challenge Fund)	76
Historically Black Colleges and Universities (HBCU)	76
Strengthening Institutions Program (SIP)	76
Migrant Education Program (MEP) -- Title I, Part C	75
Teacher Incentive Fund	74
21st Century Community Learning Centers	72
State Directors of Special Education	68

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - ED-Funded Technical Assistance

Program	ED-funded Technical Assistance
Native American and Alaska Native Children in School Program	100
Mathematics and Science Partnerships	96
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	95
Charter Schools Program Non-SEA	94
Safe Schools Healthy Students (SS/HS)	94
School Leadership Program (SLP)	92
Neglected and Delinquent State and Local	92
Safe and Supportive Schools Program	92
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	91
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	90
High School Equivalency Program (HEP) - Migrant Education	89
Hispanic Serving Institutions (HSI)	89
Adult Education and Family Literacy to the State Directors of Adult Ed	88
Improving Teacher Quality State Grants	87
Indian Education Formula Grants to Local Education Agencies	87
Lead Agency Early Intervention Coordinators	86
Payments for Federally Connected Children (Section 8003)	86
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	85
Historically Black Colleges and Universities (HBCU)	85
National Professional Development Program	84
English Language Acquisition State Grants/Title III State Formula Grant Program	84
Physical Education Program (PEP)	83
Payments for Federal Property (Section 8002)	83
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	83
School Improvement Fund	82
Strengthening Institutions Program (SIP)	82
Promise Neighborhoods Program	81
Teacher Incentive Fund	81
Investing in Innovation Program (i3)	80
21st Century Community Learning Centers	80
Migrant Education Program (MEP) -- Title I, Part C	80
Elementary and Secondary School Counseling Program	79
Tribally Controlled Colleges and Universities (TCCU)	79
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	78
Striving Readers	74
State Directors of Special Education	73
Race to the Top (Early Learning Challenge Fund)	70
State Fiscal Stabilization Fund	65

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Online Resources

Program	Online Resources
Indian Education Formula Grants to Local Education Agencies	87
School Leadership Program (SLP)	86
Charter Schools Program Non-SEA	84
Safe Schools Healthy Students (SS/HS)	80
Promise Neighborhoods Program	79
Mathematics and Science Partnerships	79
Adult Education and Family Literacy to the State Directors of Adult Ed	78
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	78
Payments for Federally Connected Children (Section 8003)	78
Physical Education Program (PEP)	77
Payments for Federal Property (Section 8002)	77
Neglected and Delinquent State and Local	77
Hispanic Serving Institutions (HSI)	77
Native American and Alaska Native Children in School Program	76
Tribally Controlled Colleges and Universities (TCCU)	76
Historically Black Colleges and Universities (HBCU)	75
National Professional Development Program	74
Teacher Incentive Fund	74
High School Equivalency Program (HEP) - Migrant Education	74
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	74
Strengthening Institutions Program (SIP)	74
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	73
Improving Teacher Quality State Grants	73
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	73
Investing in Innovation Program (i3)	72
School Improvement Fund	70
Elementary and Secondary School Counseling Program	70
Safe and Supportive Schools Program	68
Lead Agency Early Intervention Coordinators	67
21st Century Community Learning Centers	66
English Language Acquisition State Grants/Title III State Formula Grant Program	65
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	64
Striving Readers	64
Migrant Education Program (MEP) -- Title I, Part C	64
State Fiscal Stabilization Fund	63
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	62
Race to the Top (Early Learning Challenge Fund)	56
State Directors of Special Education	53

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Websites and Databases Overall

Program	Websites and Databases Overall
Historically Black Colleges and Universities (HBCU)	81
Hispanic Serving Institutions (HSI)	80
Tribally Controlled Colleges and Universities (TCCU)	79
Strengthening Institutions Program (SIP)	76
21st Century Community Learning Centers	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Charter Schools Program Non-SEA	--
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	--
Elementary and Secondary School Counseling Program	--
English Language Acquisition State Grants/Title III State Formula Grant Program	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	--
High School Equivalency Program (HEP) - Migrant Education	--
Improving Teacher Quality State Grants	--
Indian Education Formula Grants to Local Education Agencies	--
Investing in Innovation Program (i3)	--
Lead Agency Early Intervention Coordinators	--
Mathematics and Science Partnerships	--
Migrant Education Program (MEP) -- Title I, Part C	--
National Professional Development Program	--
Native American and Alaska Native Children in School Program	--
Neglected and Delinquent State and Local	--
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Physical Education Program (PEP)	--
Promise Neighborhoods Program	--
Race to the Top (Early Learning Challenge Fund)	--
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	--
Safe and Supportive Schools Program	--
Safe Schools Healthy Students (SS/HS)	--
School Improvement Fund	--
School Leadership Program (SLP)	--
State Directors of Special Education	--
State Fiscal Stabilization Fund	--
Striving Readers	--
Teacher Incentive Fund	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Websites and Databases - Problem Mitigation

Program	Websites and Databases - Problem Mitigation
Tribally Controlled Colleges and Universities (TCCU)	82
Historically Black Colleges and Universities (HBCU)	81
Hispanic Serving Institutions (HSI)	80
Strengthening Institutions Program (SIP)	75
21st Century Community Learning Centers	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Charter Schools Program Non-SEA	--
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	--
Elementary and Secondary School Counseling Program	--
English Language Acquisition State Grants/Title III State Formula Grant Program	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	--
High School Equivalency Program (HEP) - Migrant Education	--
Improving Teacher Quality State Grants	--
Indian Education Formula Grants to Local Education Agencies	--
Investing in Innovation Program (I3)	--
Lead Agency Early Intervention Coordinators	--
Mathematics and Science Partnerships	--
Migrant Education Program (MEP) -- Title I, Part C	--
National Professional Development Program	--
Native American and Alaska Native Children in School Program	--
Neglected and Delinquent State and Local	--
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Physical Education Program (PEP)	--
Promise Neighborhoods Program	--
Race to the Top (Early Learning Challenge Fund)	--
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	--
Safe and Supportive Schools Program	--
Safe Schools Healthy Students (SS/HS)	--
School Improvement Fund	--
School Leadership Program (SLP)	--
State Directors of Special Education	--
State Fiscal Stabilization Fund	--
Striving Readers	--
Teacher Incentive Fund	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Technology

Program	Technology
Native American and Alaska Native Children in School Program	86
Charter Schools Program Non-SEA	84
Mathematics and Science Partnerships	84
National Professional Development Program	83
School Leadership Program (SLP)	83
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	82
Adult Education and Family Literacy to the State Directors of Adult Ed	81
Indian Education Formula Grants to Local Education Agencies	81
Promise Neighborhoods Program	79
Safe Schools Healthy Students (SS/HS)	78
High School Equivalency Program (HEP) - Migrant Education	78
Improving Teacher Quality State Grants	77
Hispanic Serving Institutions (HSI)	76
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	75
Physical Education Program (PEP)	75
Neglected and Delinquent State and Local	75
Payments for Federally Connected Children (Section 8003)	74
Tribally Controlled Colleges and Universities (TCCU)	74
Payments for Federal Property (Section 8002)	73
English Language Acquisition State Grants/Title III State Formula Grant Program	73
Historically Black Colleges and Universities (HBCU)	73
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	72
Elementary and Secondary School Counseling Program	72
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	71
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	71
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	70
Teacher Incentive Fund	69
School Improvement Fund	69
Lead Agency Early Intervention Coordinators	68
Strengthening Institutions Program (SIP)	67
Investing in Innovation Program (i3)	66
Striving Readers	66
State Fiscal Stabilization Fund	65
Migrant Education Program (MEP) -- Title I, Part C	64
21st Century Community Learning Centers	63
Safe and Supportive Schools Program	62
State Directors of Special Education	53
Race to the Top (Early Learning Challenge Fund)	47

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Documents

Program	Documents
School Leadership Program (SLP)	89
Charter Schools Program Non-SEA	87
Adult Education and Family Literacy to the State Directors of Adult Ed	85
Indian Education Formula Grants to Local Education Agencies	85
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	85
High School Equivalency Program (HEP) - Migrant Education	84
Safe Schools Healthy Students (SS/HS)	83
Improving Teacher Quality State Grants	83
Native American and Alaska Native Children in School Program	82
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	82
Promise Neighborhoods Program	81
School Improvement Fund	81
Neglected and Delinquent State and Local	80
Investing in Innovation Program (i3)	79
Physical Education Program (PEP)	79
Mathematics and Science Partnerships	79
National Professional Development Program	78
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	78
Elementary and Secondary School Counseling Program	78
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	77
Payments for Federally Connected Children (Section 8003)	77
Striving Readers	76
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	76
Lead Agency Early Intervention Coordinators	75
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	75
State Fiscal Stabilization Fund	74
Payments for Federal Property (Section 8002)	74
Teacher Incentive Fund	73
Migrant Education Program (MEP) -- Title I, Part C	71
English Language Acquisition State Grants/Title III State Formula Grant Program	71
Safe and Supportive Schools Program	67
Race to the Top (Early Learning Challenge Fund)	65
21st Century Community Learning Centers	64
State Directors of Special Education	63
Historically Black Colleges and Universities (HBCU)	--
Hispanic Serving Institutions (HSI)	--
Tribally Controlled Colleges and Universities (TCCU)	--
Strengthening Institutions Program (SIP)	--

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - Information in Application Package

Program	Information in Application Package
Tribally Controlled Colleges and Universities (TCCU)	86
Hispanic Serving Institutions (HSI)	86
Strengthening Institutions Program (SIP)	83
Historically Black Colleges and Universities (HBCU)	81
21st Century Community Learning Centers	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Charter Schools Program Non-SEA	--
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	--
Elementary and Secondary School Counseling Program	--
English Language Acquisition State Grants/Title III State Formula Grant Program	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	--
High School Equivalency Program (HEP) - Migrant Education	--
Improving Teacher Quality State Grants	--
Indian Education Formula Grants to Local Education Agencies	--
Investing in Innovation Program (i3)	--
Lead Agency Early Intervention Coordinators	--
Mathematics and Science Partnerships	--
Migrant Education Program (MEP) -- Title I, Part C	--
National Professional Development Program	--
Native American and Alaska Native Children in School Program	--
Neglected and Delinquent State and Local	--
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Physical Education Program (PEP)	--
Promise Neighborhoods Program	--
Race to the Top (Early Learning Challenge Fund)	--
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	--
Safe and Supportive Schools Program	--
Safe Schools Healthy Students (SS/HS)	--
School Improvement Fund	--
School Leadership Program (SLP)	--
State Directors of Special Education	--
State Fiscal Stabilization Fund	--
Striving Readers	--
Teacher Incentive Fund	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--

Department of Education - Grantee Satisfaction Study
2012
Attribute Table - Programs - OESE's Technical Assistance

Program	OESE's Technical Assistance
Safe Schools Healthy Students (SS/HS)	94
Indian Education Formula Grants to Local Education Agencies	85
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	84
School Improvement Fund	83
Safe and Supportive Schools Program	83
Mathematics and Science Partnerships	82
Improving Teacher Quality State Grants	80
Payments for Federally Connected Children (Section 8003)	79
Payments for Federal Property (Section 8002)	78
High School Equivalency Program (HEP) - Migrant Education	78
Neglected and Delinquent State and Local	78
Physical Education Program (PEP)	77
Race to the Top (Early Learning Challenge Fund)	74
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	74
Teacher Incentive Fund	73
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	73
Elementary and Secondary School Counseling Program	71
Striving Readers	69
Migrant Education Program (MEP) -- Title I, Part C	69
English Language Acquisition State Grants/Title III State Formula Grant Program	66
21st Century Community Learning Centers	59
State Fiscal Stabilization Fund	--
National Professional Development Program	--
Native American and Alaska Native Children in School Program	--
Investing in Innovation Program (i3)	--
Promise Neighborhoods Program	--
School Leadership Program (SLP)	--
Charter Schools Program Non-SEA	--
State Directors of Special Education	--
Lead Agency Early Intervention Coordinators	--
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	--
Historically Black Colleges and Universities (HBCU)	--
Tribally Controlled Colleges and Universities (TCCU)	--
Hispanic Serving Institutions (HSI)	--
Strengthening Institutions Program (SIP)	--

Department of Education - Grantee Satisfaction Study
2012
State Fiscal Stabilization Fund
Score Table

	2011	2012	Significant Difference
Sample Size	17	15	
ED Staff/Coordination	71	76	
Knowledge of relevant legislation, regulations, policies, and procedures	78	79	
Responsiveness to your questions	75	79	
Accuracy of responses	75	79	
Sufficiency of legal guidance in responses	71	74	
Consistency of responses with ED staff from different program offices	65	74	
Collaboration with other ED programs or offices in providing relevant services	69	71	
ED-funded Technical Assistance	65	65	
Knowledge of relevant legislation, regulations, policies, and procedures	67	67	
Responsiveness to your questions	64	63	
Accuracy of responses	61	69	
Sufficiency of legal guidance in responses	67	60	
Consistency of responses with ED staff	67	69	
Collaboration with ED staff in providing relevant services	67	67	
Collaboration with other ED-funded providers of technical assistance	56	61	
Online Resources	55	63	
Ease of finding materials online	51	62	
Ease of submitting information to ED via the web	56	63	
Freshness of content	--	68	
Ability to accomplish what you want on the site	--	63	
Ease of reading the site	--	58	
Ease of navigation	--	56	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	57	65	
ED's effectiveness in using technology to deliver its services	69	73	
ED's quality of assistance	51	59	
Effectiveness of automated process in improving state/LEA reporting	52	63	
Expected reduction in federal paperwork	38	58	

Department of Education - Grantee Satisfaction Study
2012
State Fiscal Stabilization Fund
Score Table

	2011	2012	Significant Difference
Sample Size	17	15	
Documents	61	74	*
Clarity	61	73	*
Organization of information	64	76	*
Sufficiency of detail to meet your program needs	58	75	*
Relevance to your areas of need	62	75	*
Comprehensiveness in addressing the scope of issues that you face	58	70	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	54	61	
How satisfied are you with ED's products and services	60	62	
How well ED's products and services meet expectations	51	60	
How well ED compares with ideal products and services	48	61	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
State Fiscal Stabilization Fund	70	79	
Accessibility of ISU staff	73	77	
Responsiveness of ISU staff	73	80	
Working relationship with ISU staff	73	79	
Clarity of information provided by ISU staff	70	79	
Usefulness of information provided by ISU staff	68	79	
Support provided by ISU staff to develop and implement a high-quality program	63	74	

Department of Education - Grantee Satisfaction Study
2012
State Fiscal Stabilization Fund
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	24%	4	40%	6
Do not have interaction	59%	10	47%	7
Don't Know	18%	3	13%	2
Number of Respondents		17		15
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	53%	9	47%	7
Other electronic system	41%	7	40%	6
Do not use electronic system, submit hard copy	6%	1	13%	2
Number of Respondents		17		15
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	12%	2	0%	0
Agree	59%	10	87%	13
Disagree	24%	4	13%	2
Strongly Disagree	6%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		17		15
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	17	100%	15
Number of Respondents		17		15

Department of Education - Grantee Satisfaction Study
2012
National Professional Development Program
Score Table

	2011	2012	Significant Difference
Sample Size	69	17	
ED Staff/Coordination	86	87	
Knowledge of relevant legislation, regulations, policies, and procedures	90	90	
Responsiveness to your questions	82	86	
Accuracy of responses	88	88	
Sufficiency of legal guidance in responses	89	90	
Consistency of responses with ED staff from different program offices	89	95	
Collaboration with other ED programs or offices in providing relevant services	92	88	
ED-funded Technical Assistance	95	84	
Knowledge of relevant legislation, regulations, policies, and procedures	97	83	
Responsiveness to your questions	93	81	
Accuracy of responses	95	86	
Sufficiency of legal guidance in responses	94	93	
Consistency of responses with ED staff	94	96	
Collaboration with ED staff in providing relevant services	95	85	
Collaboration with other ED-funded providers of technical assistance	93	78	
Online Resources	73	74	
Ease of finding materials online	72	71	
Ease of submitting information to ED via the web	75	70	
Freshness of content	--	81	
Ability to accomplish what you want on the site	--	73	
Ease of reading the site	--	77	
Ease of navigation	--	72	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	73	83	*
ED's effectiveness in using technology to deliver its services	76	88	*
ED's quality of assistance	84	82	
Effectiveness of automated process in improving state/LEA reporting	85	81	
Expected reduction in federal paperwork	70	74	

Department of Education - Grantee Satisfaction Study
2012
National Professional Development Program
Score Table

	2011	2012	Significant Difference
Sample Size	69	17	
Documents	76	78	
Clarity	75	75	
Organization of information	77	78	
Sufficiency of detail to meet your program needs	75	80	
Relevance to your areas of need	78	79	
Comprehensiveness in addressing the scope of issues that you face	75	78	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	72	75	
How satisfied are you with ED's products and services	78	79	
How well ED's products and services meet expectations	68	69	
How well ED compares with ideal products and services	68	73	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
National Professional Development Program	80	84	
Providing information to carry out your program	--	90	
Assisting you in preparing the grant annual performance report	--	82	
Responding to inquiries in a timely matter	--	86	
Assist you in administering your grant effectively	--	87	
Prepare the grant annual performance report	--	82	

Department of Education - Grantee Satisfaction Study
2012
National Professional Development Program
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	23%	16	24%	4
Do not have interaction	65%	45	71%	12
Don't Know	12%	8	6%	1
Number of Respondents		69		17
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	20%	14	12%	2
Other electronic system	54%	37	53%	9
Do not use electronic system, submit hard copy	26%	18	35%	6
Number of Respondents		69		17
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	30%	21	29%	5
Agree	52%	36	59%	10
Disagree	14%	10	12%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	3%	2	0%	0
Number of Respondents		69		17
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	69	100%	17
Number of Respondents		69		17

Department of Education - Grantee Satisfaction Study
2012
Native American and Alaska Native Children in School Program
Score Table

	Native American and Alaska Native Children in School Program
Sample Size	10
ED Staff/Coordination	95
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	96
Accuracy of responses	96
Sufficiency of legal guidance in responses	97
Consistency of responses with ED staff from different program offices	96
Collaboration with other ED programs or offices in providing relevant services	92
ED-funded Technical Assistance	100
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	100
Accuracy of responses	100
Sufficiency of legal guidance in responses	100
Consistency of responses with ED staff	100
Collaboration with ED staff in providing relevant services	100
Collaboration with other ED-funded providers of technical assistance	100
Online Resources	76
Ease of finding materials online	78
Ease of submitting information to ED via the web	74
Freshness of content	85
Ability to accomplish what you want on the site	74
Ease of reading the site	81
Ease of navigation	73
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	86
ED's effectiveness in using technology to deliver its services	93
ED's quality of assistance	84
Effectiveness of automated process in improving state/LEA reporting	83
Expected reduction in federal paperwork	79

Department of Education - Grantee Satisfaction Study
2012
Native American and Alaska Native Children in School Program
Score Table

	Native American and Alaska Native Children in School Program
Sample Size	10
Documents	82
Clarity	83
Organization of information	82
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	80
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	84
How satisfied are you with ED's products and services	85
How well ED's products and services meet expectations	83
How well ED compares with ideal products and services	84
Complaint	10
Issued a formal complaint about assistance received from ED staff member	10
Native American and Alaska Native Children in School Program	91
Providing information to carry out your program	95
Assisting in preparing the grant annual performance report and data report	90
Responding to inquiries in a timely matter	94
Providing tech assistance on grant management to administer grant effectively	94
Assisting with Native American and Alaska Native English learners' resources	81
Assisting with strategies teaching Native American and Alaska English learners	86

Department of Education - Grantee Satisfaction Study
2012
Native American and Alaska Native Children in School Program
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	40%	4
Do not have interaction	40%	4
Don't Know	20%	2
Number of Respondents		10
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	40%	4
Other electronic system	50%	5
Do not use electronic system, submit hard copy	10%	1
Number of Respondents		10
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	40%	4
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	10%	1
Number of Respondents		10
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	10%	1
Have not issued complaint	90%	9
Number of Respondents		10

Department of Education - Grantee Satisfaction Study
2012
Investing in Innovation Program (i3)
Score Table

	2011	2012	Significant Difference
Sample Size	27	30	
ED Staff/Coordination	89	90	
Knowledge of relevant legislation, regulations, policies, and procedures	86	88	
Responsiveness to your questions	89	96	
Accuracy of responses	92	93	
Sufficiency of legal guidance in responses	89	87	
Consistency of responses with ED staff from different program offices	91	85	
Collaboration with other ED programs or offices in providing relevant services	85	84	
ED-funded Technical Assistance	83	80	
Knowledge of relevant legislation, regulations, policies, and procedures	81	82	
Responsiveness to your questions	81	83	
Accuracy of responses	85	78	
Sufficiency of legal guidance in responses	71	75	
Consistency of responses with ED staff	84	75	
Collaboration with ED staff in providing relevant services	84	77	
Collaboration with other ED-funded providers of technical assistance	79	92	
Online Resources	67	72	
Ease of finding materials online	67	72	
Ease of submitting information to ED via the web	66	72	
Freshness of content	--	73	
Ability to accomplish what you want on the site	--	74	
Ease of reading the site	--	72	
Ease of navigation	--	73	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	67	66	
ED's effectiveness in using technology to deliver its services	72	71	
ED's quality of assistance	60	59	
Effectiveness of automated process in improving state/LEA reporting	56	57	
Expected reduction in federal paperwork	69	62	

Department of Education - Grantee Satisfaction Study
2012
Investing in Innovation Program (i3)
Score Table

	2011	2012	Significant Difference
Sample Size	27	30	
Documents	71	79	*
Clarity	71	77	
Organization of information	74	79	
Sufficiency of detail to meet your program needs	69	81	*
Relevance to your areas of need	70	79	*
Comprehensiveness in addressing the scope of issues that you face	69	78	*
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	69	70	
How satisfied are you with ED's products and services	75	76	
How well ED's products and services meet expectations	69	70	
How well ED compares with ideal products and services	60	65	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education - Grantee Satisfaction Study
2012
Investing in Innovation Program (i3)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	59%	16	33%	10
Do not have interaction	26%	7	57%	17
Don't Know	15%	4	10%	3
Number of Respondents		27		30
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	41%	11	30%	9
Other electronic system	37%	10	50%	15
Do not use electronic system, submit hard copy	22%	6	20%	6
Number of Respondents		27		30
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	15%	4	17%	5
Agree	67%	18	77%	23
Disagree	15%	4	3%	1
Strongly Disagree	4%	1	0%	0
Does Not Apply	0%	0	3%	1
Number of Respondents		27		30
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	27	100%	30
Number of Respondents		27		30

Department of Education - Grantee Satisfaction Study
2012
Promise Neighborhoods Program
Score Table

	2011	2012	Significant Difference
Sample Size	5	12	
ED Staff/Coordination	93	88	
Knowledge of relevant legislation, regulations, policies, and procedures	93	87	
Responsiveness to your questions	96	92	
Accuracy of responses	93	90	
Sufficiency of legal guidance in responses	91	82	
Consistency of responses with ED staff from different program offices	91	89	
Collaboration with other ED programs or offices in providing relevant services	91	89	
ED-funded Technical Assistance	95	81	*
Knowledge of relevant legislation, regulations, policies, and procedures	89	80	
Responsiveness to your questions	94	79	
Accuracy of responses	94	82	
Sufficiency of legal guidance in responses	94	73	
Consistency of responses with ED staff	100	89	*
Collaboration with ED staff in providing relevant services	94	76	*
Collaboration with other ED-funded providers of technical assistance	94	89	
Online Resources	79	79	
Ease of finding materials online	78	74	
Ease of submitting information to ED via the web	80	82	
Freshness of content	--	79	
Ability to accomplish what you want on the site	--	81	
Ease of reading the site	--	79	
Ease of navigation	--	78	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	78	79	
ED's effectiveness in using technology to deliver its services	78	86	
ED's quality of assistance	81	69	
Effectiveness of automated process in improving state/LEA reporting	81	61	
Expected reduction in federal paperwork	78	67	

Department of Education - Grantee Satisfaction Study
2012
Promise Neighborhoods Program
Score Table

	2011	2012	Significant Difference
Sample Size	5	12	
Documents	86	81	
Clarity	87	81	
Organization of information	84	80	
Sufficiency of detail to meet your program needs	87	81	
Relevance to your areas of need	84	81	
Comprehensiveness in addressing the scope of issues that you face	89	79	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	86	77	
How satisfied are you with ED's products and services	91	83	*
How well ED's products and services meet expectations	89	78	*
How well ED compares with ideal products and services	78	68	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Promise Neighborhoods Program	90	78	*
Usefulness of ED staff technical assistance as a model	87	78	
Usefulness of webinars as format for providing technical assistance	69	78	
Usefulness of PN New Grantee Meeting	91	82	
Usefulness of quarterly calls with PN staff	96	78	*
Usefulness of PN information from ED	--	78	

Department of Education - Grantee Satisfaction Study
2012
Promise Neighborhoods Program
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	40%	2	92%	11
Do not have interaction	40%	2	8%	1
Don't Know	20%	1	0%	0
Number of Respondents		5		12
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	20%	1	0%	0
Other electronic system	40%	2	50%	6
Do not use electronic system, submit hard copy	40%	2	50%	6
Number of Respondents		5		12
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	40%	2	25%	3
Agree	60%	3	75%	9
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		5		12
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	5	100%	12
Number of Respondents		5		12
ED staff do a good job in communicating expectations				
Do a good job	100%	5	92%	11
Do not do a good job	0%	0	8%	1
Number of Respondents		5		12
Frequency of interaction with ED staff				
Weekly	0%	0	17%	2
Monthly	60%	3	42%	5
A few times a year	40%	2	42%	5
Number of Respondents		5		12
Technical assistance is customer-focused and responsive to needs				
Customer-focused and responsive	100%	5	100%	12
Number of Respondents		5		12

Department of Education - Grantee Satisfaction Study
2012
School Leadership Program (SLP)
Score Table

	School Leadership Program (SLP)
Sample Size	13
ED Staff/Coordination	94
Knowledge of relevant legislation, regulations, policies, and procedures	95
Responsiveness to your questions	93
Accuracy of responses	95
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff from different program offices	99
Collaboration with other ED programs or offices in providing relevant services	98
ED-funded Technical Assistance	92
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	90
Accuracy of responses	92
Sufficiency of legal guidance in responses	93
Consistency of responses with ED staff	92
Collaboration with ED staff in providing relevant services	95
Collaboration with other ED-funded providers of technical assistance	98
Online Resources	86
Ease of finding materials online	88
Ease of submitting information to ED via the web	91
Freshness of content	89
Ability to accomplish what you want on the site	85
Ease of reading the site	82
Ease of navigation	79
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	83
ED's effectiveness in using technology to deliver its services	89
ED's quality of assistance	92
Effectiveness of automated process in improving state/LEA reporting	86
Expected reduction in federal paperwork	58

Department of Education - Grantee Satisfaction Study
2012
School Leadership Program (SLP)
Score Table

	School Leadership Program (SLP)
Sample Size	13
Documents	89
Clarity	87
Organization of information	90
Sufficiency of detail to meet your program needs	89
Relevance to your areas of need	90
Comprehensiveness in addressing the scope of issues that you face	89
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	81
How satisfied are you with ED's products and services	87
How well ED's products and services meet expectations	79
How well ED compares with ideal products and services	76
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
School Leadership Program	89
Opportunities provided to connect with the other SLP programs for networking	91
Time it takes program officer to respond to your email and phone requests	89
Project directors and evaluators meeting held last year	91
Topics covered at the last project directors and evaluators meeting	88
Overall communication and information provided by the program	91
Webinars conducted by the SLP team	90
Technical assistance you receive by the program staff on project implementation	90
Technical assistance you receive by program staff on project budget questions	90
Feedback you receive regarding your project performance	83
Feedback you receive regarding your annual performance	83
Annual performance report provides staff with an understanding of projects	92

Department of Education - Grantee Satisfaction Study
 2012
 Program - School Leadership Program (SLP)
 Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	62%	8
Do not have interaction	38%	5
Don't Know	0%	0
Number of Respondents	13	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	15%	2
Other electronic system	38%	5
Do not use electronic system, submit hard copy	46%	6
Number of Respondents	13	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	38%	5
Agree	54%	7
Disagree	0%	0
Strongly Disagree	8%	1
Does Not Apply	0%	0
Number of Respondents	13	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	13
Number of Respondents	13	

Department of Education - Grantee Satisfaction Study
2012
Charter Schools Program Non-SEA
Score Table

	Charter Schools Program Non- SEA
Sample Size	12
ED Staff/Coordination	92
Knowledge of relevant legislation, regulations, policies, and procedures	95
Responsiveness to your questions	78
Accuracy of responses	95
Sufficiency of legal guidance in responses	98
Consistency of responses with ED staff from different program offices	96
Collaboration with other ED programs or offices in providing relevant services	92
ED-funded Technical Assistance	94
Knowledge of relevant legislation, regulations, policies, and procedures	100
Responsiveness to your questions	83
Accuracy of responses	94
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	94
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	--
Online Resources	84
Ease of finding materials online	76
Ease of submitting information to ED via the web	82
Freshness of content	89
Ability to accomplish what you want on the site	85
Ease of reading the site	87
Ease of navigation	83
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	84
ED's effectiveness in using technology to deliver its services	90
ED's quality of assistance	85
Effectiveness of automated process in improving state/LEA reporting	84
Expected reduction in federal paperwork	69

Department of Education - Grantee Satisfaction Study
2012
Charter Schools Program Non-SEA
Score Table

	Charter Schools Program Non- SEA
Sample Size	12
Documents	87
Clarity	85
Organization of information	90
Sufficiency of detail to meet your program needs	91
Relevance to your areas of need	86
Comprehensiveness in addressing the scope of issues that you face	84
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	83
How satisfied are you with ED's products and services	87
How well ED's products and services meet expectations	80
How well ED compares with ideal products and services	81
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Charter Schools Program Non-SEA	86
Dissemination of resources and opportunities the CSP provides	89
Time it takes your program officer to respond to your email and phone requests	65
Project director meeting held February 2012 overall	91
Overall communication and information provided by the program	89
The 1st Quarterly Newsletter, New Charter Central	86
Technical assistance you receive by the program staff on project implementation	79
Technical assistance you receive by program staff on project budget questions	80
Monitoring activities conducted of your project by program staff	81
Feedback you receive regarding your project performance	68
Annual performance report provides staff with an understanding of projects	87
Guidance CSP provides on Federal grant compliance	86

Department of Education - Grantee Satisfaction Study
2012
Charter Schools Program Non-SEA
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	17%	2
Do not have interaction	67%	8
Don't Know	17%	2
Number of Respondents		12
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	33%	4
Other electronic system	33%	4
Do not use electronic system, submit hard copy	33%	4
Number of Respondents		12
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	67%	8
Agree	33%	4
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		12
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	12
Number of Respondents		12

Department of Education - Grantee Satisfaction Study
2012
State Directors of Special Education
Score Table

	2011	2012	Significant Difference
Sample Size	22	34	
ED Staff/Coordination	76	68	
Knowledge of relevant legislation, regulations, policies, and procedures	85	79	
Responsiveness to your questions	79	69	
Accuracy of responses	81	73	
Sufficiency of legal guidance in responses	75	66	
Consistency of responses with ED staff from different program offices	69	61	
Collaboration with other ED programs or offices in providing relevant services	65	56	
ED-funded Technical Assistance	80	73	
Knowledge of relevant legislation, regulations, policies, and procedures	84	75	*
Responsiveness to your questions	85	79	
Accuracy of responses	83	76	
Sufficiency of legal guidance in responses	73	69	
Consistency of responses with ED staff	82	71	*
Collaboration with ED staff in providing relevant services	83	74	
Collaboration with other ED-funded providers of technical assistance	74	75	
Online Resources	61	53	
Ease of finding materials online	55	47	
Ease of submitting information to ED via the web	69	72	
Freshness of content	--	56	
Ability to accomplish what you want on the site	--	50	
Ease of reading the site	--	52	
Ease of navigation	--	43	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	57	53	
ED's effectiveness in using technology to deliver its services	70	59	
ED's quality of assistance	56	56	
Effectiveness of automated process in improving state/LEA reporting	55	56	
Expected reduction in federal paperwork	40	34	

Department of Education - Grantee Satisfaction Study
2012
State Directors of Special Education
Score Table

	2011	2012	Significant Difference
Sample Size	22	34	
Documents	69	63	
Clarity	65	61	
Organization of information	73	68	
Sufficiency of detail to meet your program needs	65	58	
Relevance to your areas of need	77	71	
Comprehensiveness in addressing the scope of issues that you face	66	55	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	59	51	
How satisfied are you with ED's products and services	67	59	
How well ED's products and services meet expectations	57	48	
How well ED compares with ideal products and services	53	43	
Complaint	0	12	*
Issued a formal complaint about assistance received from ED staff member	0	12	*

Department of Education - Grantee Satisfaction Study
2012
State Directors of Special Education
Score Table

	2011	2012	Significant Difference
Sample Size	22	34	
State Directors of Special Education (Part B)	--	74	
Quality of assistance you received	--	69	
Timeliness of responses	--	81	
Clarity of information provided in response to your requests	--	70	
What improvements can you suggest regarding support from MSIP State contacts?	--	73	
Responsiveness to your State`s request for assistance in a timely manner	--	82	
Impact on your State`s knowledge of implementation strategies	--	77	
Impact on State`s capacity and infrastructure to implement evidence	--	74	
Impact in supporting State to work effectively with local educational agencies	--	72	

Department of Education - Grantee Satisfaction Study
2012
State Directors of Special Education
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	100%	22	94%	32
Do not have interaction	0%	0	3%	1
Don't Know	0%	0	3%	1
Number of Respondents		22		34
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	86%	19	91%	31
Other electronic system	9%	2	9%	3
Do not use electronic system, submit hard copy	5%	1	0%	0
Number of Respondents		22		34
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	9%	2	12%	4
Agree	77%	17	53%	18
Disagree	14%	3	26%	9
Strongly Disagree	0%	0	9%	3
Does Not Apply	0%	0	0%	0
Number of Respondents		22		34
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	12%	4
Have not issued complaint	100%	22	88%	30
Number of Respondents		22		34
Access materials or direct support from any of the Centers				
Accessed materials	0%	0	0%	0
Did not access materials	0%	0	0%	0
Number of Respondents		0		0

Department of Education - Grantee Satisfaction Study
2012
Lead Agency Early Intervention Coordinators
Score Table

	2011	2012	Significant Difference
Sample Size	41	27	
ED Staff/Coordination	83	78	
Knowledge of relevant legislation, regulations, policies, and procedures	85	77	
Responsiveness to your questions	82	80	
Accuracy of responses	87	77	*
Sufficiency of legal guidance in responses	82	82	
Consistency of responses with ED staff from different program offices	77	73	
Collaboration with other ED programs or offices in providing relevant services	78	78	
ED-funded Technical Assistance	83	86	
Knowledge of relevant legislation, regulations, policies, and procedures	85	86	
Responsiveness to your questions	88	88	
Accuracy of responses	85	86	
Sufficiency of legal guidance in responses	74	82	
Consistency of responses with ED staff	80	85	
Collaboration with ED staff in providing relevant services	83	87	
Collaboration with other ED-funded providers of technical assistance	82	90	*
Online Resources	68	67	
Ease of finding materials online	62	60	
Ease of submitting information to ED via the web	76	77	
Freshness of content	--	69	
Ability to accomplish what you want on the site	--	65	
Ease of reading the site	--	67	
Ease of navigation	--	64	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	67	68	
ED's effectiveness in using technology to deliver its services	77	76	
ED's quality of assistance	69	74	
Effectiveness of automated process in improving state/LEA reporting	72	73	
Expected reduction in federal paperwork	48	50	

Department of Education - Grantee Satisfaction Study
2012
Lead Agency Early Intervention Coordinators
Score Table

	2011	2012	Significant Difference
Sample Size	41	27	
Documents	73	75	
Clarity	68	74	
Organization of information	75	80	
Sufficiency of detail to meet your program needs	71	73	
Relevance to your areas of need	80	76	
Comprehensiveness in addressing the scope of issues that you face	69	70	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	67	69	
How satisfied are you with ED's products and services	73	77	
How well ED's products and services meet expectations	66	65	
How well ED compares with ideal products and services	62	64	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Lead Agency Early Intervention Coordinators	83	84	
Quality of assistance you received	--	81	
Timeliness of responses	--	81	
Clarity of information provided in response to your requests	--	77	
Responsiveness to your State's request for assistance in a timely manner	--	89	
Impact on your State's knowledge of implementation strategies	--	88	
Impact on your State's capacity and infrastructure to implement evidence	--	83	
Impact in supporting State to work effectively with local educational agencies	--	81	

Department of Education - Grantee Satisfaction Study
2012
Lead Agency Early Intervention Coordinators
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	95%	39	100%	27
Do not have interaction	2%	1	0%	0
Don't Know	2%	1	0%	0
Number of Respondents		41		27
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	22%	9	22%	6
Other electronic system	39%	16	44%	12
Do not use electronic system, submit hard copy	39%	16	33%	9
Number of Respondents		41		27
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	12%	5	19%	5
Agree	78%	32	74%	20
Disagree	10%	4	7%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		41		27
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	41	100%	27
Number of Respondents		41		27
Access materials or direct support from any of the Centers				
Accessed materials	0%	0	89%	24
Did not access materials	0%	0	11%	3
Number of Respondents		0		27

Department of Education - Grantee Satisfaction Study
2012
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program
Score Table

	OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program
Sample Size	30
ED Staff/Coordination	78
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	73
Accuracy of responses	83
Sufficiency of legal guidance in responses	76
Consistency of responses with ED staff from different program offices	67
Collaboration with other ED programs or offices in providing relevant services	72
ED-funded Technical Assistance	85
Knowledge of relevant legislation, regulations, policies, and procedures	88
Responsiveness to your questions	89
Accuracy of responses	88
Sufficiency of legal guidance in responses	81
Consistency of responses with ED staff	79
Collaboration with ED staff in providing relevant services	84
Collaboration with other ED-funded providers of technical assistance	85
Online Resources	64
Ease of finding materials online	61
Ease of submitting information to ED via the web	73
Freshness of content	61
Ability to accomplish what you want on the site	66
Ease of reading the site	68
Ease of navigation	58
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	71
ED's effectiveness in using technology to deliver its services	71
ED's quality of assistance	77
Effectiveness of automated process in improving state/LEA reporting	79
Expected reduction in federal paperwork	65

Department of Education - Grantee Satisfaction Study
2012
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program
Score Table

	OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program
Sample Size	30
Documents	77
Clarity	76
Organization of information	77
Sufficiency of detail to meet your program needs	77
Relevance to your areas of need	81
Comprehensiveness in addressing the scope of issues that you face	73
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	67
How satisfied are you with ED's products and services	73
How well ED's products and services meet expectations	67
How well ED compares with ideal products and services	61
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
OSERS Rehabilitation Services Administration Vocational Rehabilitation Program	76
Responsiveness to your questions and requests for technical assistance	78
Supportiveness in helping you complete your reports	79
Timeliness of dissemination of monitoring	69
Dissemination of subregulatory guidance	74
Provision of effective training and dissemination of relevant information	70
Sufficiency of communication with your agency	78
Utility of the MIS for entering and retrieving reports and data	75
Ease of navigation and accessibility of the website	67
Usefulness of information contained on the website	72
Improving program performance through technical assistance	86
Improving program performance through continuing education	86

Department of Education - Grantee Satisfaction Study
2012
OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	83%	25
Do not have interaction	13%	4
Don't Know	3%	1
Number of Respondents		30
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	27%	8
Other electronic system	70%	21
Do not use electronic system, submit hard copy	3%	1
Number of Respondents		30
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	10%	3
Agree	83%	25
Disagree	7%	2
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		30
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	30
Number of Respondents		30

Department of Education - Grantee Satisfaction Study
2012
Adult Education and Family Literacy to the State Directors of Adult Ed
Score Table

	2011	2012	Significant Difference
Sample Size	43	34	
ED Staff/Coordination	91	89	
Knowledge of relevant legislation, regulations, policies, and procedures	96	91	*
Responsiveness to your questions	94	92	
Accuracy of responses	94	93	
Sufficiency of legal guidance in responses	89	86	
Consistency of responses with ED staff from different program offices	86	86	
Collaboration with other ED programs or offices in providing relevant services	87	85	
ED-funded Technical Assistance	87	88	
Knowledge of relevant legislation, regulations, policies, and procedures	88	89	
Responsiveness to your questions	89	90	
Accuracy of responses	88	88	
Sufficiency of legal guidance in responses	83	87	
Consistency of responses with ED staff	88	87	
Collaboration with ED staff in providing relevant services	87	89	
Collaboration with other ED-funded providers of technical assistance	88	88	
Online Resources	74	78	
Ease of finding materials online	66	75	
Ease of submitting information to ED via the web	84	85	
Freshness of content	--	81	
Ability to accomplish what you want on the site	--	76	
Ease of reading the site	--	75	
Ease of navigation	--	73	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	77	81	
ED's effectiveness in using technology to deliver its services	77	86	*
ED's quality of assistance	83	82	
Effectiveness of automated process in improving state/LEA reporting	84	80	
Expected reduction in federal paperwork	66	69	

Department of Education - Grantee Satisfaction Study
2012
Adult Education and Family Literacy to the State Directors of Adult Ed
Score Table

	2011	2012	Significant Difference
Sample Size	43	34	
Documents	82	85	
Clarity	81	85	
Organization of information	83	87	
Sufficiency of detail to meet your program needs	81	84	
Relevance to your areas of need	83	86	
Comprehensiveness in addressing the scope of issues that you face	79	81	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	78	79	
How satisfied are you with ED's products and services	83	84	
How well ED's products and services meet expectations	76	76	
How well ED compares with ideal products and services	75	76	
Complaint	0	3	
Issued a formal complaint about assistance received from ED staff member	0	3	
Adult Education and Family Literacy to the State Directors of Adult Ed	91	88	
Ease of reporting using the NRS web-based system	86	84	
Usefulness of the training offered by OVAE through its contract to support NRS	91	86	
Being well-organized	90	90	
Providing pre-planning adequate guidance	89	90	
Setting expectations for the visit	92	89	
Using state peer reviewers in the federal monitoring process	87	89	
Being up-to-date	95	92	*
Relevance of information	94	90	*
Usefulness to your program	92	89	
Usefulness of products helping your state meet AEFLA program priorities	90	84	*
Technical assistance provided addresses your program priorities and needs	89	82	*

Department of Education - Grantee Satisfaction Study
2012
Adult Education and Family Literacy to the State Directors of Adult Ed
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	88%	38	79%	27
Do not have interaction	12%	5	15%	5
Don't Know	0%	0	6%	2
Number of Respondents		43		34
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	37%	16	32%	11
Other electronic system	58%	25	68%	23
Do not use electronic system, submit hard copy	5%	2	0%	0
Number of Respondents		43		34
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	28%	12	32%	11
Agree	60%	26	65%	22
Disagree	5%	2	3%	1
Strongly Disagree	5%	2	0%	0
Does Not Apply	2%	1	0%	0
Number of Respondents		43		34
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	3%	1
Have not issued complaint	100%	43	97%	33
Number of Respondents		43		34

Department of Education - Grantee Satisfaction Study
2012
Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed
Score Table

	2011	2012	Significant Difference
Sample Size	31	34	
ED Staff/Coordination	85	90	
Knowledge of relevant legislation, regulations, policies, and procedures	89	92	
Responsiveness to your questions	82	92	*
Accuracy of responses	90	92	
Sufficiency of legal guidance in responses	83	86	
Consistency of responses with ED staff from different program offices	81	88	
Collaboration with other ED programs or offices in providing relevant services	80	87	
ED-funded Technical Assistance	84	90	
Knowledge of relevant legislation, regulations, policies, and procedures	83	90	
Responsiveness to your questions	87	89	
Accuracy of responses	86	90	
Sufficiency of legal guidance in responses	80	90	
Consistency of responses with ED staff	84	89	
Collaboration with ED staff in providing relevant services	89	92	
Collaboration with other ED-funded providers of technical assistance	89	88	
Online Resources	74	78	
Ease of finding materials online	70	74	
Ease of submitting information to ED via the web	79	80	
Freshness of content	--	78	
Ability to accomplish what you want on the site	--	76	
Ease of reading the site	--	80	
Ease of navigation	--	76	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	71	75	
ED's effectiveness in using technology to deliver its services	81	83	
ED's quality of assistance	74	76	
Effectiveness of automated process in improving state/LEA reporting	67	72	
Expected reduction in federal paperwork	59	63	

Department of Education - Grantee Satisfaction Study
2012
Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed
Score Table

	2011	2012	Significant Difference
Sample Size	31	34	
Documents	77	82	
Clarity	78	82	
Organization of information	80	84	
Sufficiency of detail to meet your program needs	76	80	
Relevance to your areas of need	81	86	
Comprehensiveness in addressing the scope of issues that you face	72	79	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	74	77	
How satisfied are you with ED's products and services	80	81	
How well ED's products and services meet expectations	71	75	
How well ED compares with ideal products and services	69	74	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Carl D. Perkins Career & Tech Ed Program to State Directors of Career & Tech Ed	78	82	
CAR's user-friendliness	78	76	
CAR's compatibility with state reporting systems	64	73	
Identifying and correcting compliance issues in your state	90	86	
Helping you to improve program quality	83	82	
Effectiveness of sessions on helping improve quality of career/tech ed programs	82	85	
PCRN's usefulness to your program	79	85	
Database's user-friendliness	82	83	
Database's compatibility with state reporting systems	75	82	

Department of Education - Grantee Satisfaction Study
2012
Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	74%	23	71%	24
Do not have interaction	16%	5	29%	10
Don't Know	10%	3	0%	0
Number of Respondents		31		34
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	74%	23	88%	30
Other electronic system	23%	7	9%	3
Do not use electronic system, submit hard copy	3%	1	3%	1
Number of Respondents		31		34
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	32%	10	32%	11
Agree	48%	15	65%	22
Disagree	13%	4	3%	1
Strongly Disagree	6%	2	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		31		34
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	31	100%	34
Number of Respondents		31		34

Department of Education - Grantee Satisfaction Study
2012
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Score Table

	2011	2012	Significant Difference
Sample Size	10	11	
ED Staff/Coordination	79	83	
Knowledge of relevant legislation, regulations, policies, and procedures	87	87	
Responsiveness to your questions	80	81	
Accuracy of responses	80	85	
Sufficiency of legal guidance in responses	77	86	
Consistency of responses with ED staff from different program offices	73	80	
Collaboration with other ED programs or offices in providing relevant services	78	77	
ED-funded Technical Assistance	59	78	
Knowledge of relevant legislation, regulations, policies, and procedures	70	82	
Responsiveness to your questions	67	80	
Accuracy of responses	59	80	*
Sufficiency of legal guidance in responses	56	82	*
Consistency of responses with ED staff	56	92	
Collaboration with ED staff in providing relevant services	56	69	
Collaboration with other ED-funded providers of technical assistance	48	71	
Online Resources	74	73	
Ease of finding materials online	74	72	
Ease of submitting information to ED via the web	76	76	
Freshness of content	--	72	
Ability to accomplish what you want on the site	--	73	
Ease of reading the site	--	72	
Ease of navigation	--	73	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	75	72	
ED's effectiveness in using technology to deliver its services	86	75	
ED's quality of assistance	75	79	
Effectiveness of automated process in improving state/LEA reporting	71	79	
Expected reduction in federal paperwork	44	60	

Department of Education - Grantee Satisfaction Study
2012
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Score Table

	2011	2012	Significant Difference
Sample Size	10	11	
Documents	73	78	
Clarity	73	78	
Organization of information	78	80	
Sufficiency of detail to meet your program needs	71	78	
Relevance to your areas of need	74	80	
Comprehensiveness in addressing the scope of issues that you face	68	77	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
ACSI	73	70	
How satisfied are you with ED's products and services	78	76	
How well ED's products and services meet expectations	71	67	
How well ED compares with ideal products and services	69	66	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Grant Recipient Agencies engaged in risk mitigation activities with RMS/MIT	90	88	
Accessibility of the RMS/MIT staff	94	89	
General responsiveness of the RMS/MIT staff	95	89	
Your working relationship with RMS/MIT staff	93	91	
Usefulness of the technical assistance provided during RMS/MIT site visit	91	86	
Customer service from RMS/MIT in past year	89	91	
Customer service from RMS/MIT in past three years	90	90	
Grants admin/fiscal management of Federal financial assistance at State-level	73	84	
Grants admin/fiscal management of Federal financial assistance at Local-level	76	81	

Department of Education - Grantee Satisfaction Study
2012
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	30%	3	45%	5
Do not have interaction	70%	7	55%	6
Don't Know	0%	0	0%	0
Number of Respondents		10		11
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	50%	5	55%	6
Other electronic system	20%	2	36%	4
Do not use electronic system, submit hard copy	30%	3	9%	1
Number of Respondents		10		11
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	20%	2	27%	3
Agree	80%	8	64%	7
Disagree	0%	0	9%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		10		11
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	10	100%	11
Number of Respondents		10		11

Department of Education - Grantee Satisfaction Study
2012
Race to the Top (Early Learning Challenge Fund)
Score Table

	2012
Sample Size	7
ED Staff/Coordination	76
Knowledge of relevant legislation, regulations, policies, and procedures	75
Responsiveness to your questions	76
Accuracy of responses	76
Sufficiency of legal guidance in responses	70
Consistency of responses with ED staff from different program offices	76
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	70
Knowledge of relevant legislation, regulations, policies, and procedures	70
Responsiveness to your questions	70
Accuracy of responses	70
Sufficiency of legal guidance in responses	61
Consistency of responses with ED staff	70
Collaboration with ED staff in providing relevant services	61
Collaboration with other ED-funded providers of technical assistance	44
Online Resources	56
Ease of finding materials online	69
Ease of submitting information to ED via the web	57
Freshness of content	63
Ability to accomplish what you want on the site	50
Ease of reading the site	46
Ease of navigation	50
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	47
ED's effectiveness in using technology to deliver its services	63
ED's quality of assistance	31
Effectiveness of automated process in improving state/LEA reporting	39
Expected reduction in federal paperwork	37

Department of Education - Grantee Satisfaction Study
2012
Race to the Top (Early Learning Challenge Fund)
Score Table

	2012
Sample Size	7
Documents	65
Clarity	68
Organization of information	70
Sufficiency of detail to meet your program needs	59
Relevance to your areas of need	65
Comprehensiveness in addressing the scope of issues that you face	62
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	74
Effectiveness of OESE in helping you learn to implement grant programs	74
Usefulness of OESE's technical assistance services as a model	74
ACSI	63
How satisfied are you with ED's products and services	67
How well ED's products and services meet expectations	60
How well ED compares with ideal products and services	62
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Race to the Top (Early Learning Challenge Fund)	75
Accessibility and responsiveness of program staff	84
Timely resolution of questions by program staff	78
Clarity of information provided by program staff	70
Usefulness and relevance of technical assistance	68
Usefulness and relevance of monthly conference calls	75

Department of Education - Grantee Satisfaction Study
2012
Race to the Top (Early Learning Challenge Fund)
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	57%	4
Do not have interaction	43%	3
Don't Know	0%	0
Number of Respondents	7	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	14%	1
Other electronic system	71%	5
Do not use electronic system, submit hard copy	14%	1
Number of Respondents	7	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	14%	1
Agree	71%	5
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	14%	1
Number of Respondents	7	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	7
Number of Respondents	7	

Department of Education - Grantee Satisfaction Study
2012
Physical Education Program (PEP)
Score Table

	2011	2012	Significant Difference
Sample Size	46	76	
ED Staff/Coordination	80	83	
Knowledge of relevant legislation, regulations, policies, and procedures	86	88	
Responsiveness to your questions	73	77	
Accuracy of responses	82	85	
Sufficiency of legal guidance in responses	86	83	
Consistency of responses with ED staff from different program offices	78	84	
Collaboration with other ED programs or offices in providing relevant services	77	86	
ED-funded Technical Assistance	97	83	*
Knowledge of relevant legislation, regulations, policies, and procedures	98	87	*
Responsiveness to your questions	100	79	*
Accuracy of responses	96	84	*
Sufficiency of legal guidance in responses	96	72	*
Consistency of responses with ED staff	96	82	*
Collaboration with ED staff in providing relevant services	100	86	*
Collaboration with other ED-funded providers of technical assistance	96	83	*
Online Resources	69	77	*
Ease of finding materials online	74	77	
Ease of submitting information to ED via the web	66	74	
Freshness of content	--	80	
Ability to accomplish what you want on the site	--	76	
Ease of reading the site	--	79	
Ease of navigation	--	75	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	66	75	*
ED's effectiveness in using technology to deliver its services	72	80	*
ED's quality of assistance	70	72	
Effectiveness of automated process in improving state/LEA reporting	60	73	*
Expected reduction in federal paperwork	66	70	

Department of Education - Grantee Satisfaction Study
2012
Physical Education Program (PEP)
Score Table

	2011	2012	Significant Difference
Sample Size	46	76	
Documents	75	79	
Clarity	73	80	
Organization of information	75	80	
Sufficiency of detail to meet your program needs	76	79	
Relevance to your areas of need	78	81	
Comprehensiveness in addressing the scope of issues that you face	75	77	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	77	
Effectiveness of OESE in helping you learn to implement grant programs	--	77	
Usefulness of OESE's technical assistance services as a model	--	77	
ACSI	67	72	
How satisfied are you with ED's products and services	72	77	
How well ED's products and services meet expectations	63	70	
How well ED compares with ideal products and services	65	69	
Complaint	0	4	*
Issued a formal complaint about assistance received from ED staff member	0	4	*
Physical Education Program (PEP)	71	76	
FPO's responsiveness to questions about PEP program requirements	73	78	
FPO's responsiveness to questions about EDGAR and other Federal regulations	75	77	
FPO's timeliness in returning phone calls and responding to emails	69	73	
FPO's effectiveness in providing tech assist./instructions on perf. reports	73	80	
FPO's effectiveness in providing tech assist./guidance on budget reporting	72	77	
Frequency of communication with FPO	67	77	*
Instructions and guidance regarding GPRA data collection and reporting	74	77	
Relevance and usefulness to your program and program activities	73	79	
Relevance and usefulness to your program's sustainability	69	75	
Importance of Federal Project Officer site visit	38	37	

Department of Education - Grantee Satisfaction Study
2012
Physical Education Program (PEP)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	11%	5	14%	11
Do not have interaction	78%	36	64%	49
Don't Know	11%	5	21%	16
Number of Respondents		46		76
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	20%	9	30%	23
Other electronic system	43%	20	43%	33
Do not use electronic system, submit hard copy	37%	17	26%	20
Number of Respondents		46		76
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	10	32%	24
Agree	63%	29	57%	43
Disagree	9%	4	9%	7
Strongly Disagree	4%	2	0%	0
Does Not Apply	2%	1	3%	2
Number of Respondents		46		76
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	4%	3
Have not issued complaint	100%	46	96%	73
Number of Respondents		46		76

Department of Education - Grantee Satisfaction Study
2012
Safe Schools Healthy Students (SS/HS)
Score Table

	2011	2012	Significant Difference
Sample Size	52	16	
ED Staff/Coordination	93	90	
Knowledge of relevant legislation, regulations, policies, and procedures	92	89	
Responsiveness to your questions	94	90	
Accuracy of responses	94	91	
Sufficiency of legal guidance in responses	93	92	
Consistency of responses with ED staff from different program offices	90	88	
Collaboration with other ED programs or offices in providing relevant services	93	92	
ED-funded Technical Assistance	92	94	
Knowledge of relevant legislation, regulations, policies, and procedures	90	94	
Responsiveness to your questions	94	95	
Accuracy of responses	94	95	
Sufficiency of legal guidance in responses	91	91	
Consistency of responses with ED staff	93	93	
Collaboration with ED staff in providing relevant services	93	94	
Collaboration with other ED-funded providers of technical assistance	91	94	
Online Resources	82	80	
Ease of finding materials online	82	80	
Ease of submitting information to ED via the web	82	78	
Freshness of content	--	83	
Ability to accomplish what you want on the site	--	79	
Ease of reading the site	--	79	
Ease of navigation	--	78	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	76	78	
ED's effectiveness in using technology to deliver its services	82	85	
ED's quality of assistance	77	77	
Effectiveness of automated process in improving state/LEA reporting	76	77	
Expected reduction in federal paperwork	66	67	

Department of Education - Grantee Satisfaction Study
2012
Safe Schools Healthy Students (SS/HS)
Score Table

	2011	2012	Significant Difference
Sample Size	52	16	
Documents	83	83	
Clarity	84	84	
Organization of information	85	84	
Sufficiency of detail to meet your program needs	84	83	
Relevance to your areas of need	82	80	
Comprehensiveness in addressing the scope of issues that you face	81	81	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	--	94	
Effectiveness of OESE in helping you learn to implement grant programs	--	93	
Usefulness of OESE's technical assistance services as a model	--	94	
ACSI	79	77	
How satisfied are you with ED's products and services	84	80	
How well ED's products and services meet expectations	76	74	
How well ED compares with ideal products and services	78	77	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Safe Schools Healthy Students (SS/HS)	90	85	
FPO's responsiveness to answering questions	95	90	
FPO's timeliness in returning phone calls and responding to emails	96	87	*
Usefulness of feedback from FPO on annual performance reports	90	80	
Instructions regarding annual performance reports	89	85	
Guidance regarding budget development, tracking, and reporting	89	83	
Contribution of site visit outcome	95	78	
The National Center	91	94	
The Communications Group	83	75	
Guidance and assistance received by National Evaluation Team	78	67	

Department of Education - Grantee Satisfaction Study
2012
Safe Schools Healthy Students (SS/HS)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	69%	36	88%	14
Do not have interaction	13%	7	0%	0
Don't Know	17%	9	13%	2
Number of Respondents		52		16
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	10%	5	19%	3
Other electronic system	21%	11	25%	4
Do not use electronic system, submit hard copy	69%	36	56%	9
Number of Respondents		52		16
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	44%	23	31%	5
Agree	54%	28	69%	11
Disagree	0%	0	0%	0
Strongly Disagree	2%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		52		16
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	52	100%	16
Number of Respondents		52		16
Federal Project Officer is a Department of Education employee				
Is a Dept. of Ed. employee	54%	28	44%	7
Is not a Dept. of Ed. employee	46%	24	56%	9
Number of Respondents		52		16

Department of Education - Grantee Satisfaction Study
2012
21st Century Community Learning Centers
Score Table

	2011	2012	Significant Difference
Sample Size	40	35	
ED Staff/Coordination	60	72	*
Knowledge of relevant legislation, regulations, policies, and procedures	65	76	*
Responsiveness to your questions	58	74	*
Accuracy of responses	63	78	*
Sufficiency of legal guidance in responses	61	66	
Consistency of responses with ED staff from different program offices	53	65	
Collaboration with other ED programs or offices in providing relevant services	50	63	
ED-funded Technical Assistance	70	80	*
Knowledge of relevant legislation, regulations, policies, and procedures	71	81	*
Responsiveness to your questions	70	82	*
Accuracy of responses	74	81	
Sufficiency of legal guidance in responses	57	83	*
Consistency of responses with ED staff	59	81	*
Collaboration with ED staff in providing relevant services	70	75	
Collaboration with other ED-funded providers of technical assistance	70	77	
Online Resources	56	66	*
Ease of finding materials online	53	67	*
Ease of submitting information to ED via the web	62	70	
Freshness of content	--	65	
Ability to accomplish what you want on the site	--	63	
Ease of reading the site	--	67	
Ease of navigation	--	64	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	54	63	*
ED's effectiveness in using technology to deliver its services	54	65	*
ED's quality of assistance	54	59	
Effectiveness of automated process in improving state/LEA reporting	57	60	
Expected reduction in federal paperwork	54	65	*

Department of Education - Grantee Satisfaction Study
2012
21st Century Community Learning Centers
Score Table

	2011	2012	Significant Difference
Sample Size	40	35	
Documents	54	64	*
Clarity	53	64	*
Organization of information	56	66	*
Sufficiency of detail to meet your program needs	49	62	*
Relevance to your areas of need	60	66	
Comprehensiveness in addressing the scope of issues that you face	49	61	*
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	50	59	
Effectiveness of OESE in helping you learn to implement grant programs	53	61	
Usefulness of OESE's technical assistance services as a model	47	57	
ACSI	53	57	
How satisfied are you with ED's products and services	57	64	
How well ED's products and services meet expectations	50	56	
How well ED compares with ideal products and services	49	51	
Complaint	0	6	
Issued a formal complaint about assistance received from ED staff member	0	6	
21st Century Community Learning Centers	60	74	*
Quality of technical assistance	59	68	
Current Program Officer's knowledge of applicable statutes/regulations/policies	60	75	*
Current Program Officer's knowledge of grant fiscal matters	63	75	*

Department of Education - Grantee Satisfaction Study
2012
21st Century Community Learning Centers
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	65%	26	54%	19
Do not have interaction	33%	13	34%	12
Don't Know	3%	1	11%	4
Number of Respondents		40		35
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	18%	7	23%	8
Other electronic system	73%	29	71%	25
Do not use electronic system, submit hard copy	10%	4	6%	2
Number of Respondents		40		35
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	3%	1
Agree	55%	22	69%	24
Disagree	33%	13	17%	6
Strongly Disagree	8%	3	9%	3
Does Not Apply	5%	2	3%	1
Number of Respondents		40		35
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	6%	2
Have not issued complaint	100%	40	94%	33
Number of Respondents		40		35
Types of SEA State 21st CCLC coordinators				
New 21st CCLC SEA State coordinator with less than 18 mo. experience	20%	8	23%	8
New SEA State 21st CCLC coordinator with more than 18 mo. Experience	80%	32	77%	27
Number of Respondents		40		35
Received technical assistance or individualized support during past year				
Received assistance	70%	28	74%	26
Did not receive assistance	30%	12	26%	9
Number of Respondents		40		35
Where and how technical assistance or support take place-				
Project Directors' meeting sponsored by the Education Department	75%	21	58%	15
Conference call/email exchange with your Project Officer	82%	23	92%	24
Project Officer	54%	15	65%	17
Other Program (or other Department) staff site visit	7%	2	15%	4
Monitoring contractor	36%	10	46%	12
National association meeting	14%	4	35%	9
Other	7%	2	8%	2
Number of Respondents		28		26
Received timely and accurate feedback from current Program Officer				
Received feedback	68%	27	83%	29
Did not receive feedback	33%	13	17%	6
Number of Respondents		40		35

Department of Education - Grantee Satisfaction Study
2012
Mathematics and Science Partnerships
Score Table

	2011	2012	Significant Difference
Sample Size	34	26	
ED Staff/Coordination	92	92	
Knowledge of relevant legislation, regulations, policies, and procedures	93	93	
Responsiveness to your questions	91	91	
Accuracy of responses	95	96	
Sufficiency of legal guidance in responses	90	92	
Consistency of responses with ED staff from different program offices	88	95	*
Collaboration with other ED programs or offices in providing relevant services	92	95	
ED-funded Technical Assistance	93	96	
Knowledge of relevant legislation, regulations, policies, and procedures	92	94	
Responsiveness to your questions	94	97	
Accuracy of responses	93	97	
Sufficiency of legal guidance in responses	92	93	
Consistency of responses with ED staff	92	96	
Collaboration with ED staff in providing relevant services	93	96	
Collaboration with other ED-funded providers of technical assistance	95	99	
Online Resources	80	79	
Ease of finding materials online	77	78	
Ease of submitting information to ED via the web	84	85	
Freshness of content	--	80	
Ability to accomplish what you want on the site	--	80	
Ease of reading the site	--	77	
Ease of navigation	--	77	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	78	84	
ED's effectiveness in using technology to deliver its services	78	86	*
ED's quality of assistance	81	89	*
Effectiveness of automated process in improving state/LEA reporting	80	86	
Expected reduction in federal paperwork	70	74	

Department of Education - Grantee Satisfaction Study
2012
Mathematics and Science Partnerships
Score Table

	2011	2012	Significant Difference
Sample Size	34	26	
Documents	81	79	
Clarity	81	81	
Organization of information	81	80	
Sufficiency of detail to meet your program needs	80	79	
Relevance to your areas of need	82	80	
Comprehensiveness in addressing the scope of issues that you face	77	77	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	78	82	
Effectiveness of OESE in helping you learn to implement grant programs	82	86	
Usefulness of OESE's technical assistance services as a model	72	79	
ACSI	75	79	
How satisfied are you with ED's products and services	80	85	
How well ED's products and services meet expectations	74	78	
How well ED compares with ideal products and services	71	74	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Mathematics and Science Partnerships	85	86	
Responsiveness of U.S. Department of Education staff	90	91	
Knowledge of staff on math and science issues and program admin issues	92	92	
Helpfulness of annual meetings for MSP state coordinators and project directors	82	91	*
Helpfulness of information on MSP website	79	80	
Ease of navigating MSP website	79	78	
Helpfulness of information on web-based annual performance report	81	81	
Ease of navigating web-based annual performance report process	80	76	
Contractor support is helpful and knowledgeable	91	92	

Department of Education - Grantee Satisfaction Study
2012
Mathematics and Science Partnerships
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	76%	26	62%	16
Do not have interaction	21%	7	27%	7
Don't Know	3%	1	12%	3
Number of Respondents		34		26
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	26%	9	42%	11
Other electronic system	68%	23	50%	13
Do not use electronic system, submit hard copy	6%	2	8%	2
Number of Respondents		34		26
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	35%	12	42%	11
Agree	62%	21	54%	14
Disagree	3%	1	4%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		34		26
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	34	100%	26
Number of Respondents		34		26

Department of Education - Grantee Satisfaction Study
2012
Striving Readers
Score Table

	2011	2012	Significant Difference
Sample Size	23	15	
ED Staff/Coordination	79	80	
Knowledge of relevant legislation, regulations, policies, and procedures	76	86	
Responsiveness to your questions	80	78	
Accuracy of responses	80	83	
Sufficiency of legal guidance in responses	84	81	
Consistency of responses with ED staff from different program offices	82	71	
Collaboration with other ED programs or offices in providing relevant services	85	69	*
ED-funded Technical Assistance	79	74	
Knowledge of relevant legislation, regulations, policies, and procedures	75	69	
Responsiveness to your questions	84	79	
Accuracy of responses	79	78	
Sufficiency of legal guidance in responses	70	83	
Consistency of responses with ED staff	81	71	
Collaboration with ED staff in providing relevant services	82	77	
Collaboration with other ED-funded providers of technical assistance	70	75	
Online Resources	74	64	
Ease of finding materials online	73	59	
Ease of submitting information to ED via the web	75	75	
Freshness of content	--	67	
Ability to accomplish what you want on the site	--	62	
Ease of reading the site	--	64	
Ease of navigation	--	61	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	66	66	
ED's effectiveness in using technology to deliver its services	70	63	
ED's quality of assistance	66	60	
Effectiveness of automated process in improving state/LEA reporting	63	65	
Expected reduction in federal paperwork	60	80	*

Department of Education - Grantee Satisfaction Study
2012
Striving Readers
Score Table

	2011	2012	Significant Difference
Sample Size	23	15	
Documents	68	76	
Clarity	67	79	*
Organization of information	72	77	
Sufficiency of detail to meet your program needs	68	76	
Relevance to your areas of need	71	75	
Comprehensiveness in addressing the scope of issues that you face	62	71	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	70	69	
Effectiveness of OESE in helping you learn to implement grant programs	71	71	
Usefulness of OESE's technical assistance services as a model	63	68	
ACSI	63	65	
How satisfied are you with ED's products and services	68	73	
How well ED's products and services meet expectations	62	57	
How well ED compares with ideal products and services	58	64	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Striving Readers - Program Officer	83	85	
Coordination of Dept of Ed Program Officers/IES staff/Abt Associates efforts	73	79	
Resolution of problems by current Program Officer	89	86	
Timeliness of response to questions or requests by current Program Officer	89	86	
Current Program Officer's knowledge of applicable statutes/regulations/policies	81	89	
Current Program Officer's knowledge of relevant program content	75	84	
Current Program Officer's knowledge of program evaluation issues	79	83	

Department of Education - Grantee Satisfaction Study
2012
Striving Readers
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	70%	16	100%	15
Do not have interaction	30%	7	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		23		15
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	17%	4	27%	4
Other electronic system	30%	7	20%	3
Do not use electronic system, submit hard copy	52%	12	53%	8
Number of Respondents		23		15
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	5	20%	3
Agree	65%	15	67%	10
Disagree	9%	2	7%	1
Strongly Disagree	4%	1	7%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		23		15
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	23	100%	15
Number of Respondents		23		15

Department of Education - Grantee Satisfaction Study
2012
Improving Teacher Quality State Grants
Score Table

	2011	2012	Significant Difference
Sample Size	68	62	
ED Staff/Coordination	89	90	
Knowledge of relevant legislation, regulations, policies, and procedures	90	94	*
Responsiveness to your questions	90	91	
Accuracy of responses	93	94	
Sufficiency of legal guidance in responses	89	88	
Consistency of responses with ED staff from different program offices	88	87	
Collaboration with other ED programs or offices in providing relevant services	86	86	
ED-funded Technical Assistance	85	87	
Knowledge of relevant legislation, regulations, policies, and procedures	87	88	
Responsiveness to your questions	84	88	
Accuracy of responses	87	87	
Sufficiency of legal guidance in responses	82	84	
Consistency of responses with ED staff	84	86	
Collaboration with ED staff in providing relevant services	82	89	
Collaboration with other ED-funded providers of technical assistance	85	90	
Online Resources	68	73	
Ease of finding materials online	66	69	
Ease of submitting information to ED via the web	78	72	
Freshness of content	--	77	
Ability to accomplish what you want on the site	--	74	
Ease of reading the site	--	74	
Ease of navigation	--	71	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	67	77	*
ED's effectiveness in using technology to deliver its services	73	82	*
ED's quality of assistance	70	75	
Effectiveness of automated process in improving state/LEA reporting	71	73	
Expected reduction in federal paperwork	62	64	

Department of Education - Grantee Satisfaction Study
2012
Improving Teacher Quality State Grants
Score Table

	2011	2012	Significant Difference
Sample Size	68	62	
Documents	82	83	
Clarity	81	84	
Organization of information	83	85	
Sufficiency of detail to meet your program needs	80	82	
Relevance to your areas of need	85	84	
Comprehensiveness in addressing the scope of issues that you face	79	81	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	81	80	
Effectiveness of OESE in helping you learn to implement grant programs	87	84	
Usefulness of OESE's technical assistance services as a model	74	75	
ACSI	73	76	
How satisfied are you with ED's products and services	79	80	
How well ED's products and services meet expectations	71	75	
How well ED compares with ideal products and services	68	71	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Improving Teacher Quality State Grants	89	89	
Accessibility of Title II, Part A program staff	92	91	
Responsiveness of Title II, Part A program staff	90	91	
Usefulness of the annual meeting for Title II, Part A grantees	73	78	
Usefulness of the technical assistance during the monitoring visit	92	91	
Visit established and explained compliance requirements	93	91	

Department of Education - Grantee Satisfaction Study
2012
Improving Teacher Quality State Grants
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	47%	32	45%	28
Do not have interaction	53%	36	52%	32
Don't Know	0%	0	3%	2
Number of Respondents		68		62
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	59%	40	52%	32
Other electronic system	13%	9	15%	9
Do not use electronic system, submit hard copy	28%	19	34%	21
Number of Respondents		68		62
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	28%	19	26%	16
Agree	68%	46	68%	42
Disagree	4%	3	3%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	3%	2
Number of Respondents		68		62
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	68	100%	62
Number of Respondents		68		62

Department of Education - Grantee Satisfaction Study
2012
Teacher Incentive Fund
Score Table

	2011	2012	Significant Difference
Sample Size	19	32	
ED Staff/Coordination	71	74	
Knowledge of relevant legislation, regulations, policies, and procedures	74	74	
Responsiveness to your questions	68	71	
Accuracy of responses	75	76	
Sufficiency of legal guidance in responses	76	77	
Consistency of responses with ED staff from different program offices	61	73	
Collaboration with other ED programs or offices in providing relevant services	65	75	
ED-funded Technical Assistance	70	81	
Knowledge of relevant legislation, regulations, policies, and procedures	70	81	
Responsiveness to your questions	75	85	*
Accuracy of responses	71	83	
Sufficiency of legal guidance in responses	68	79	
Consistency of responses with ED staff	66	79	
Collaboration with ED staff in providing relevant services	71	83	
Collaboration with other ED-funded providers of technical assistance	72	83	
Online Resources	63	74	
Ease of finding materials online	70	75	
Ease of submitting information to ED via the web	57	74	*
Freshness of content	--	75	
Ability to accomplish what you want on the site	--	75	
Ease of reading the site	--	77	
Ease of navigation	--	76	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	61	69	
ED's effectiveness in using technology to deliver its services	63	78	*
ED's quality of assistance	54	63	
Effectiveness of automated process in improving state/LEA reporting	52	60	
Expected reduction in federal paperwork	59	59	

Department of Education - Grantee Satisfaction Study
2012
Teacher Incentive Fund
Score Table

	2011	2012	Significant Difference
Sample Size	19	32	
Documents	65	73	
Clarity	65	76	*
Organization of information	65	75	
Sufficiency of detail to meet your program needs	66	70	
Relevance to your areas of need	66	75	
Comprehensiveness in addressing the scope of issues that you face	61	69	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	66	73	
Effectiveness of OESE in helping you learn to implement grant programs	66	75	
Usefulness of OESE's technical assistance services as a model	67	67	
ACSI	58	67	
How satisfied are you with ED's products and services	67	73	
How well ED's products and services meet expectations	58	65	
How well ED compares with ideal products and services	49	61	
Complaint	0	3	
Issued a formal complaint about assistance received from ED staff member	0	3	
Teacher Incentive Fund	72	77	
Quality documents helping complete and submit APR and core element documentation	--	80	
TIF staff's responsiveness to answering questions	--	83	
TIF staff's supportiveness helping complete-submit APR and core element docs	--	85	
TIF staff's knowledge about technical material	--	83	
Ease of reaching the person who could address your concern	--	72	
Ability to resolve your issue	--	73	

Department of Education - Grantee Satisfaction Study
2012
Teacher Incentive Fund
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	95%	18	97%	31
Do not have interaction	5%	1	3%	1
Don't Know	0%	0	0%	0
Number of Respondents		19		32
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	26%	5	22%	7
Other electronic system	47%	9	59%	19
Do not use electronic system, submit hard copy	26%	5	19%	6
Number of Respondents		19		32
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	11%	2	19%	6
Agree	63%	12	63%	20
Disagree	21%	4	13%	4
Strongly Disagree	0%	0	6%	2
Does Not Apply	5%	1	0%	0
Number of Respondents		19		32
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	3%	1
Have not issued complaint	100%	19	97%	31
Number of Respondents		19		32
Uses written instruction and guidance documents				
Used	0%	0	97%	31
Did not use	0%	0	3%	1
Number of Respondents		0		32
Contacted TIF program office for technical assistance				
Contacted	0%	0	56%	18
Did not contact	0%	0	44%	14
Number of Respondents		0		32

Department of Education - Grantee Satisfaction Study
2012
Payments for Federal Property (Section 8002)
Score Table

	2011	2012	Significant Difference
Sample Size	38	50	
ED Staff/Coordination	76	81	
Knowledge of relevant legislation, regulations, policies, and procedures	80	84	
Responsiveness to your questions	76	83	
Accuracy of responses	75	82	
Sufficiency of legal guidance in responses	75	78	
Consistency of responses with ED staff from different program offices	79	78	
Collaboration with other ED programs or offices in providing relevant services	78	82	
ED-funded Technical Assistance	83	83	
Knowledge of relevant legislation, regulations, policies, and procedures	86	89	
Responsiveness to your questions	83	81	
Accuracy of responses	81	86	
Sufficiency of legal guidance in responses	83	83	
Consistency of responses with ED staff	83	81	
Collaboration with ED staff in providing relevant services	83	78	
Collaboration with other ED-funded providers of technical assistance	81	76	
Online Resources	76	77	
Ease of finding materials online	75	76	
Ease of submitting information to ED via the web	77	79	
Freshness of content	--	80	
Ability to accomplish what you want on the site	--	78	
Ease of reading the site	--	77	
Ease of navigation	--	73	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	70	73	
ED's effectiveness in using technology to deliver its services	79	80	
ED's quality of assistance	69	74	
Effectiveness of automated process in improving state/LEA reporting	67	72	
Expected reduction in federal paperwork	62	64	

Department of Education - Grantee Satisfaction Study
2012
Payments for Federal Property (Section 8002)
Score Table

	2011	2012	Significant Difference
Sample Size	38	50	
Documents	67	74	
Clarity	68	73	
Organization of information	70	77	
Sufficiency of detail to meet your program needs	68	74	
Relevance to your areas of need	65	76	*
Comprehensiveness in addressing the scope of issues that you face	64	71	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	72	78	
Effectiveness of OESE in helping you learn to implement grant programs	72	78	
Usefulness of OESE's technical assistance services as a model	72	78	
ACSI	65	72	
How satisfied are you with ED's products and services	71	74	
How well ED's products and services meet expectations	64	70	
How well ED compares with ideal products and services	59	70	*
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Payments for Federal Property (Section 8002)	74	83	*
Effectiveness of documents in helping complete application	73	77	
Impact Aid staff's responsiveness to answering questions	79	84	
Impact Aid staff's supportiveness in helping complete application	78	83	
Impact Aid staff's knowledge about technical material	80	82	
Quality of interaction with staff during review process	75	85	*

Department of Education - Grantee Satisfaction Study
2012
Payments for Federal Property (Section 8002)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	11%	4	16%	8
Do not have interaction	71%	27	70%	35
Don't Know	18%	7	14%	7
Number of Respondents		38		50
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	55%	21	54%	27
Other electronic system	24%	9	28%	14
Do not use electronic system, submit hard copy	21%	8	18%	9
Number of Respondents		38		50
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	11%	4	34%	17
Agree	66%	25	50%	25
Disagree	21%	8	6%	3
Strongly Disagree	3%	1	8%	4
Does Not Apply	0%	0	2%	1
Number of Respondents		38		50
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	38	100%	50
Number of Respondents		38		50
Uses written instruction and guidance documents provided for application				
Used	92%	35	94%	47
Did not use	8%	3	6%	3
Number of Respondents		38		50
Contacted Impact Aid Program for technical assistance				
Contacted	53%	20	68%	34
Did not contact	47%	18	32%	16
Number of Respondents		38		50
Attended mtgs where info on Sec 8002 progapp submissionrev process provided				
Attended	79%	30	64%	32
Have not attended	21%	8	36%	18
Number of Respondents		38		50

Department of Education - Grantee Satisfaction Study
 2012
 Payments for Federal Property (Section 8002)
 Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Presentation andor materials prepared help understand responsibilities				
Helped understand	97%	29	94%	30
Did not help understand	3%	1	6%	2
Number of Respondents		30		32

Department of Education - Grantee Satisfaction Study
2012
Payments for Federally Connected Children (Section 8003)
Score Table

	2011	2012	Significant Difference
Sample Size	69	60	
ED Staff/Coordination	80	81	
Knowledge of relevant legislation, regulations, policies, and procedures	83	84	
Responsiveness to your questions	78	80	
Accuracy of responses	81	84	
Sufficiency of legal guidance in responses	79	80	
Consistency of responses with ED staff from different program offices	77	80	
Collaboration with other ED programs or offices in providing relevant services	79	81	
ED-funded Technical Assistance	76	86	
Knowledge of relevant legislation, regulations, policies, and procedures	79	84	
Responsiveness to your questions	77	88	
Accuracy of responses	76	88	
Sufficiency of legal guidance in responses	81	86	
Consistency of responses with ED staff	76	86	
Collaboration with ED staff in providing relevant services	79	82	
Collaboration with other ED-funded providers of technical assistance	78	84	
Online Resources	78	78	
Ease of finding materials online	76	73	
Ease of submitting information to ED via the web	81	81	
Freshness of content	--	81	
Ability to accomplish what you want on the site	--	78	
Ease of reading the site	--	77	
Ease of navigation	--	77	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	73	74	
ED's effectiveness in using technology to deliver its services	79	85	*
ED's quality of assistance	76	73	
Effectiveness of automated process in improving state/LEA reporting	74	76	
Expected reduction in federal paperwork	62	61	

Department of Education - Grantee Satisfaction Study
2012
Payments for Federally Connected Children (Section 8003)
Score Table

	2011	2012	Significant Difference
Sample Size	69	60	
Documents	81	77	
Clarity	81	76	
Organization of information	82	79	
Sufficiency of detail to meet your program needs	81	77	
Relevance to your areas of need	83	79	
Comprehensiveness in addressing the scope of issues that you face	78	74	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	77	79	
Effectiveness of OESE in helping you learn to implement grant programs	78	79	
Usefulness of OESE's technical assistance services as a model	76	79	
ACSI	72	75	
How satisfied are you with ED's products and services	76	77	
How well ED's products and services meet expectations	71	75	
How well ED compares with ideal products and services	68	72	
Complaint	9	0	*
Issued a formal complaint about assistance received from ED staff member	9	0	*
Payments for Federally Connected Children (Section 8003)	79	79	
Effectiveness of the documents in helping complete the application	82	80	
Staff's performance in answering questions and helping complete application	84	77	
G5 Helpdesk's performance in resolving problem	74	89	*
Ease of reaching person who could address concern	77	76	
Impact Aid staff's ability to resolve issue	77	76	

Department of Education - Grantee Satisfaction Study
2012
Payments for Federally Connected Children (Section 8003)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	20%	14	18%	11
Do not have interaction	68%	47	63%	38
Don't Know	12%	8	18%	11
Number of Respondents		69		60
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	52%	36	58%	35
Other electronic system	28%	19	27%	16
Do not use electronic system, submit hard copy	20%	14	15%	9
Number of Respondents		69		60
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	16%	11	27%	16
Agree	74%	51	60%	36
Disagree	6%	4	5%	3
Strongly Disagree	1%	1	7%	4
Does Not Apply	3%	2	2%	1
Number of Respondents		69		60
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	9%	6	0%	0
Have not issued complaint	91%	63	100%	60
Number of Respondents		69		60
Used written instruction and guidance documents for the Impact Aid application				
Used	93%	64	97%	58
Did not use	7%	5	3%	2
Number of Respondents		69		60
Contacted the Impact Aid Program for technical assistance				
Contacted	38%	26	52%	31
Did not contact	62%	43	48%	29
Number of Respondents		69		60
Contacted G5 Helpdesk for technical assistance				
Contacted	29%	20	53%	32
Did not contact	71%	49	47%	28
Number of Respondents		69		60

Department of Education - Grantee Satisfaction Study
2012
Payments for Federally Connected Children (Section 8003)
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Participated in meetings where info on Sec 8003 progreview process provided				
Participated	70%	48	63%	38
Did not participate	30%	21	37%	22
Number of Respondents		69		60
Presentation andor materials helped understand responsibilities				
Helped understand	98%	47	89%	34
Did not help understand	2%	1	11%	4
Number of Respondents		48		38
School district contacted by the Impact Aid Program in the past year				
Contacted	55%	38	43%	26
Was not contacted	45%	31	57%	34
Number of Respondents		69		60
Letter provided sufficient explanation to prepare documents for review				
Provided sufficient explanation	79%	30	85%	22
Did not provide sufficient explanation	21%	8	15%	4
Number of Respondents		38		26
Receive timely communications regarding outcome of review				
Received	67%	46	50%	30
Did not receive	33%	23	50%	30
Number of Respondents		69		60

Department of Education - Grantee Satisfaction Study
2012
Indian Education Formula Grants to Local Education Agencies
Score Table

	2011	2012	Significant Difference
Sample Size	43	61	
ED Staff/Coordination	88	87	
Knowledge of relevant legislation, regulations, policies, and procedures	87	86	
Responsiveness to your questions	87	88	
Accuracy of responses	90	90	
Sufficiency of legal guidance in responses	82	86	
Consistency of responses with ED staff from different program offices	87	86	
Collaboration with other ED programs or offices in providing relevant services	83	86	
ED-funded Technical Assistance	81	87	
Knowledge of relevant legislation, regulations, policies, and procedures	79	86	
Responsiveness to your questions	83	87	
Accuracy of responses	82	90	
Sufficiency of legal guidance in responses	76	87	
Consistency of responses with ED staff	78	85	
Collaboration with ED staff in providing relevant services	78	90	
Collaboration with other ED-funded providers of technical assistance	77	93	
Online Resources	83	87	
Ease of finding materials online	78	82	
Ease of submitting information to ED via the web	86	91	
Freshness of content	--	88	
Ability to accomplish what you want on the site	--	90	
Ease of reading the site	--	89	
Ease of navigation	--	86	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	79	81	
ED's effectiveness in using technology to deliver its services	84	84	
ED's quality of assistance	78	80	
Effectiveness of automated process in improving state/LEA reporting	79	82	
Expected reduction in federal paperwork	77	78	

Department of Education - Grantee Satisfaction Study
2012
Indian Education Formula Grants to Local Education Agencies
Score Table

	2011	2012	Significant Difference
Sample Size	43	61	
Documents	79	85	
Clarity	81	85	
Organization of information	83	86	
Sufficiency of detail to meet your program needs	81	86	
Relevance to your areas of need	81	86	
Comprehensiveness in addressing the scope of issues that you face	79	82	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	78	85	
Effectiveness of OESE in helping you learn to implement grant programs	79	86	
Usefulness of OESE's technical assistance services as a model	78	85	
ACSI	79	80	
How satisfied are you with ED's products and services	83	84	
How well ED's products and services meet expectations	76	78	
How well ED compares with ideal products and services	76	76	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Indian Education Formula Grants to Local Education Agencies	86	90	
TA helps with implementation of Title VII Formula grant program	83	84	
TA's responsiveness to answering questions and/or information requests	88	85	
TA disseminates accurate information	90	88	
TA's timeliness of providing information to meet your application deadlines	88	87	
Usefulness of the information in the guidance documents	87	90	
Effectiveness of relationship with the Title VII, OIE program office	87	87	
Ease of using EASIE system in applying for a grant	91	92	
EASIE system disseminates information in a timely manner	88	91	
Training provided on the EASIE system and grant application process	86	91	
Overall user-friendliness of the EASIE application system	89	91	
Support and technical assistance during grant application process	89	92	

Department of Education - Grantee Satisfaction Study
2012
Indian Education Formula Grants to Local Education Agencies
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	28%	12	36%	22
Do not have interaction	51%	22	54%	33
Don't Know	21%	9	10%	6
Number of Respondents	43		61	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	95%	41	97%	59
Other electronic system	5%	2	0%	0
Do not use electronic system, submit hard copy	0%	0	3%	2
Number of Respondents	43		61	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	37%	16	36%	22
Agree	58%	25	57%	35
Disagree	2%	1	7%	4
Strongly Disagree	2%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	43		61	
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	43	100%	61
Number of Respondents	43		61	

Department of Education - Grantee Satisfaction Study
2012
High School Equivalency Program (HEP) - Migrant Education
Score Table

	2011	2012	Significant Difference
Sample Size	36	21	
ED Staff/Coordination	84	83	
Knowledge of relevant legislation, regulations, policies, and procedures	90	92	
Responsiveness to your questions	80	79	
Accuracy of responses	87	85	
Sufficiency of legal guidance in responses	85	78	
Consistency of responses with ED staff from different program offices	79	86	
Collaboration with other ED programs or offices in providing relevant services	86	86	
ED-funded Technical Assistance	79	89	
Knowledge of relevant legislation, regulations, policies, and procedures	84	89	
Responsiveness to your questions	76	89	
Accuracy of responses	77	89	
Sufficiency of legal guidance in responses	75	89	
Consistency of responses with ED staff	77	89	
Collaboration with ED staff in providing relevant services	83	92	
Collaboration with other ED-funded providers of technical assistance	82	93	
Online Resources	61	74	*
Ease of finding materials online	75	73	
Ease of submitting information to ED via the web	47	77	*
Freshness of content	--	73	
Ability to accomplish what you want on the site	--	76	
Ease of reading the site	--	77	
Ease of navigation	--	71	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	75	78	
ED's effectiveness in using technology to deliver its services	78	83	
ED's quality of assistance	70	76	
Effectiveness of automated process in improving state/LEA reporting	61	76	*
Expected reduction in federal paperwork	74	73	

Department of Education - Grantee Satisfaction Study
2012
High School Equivalency Program (HEP) - Migrant Education
Score Table

	2011	2012	Significant Difference
Sample Size	36	21	
Documents	80	84	
Clarity	80	84	
Organization of information	82	86	
Sufficiency of detail to meet your program needs	79	86	
Relevance to your areas of need	83	84	
Comprehensiveness in addressing the scope of issues that you face	78	82	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	80	78	
Effectiveness of OESE in helping you learn to implement grant programs	82	80	
Usefulness of OESE's technical assistance services as a model	71	72	
ACSI	75	74	
How satisfied are you with ED's products and services	79	78	
How well ED's products and services meet expectations	72	70	
How well ED compares with ideal products and services	73	72	
Complaint	3	0	
Issued a formal complaint about assistance received from ED staff member	3	0	
High School Equivalency Program (HEP) - Migrant Education	80	90	*
Usefulness of pre-application webinar for purpose of preparing HEP application	87	80	
Usefulness of EMAPS for purpose of submitting Annual Performance Report	52	60	
Fully-functioning electronic submission tool is essential	86	94	
Usefulness of Listserv for receiving important information regarding HEP program	89	92	

Department of Education - Grantee Satisfaction Study
2012
High School Equivalency Program (HEP) - Migrant Education
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	36%	13	24%	5
Do not have interaction	50%	18	71%	15
Don't Know	14%	5	5%	1
Number of Respondents		36		21
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	31%	11	19%	4
Other electronic system	64%	23	76%	16
Do not use electronic system, submit hard copy	6%	2	5%	1
Number of Respondents		36		21
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	25%	9	14%	3
Agree	64%	23	76%	16
Disagree	6%	2	10%	2
Strongly Disagree	6%	2	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		36		21
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	3%	1	0%	0
Have not issued complaint	97%	35	100%	21
Number of Respondents		36		21
Methods for receiving technical assistance during past year-				
OME-sponsored Directors Meeting	97%	35	90%	19
Email	78%	28	76%	16
List serve	61%	22	86%	18
Telephone call	67%	24	76%	16
Association meeting	86%	31	62%	13
Webinar	83%	30	100%	21
Other	3%	1	10%	2
Number of Respondents		36		21

Department of Education - Grantee Satisfaction Study
2012
Migrant Education Program (MEP) -- Title I, Part C
Score Table

	2011	2012	Significant Difference
Sample Size	33	47	
ED Staff/Coordination	76	75	
Knowledge of relevant legislation, regulations, policies, and procedures	84	81	
Responsiveness to your questions	71	71	
Accuracy of responses	77	78	
Sufficiency of legal guidance in responses	76	75	
Consistency of responses with ED staff from different program offices	73	73	
Collaboration with other ED programs or offices in providing relevant services	68	73	
ED-funded Technical Assistance	83	80	
Knowledge of relevant legislation, regulations, policies, and procedures	82	81	
Responsiveness to your questions	88	83	
Accuracy of responses	85	81	
Sufficiency of legal guidance in responses	79	77	
Consistency of responses with ED staff	82	78	
Collaboration with ED staff in providing relevant services	81	78	
Collaboration with other ED-funded providers of technical assistance	81	77	
Online Resources	54	64	*
Ease of finding materials online	50	62	*
Ease of submitting information to ED via the web	63	69	
Freshness of content	--	62	
Ability to accomplish what you want on the site	--	63	
Ease of reading the site	--	65	
Ease of navigation	--	61	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	67	64	
ED's effectiveness in using technology to deliver its services	75	69	
ED's quality of assistance	64	62	
Effectiveness of automated process in improving state/LEA reporting	63	63	
Expected reduction in federal paperwork	60	58	

Department of Education - Grantee Satisfaction Study
2012
Migrant Education Program (MEP) -- Title I, Part C
Score Table

	2011	2012	Significant Difference
Sample Size	33	47	
Documents	74	71	
Clarity	74	69	
Organization of information	75	73	
Sufficiency of detail to meet your program needs	73	69	
Relevance to your areas of need	79	76	
Comprehensiveness in addressing the scope of issues that you face	69	67	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	64	69	
Effectiveness of OESE in helping you learn to implement grant programs	67	75	
Usefulness of OESE's technical assistance services as a model	59	66	
ACSI	64	64	
How satisfied are you with ED's products and services	68	68	
How well ED's products and services meet expectations	63	62	
How well ED compares with ideal products and services	60	59	
Complaint	3	0	
Issued a formal complaint about assistance received from ED staff member	3	0	

Department of Education - Grantee Satisfaction Study
2012
Migrant Education Program (MEP) -- Title I, Part C
Score Table

	2011	2012	Significant Difference
Sample Size	33	47	
Migrant Education Program (MEP) - Title I, Part C	75	78	
TA helps meet program compliance requirements	73	75	
TA helps improve performance results	66	69	
TA helps meet Migrant Education Program fiscal requirements	70	73	
Usefulness of Annual Directors Meeting	81	81	
Usefulness of New Directors Meeting	83	82	
Usefulness of OME Conference	80	76	
Usefulness of MEP WebEx Workshops	78	75	
Usefulness of MSIX Help Desk	76	84	
Usefulness of REACTs Listserv	80	74	
Officer`s resolution of problems	74	80	
Officer`s accuracy of responses	75	83	
Officer`s responsiveness to questions or requests	71	79	
Officer`s knowledge of relevant legislation/regulations/policies/procedures	76	80	
Officer`s knowledge of relevant program content	75	81	
Usefulness of guidance documents provided by OME	81	80	

Department of Education - Grantee Satisfaction Study
2012
Migrant Education Program (MEP) -- Title I, Part C
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	79%	26	74%	35
Do not have interaction	18%	6	23%	11
Don't Know	3%	1	2%	1
Number of Respondents		33		47
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	33	68%	32
Other electronic system	0%	0	21%	10
Do not use electronic system, submit hard copy	0%	0	11%	5
Number of Respondents		33		47
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	6%	2	13%	6
Agree	76%	25	74%	35
Disagree	15%	5	11%	5
Strongly Disagree	3%	1	2%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		33		47
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	3%	1	0%	0
Have not issued complaint	97%	32	100%	47
Number of Respondents		33		47
Areas in which you would like technical assistance~				
Child Eligibility/Identification & Recruitment	24%	8	38%	14
Provision of Services	27%	9	27%	10
Parental Involvement/Parent Advisory Committee	18%	6	24%	9
Comprehensive Needs Assessment/Service Delivery Plan	27%	9	22%	8
Program Evaluation	58%	19	38%	14
Fiscal Requirements	42%	14	35%	13
Number of Respondents		33		37

Department of Education - Grantee Satisfaction Study
2012
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education
Score Table

	2011	2012	Significant Difference
Sample Size	41	35	
ED Staff/Coordination	93	91	
Knowledge of relevant legislation, regulations, policies, and procedures	96	94	
Responsiveness to your questions	95	94	
Accuracy of responses	95	94	
Sufficiency of legal guidance in responses	89	87	
Consistency of responses with ED staff from different program offices	91	89	
Collaboration with other ED programs or offices in providing relevant services	90	90	
ED-funded Technical Assistance	95	95	
Knowledge of relevant legislation, regulations, policies, and procedures	96	96	
Responsiveness to your questions	96	97	
Accuracy of responses	95	96	
Sufficiency of legal guidance in responses	91	96	*
Consistency of responses with ED staff	96	95	
Collaboration with ED staff in providing relevant services	98	95	
Collaboration with other ED-funded providers of technical assistance	93	93	
Online Resources	63	73	*
Ease of finding materials online	61	71	
Ease of submitting information to ED via the web	75	82	
Freshness of content	--	74	
Ability to accomplish what you want on the site	--	75	
Ease of reading the site	--	75	
Ease of navigation	--	71	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	76	82	*
ED's effectiveness in using technology to deliver its services	83	85	
ED's quality of assistance	74	81	
Effectiveness of automated process in improving state/LEA reporting	71	80	*
Expected reduction in federal paperwork	66	75	

Department of Education - Grantee Satisfaction Study
2012
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education
Score Table

	2011	2012	Significant Difference
Sample Size	41	35	
Documents	84	85	
Clarity	83	84	
Organization of information	85	87	
Sufficiency of detail to meet your program needs	82	83	
Relevance to your areas of need	86	90	
Comprehensiveness in addressing the scope of issues that you face	82	82	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	81	84	
Effectiveness of OESE in helping you learn to implement grant programs	84	90	
Usefulness of OESE's technical assistance services as a model	77	79	
ACSI	78	80	
How satisfied are you with ED's products and services	82	83	
How well ED's products and services meet expectations	76	80	
How well ED compares with ideal products and services	73	76	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Education for Homeless Children and Youth Grants for State and Local Activities	--	95	
Responsiveness in answering questions - US Department of Education	--	92	
Knowledge of technical material - US Department of Education	--	93	
Meeting program compliance requirements - US Department of Education	--	91	
Assisting you to impact performance results - US Department of Education	--	91	
Responsiveness in answering questions - Technical Assistance Center (NCHE)	--	97	
Knowledge of technical material - Technical Assistance Center (NCHE)	--	96	
Meeting program compliance requirements - Technical Assistance Center (NCHE)	--	94	
Assisting you to impact performance results - Technical Assistance Center (NCHE)	--	95	
Direct one-on-one TA calls - Quality	--	95	
Webinars - Quality	--	90	
State Coordinators meeting - Quality	--	98	
Website - Quality	--	92	
Products - Quality	--	94	
Direct one-on-one TA calls - Usefulness	--	94	
Webinars - Usefulness	--	92	
State Coordinators meeting - Usefulness	--	96	
Website - Usefulness	--	94	
Products - Usefulness	--	95	

Department of Education - Grantee Satisfaction Study
2012
Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	88%	36	94%	33
Do not have interaction	12%	5	6%	2
Don't Know	0%	0	0%	0
Number of Respondents		41		35
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	90%	37	94%	33
Other electronic system	7%	3	3%	1
Do not use electronic system, submit hard copy	2%	1	3%	1
Number of Respondents		41		35
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	39%	16	31%	11
Agree	56%	23	63%	22
Disagree	5%	2	6%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		41		35
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	41	100%	35
Number of Respondents		41		35

Department of Education - Grantee Satisfaction Study
2012
Neglected and Delinquent State and Local
Score Table

	2011	2012	Significant Difference
Sample Size	37	33	
ED Staff/Coordination	88	91	
Knowledge of relevant legislation, regulations, policies, and procedures	89	93	
Responsiveness to your questions	88	92	
Accuracy of responses	90	91	
Sufficiency of legal guidance in responses	88	90	
Consistency of responses with ED staff from different program offices	89	89	
Collaboration with other ED programs or offices in providing relevant services	87	91	
ED-funded Technical Assistance	87	92	
Knowledge of relevant legislation, regulations, policies, and procedures	86	90	
Responsiveness to your questions	86	93	*
Accuracy of responses	87	91	
Sufficiency of legal guidance in responses	84	90	
Consistency of responses with ED staff	87	93	*
Collaboration with ED staff in providing relevant services	89	93	
Collaboration with other ED-funded providers of technical assistance	87	89	
Online Resources	68	77	
Ease of finding materials online	66	76	*
Ease of submitting information to ED via the web	72	77	
Freshness of content	--	80	
Ability to accomplish what you want on the site	--	76	
Ease of reading the site	--	77	
Ease of navigation	--	76	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	71	75	
ED's effectiveness in using technology to deliver its services	81	86	
ED's quality of assistance	70	76	
Effectiveness of automated process in improving state/LEA reporting	66	74	
Expected reduction in federal paperwork	56	59	

Department of Education - Grantee Satisfaction Study
2012
Neglected and Delinquent State and Local
Score Table

	2011	2012	Significant Difference
Sample Size	37	33	
Documents	78	80	
Clarity	78	81	
Organization of information	80	83	
Sufficiency of detail to meet your program needs	78	80	
Relevance to your areas of need	80	82	
Comprehensiveness in addressing the scope of issues that you face	76	76	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	78	78	
Effectiveness of OESE in helping you learn to implement grant programs	81	78	
Usefulness of OESE's technical assistance services as a model	74	76	
ACSI	72	76	
How satisfied are you with ED's products and services	77	80	
How well ED's products and services meet expectations	69	78	*
How well ED compares with ideal products and services	69	71	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education - Grantee Satisfaction Study
2012
Neglected and Delinquent State and Local
Score Table

	2011	2012	Significant Difference
Sample Size	37	33	
Neglected and Delinquent State and Local	90	89	
Responsiveness in answering questions - US Department of Education	--	86	
Knowledge of technical material - US Department of Education	--	90	
Meeting program compliance requirements - US Department of Education	--	85	
Assisting you to impact performance results - US Department of Education	--	75	
Developing cross-agency - US Department of Education	--	79	
Responsiveness in answering questions - Technical Assistance Center (NDTAC)	--	92	
Knowledge of technical material - Technical Assistance Center (NDTAC)	--	91	
Meeting program compliance requirements - Technical Assistance Center (NDTAC)	--	89	
Assisting to impact performance results - Technical Assistance Center (NDTAC)	--	82	
Developing cross-agency - Technical Assistance Center (NDTAC)	--	82	
Direct one-on-one TA calls - Quality	--	90	
ND Community calls - Quality	--	82	
Webinars - Quality	--	89	
State Coordinators meeting - Quality	--	93	
Website - Quality	--	91	
Products - Quality	--	91	
Direct one-on-one TA calls - Usefulness	--	89	
ND Community calls - Usefulness	--	82	
Webinars - Usefulness	--	87	
State Coordinators meeting - Usefulness	--	90	
Website - Usefulness	--	92	
Products - Usefulness	--	91	

Department of Education - Grantee Satisfaction Study
2012
Neglected and Delinquent State and Local
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	97%	36	94%	31
Do not have interaction	3%	1	3%	1
Don't Know	0%	0	3%	1
Number of Respondents		37		33
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	37	94%	31
Other electronic system	0%	0	6%	2
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		37		33
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	11%	4	15%	5
Agree	86%	32	82%	27
Disagree	3%	1	3%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		37		33
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	37	100%	33
Number of Respondents		37		33

Department of Education - Grantee Satisfaction Study
2012
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
Score Table

	2011	2012	Significant Difference
Sample Size	38	19	
ED Staff/Coordination	86	83	
Knowledge of relevant legislation, regulations, policies, and procedures	92	92	
Responsiveness to your questions	85	75	*
Accuracy of responses	89	90	
Sufficiency of legal guidance in responses	86	83	
Consistency of responses with ED staff from different program offices	80	82	
Collaboration with other ED programs or offices in providing relevant services	78	76	
ED-funded Technical Assistance	78	83	
Knowledge of relevant legislation, regulations, policies, and procedures	79	83	
Responsiveness to your questions	79	89	*
Accuracy of responses	78	88	*
Sufficiency of legal guidance in responses	74	88	*
Consistency of responses with ED staff	76	84	
Collaboration with ED staff in providing relevant services	80	83	
Collaboration with other ED-funded providers of technical assistance	80	87	
Online Resources	56	62	
Ease of finding materials online	50	56	
Ease of submitting information to ED via the web	67	67	
Freshness of content	--	70	
Ability to accomplish what you want on the site	--	64	
Ease of reading the site	--	64	
Ease of navigation	--	54	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	70	70	
ED's effectiveness in using technology to deliver its services	77	74	
ED's quality of assistance	68	71	
Effectiveness of automated process in improving state/LEA reporting	64	75	*
Expected reduction in federal paperwork	58	51	

Department of Education - Grantee Satisfaction Study
2012
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
Score Table

	2011	2012	Significant Difference
Sample Size	38	19	
Documents	79	76	
Clarity	77	77	
Organization of information	79	77	
Sufficiency of detail to meet your program needs	78	73	
Relevance to your areas of need	82	80	
Comprehensiveness in addressing the scope of issues that you face	77	72	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	75	73	
Effectiveness of OESE in helping you learn to implement grant programs	78	76	
Usefulness of OESE's technical assistance services as a model	71	70	
ACSI	70	64	
How satisfied are you with ED's products and services	75	71	
How well ED's products and services meet expectations	68	56	*
How well ED compares with ideal products and services	66	62	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Title 1, Part A - Improving Basic Programs Operated by LEAs	--	82	
Technical assistance on ESEA flexibility prior to request	--	71	
Technical assistance on the peer review of ESEA flexibility request	--	72	
Accessibility of U.S. Department of Education ESEA flexibility program staff	--	88	
Responsiveness of U.S. Department of Education ESEA flexibility program staff	--	85	

Department of Education - Grantee Satisfaction Study
2012
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	82%	31	74%	14
Do not have interaction	18%	7	26%	5
Don't Know	0%	0	0%	0
Number of Respondents		38		19
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	38	100%	19
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		38		19
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	16%	6	11%	2
Agree	79%	30	79%	15
Disagree	5%	2	11%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		38		19
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	38	100%	19
Number of Respondents		38		19
ESEA flexibility request process easy to understand				
Easy	0%	0	63%	12
Not Easy	0%	0	16%	3
Don't Know	0%	0	21%	4
Number of Respondents		0		19

Department of Education - Grantee Satisfaction Study
2012
English Language Acquisition State Grants_Title III State Formula Grant Program
Score Table

	2011	2012	Significant Difference
Sample Size	41	39	
ED Staff/Coordination	84	77	
Knowledge of relevant legislation, regulations, policies, and procedures	88	81	
Responsiveness to your questions	88	81	
Accuracy of responses	86	82	
Sufficiency of legal guidance in responses	84	75	*
Consistency of responses with ED staff from different program offices	77	75	
Collaboration with other ED programs or offices in providing relevant services	74	75	
ED-funded Technical Assistance	84	84	
Knowledge of relevant legislation, regulations, policies, and procedures	86	85	
Responsiveness to your questions	89	91	
Accuracy of responses	85	89	
Sufficiency of legal guidance in responses	79	83	
Consistency of responses with ED staff	82	84	
Collaboration with ED staff in providing relevant services	80	80	
Collaboration with other ED-funded providers of technical assistance	83	87	
Online Resources	59	65	
Ease of finding materials online	55	61	
Ease of submitting information to ED via the web	65	77	*
Freshness of content	--	68	
Ability to accomplish what you want on the site	--	62	
Ease of reading the site	--	67	
Ease of navigation	--	60	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	73	73	
ED's effectiveness in using technology to deliver its services	84	81	
ED's quality of assistance	67	70	
Effectiveness of automated process in improving state/LEA reporting	64	68	
Expected reduction in federal paperwork	73	69	

Department of Education - Grantee Satisfaction Study
2012
English Language Acquisition State Grants_Title III State Formula Grant Program
Score Table

	2011	2012	Significant Difference
Sample Size	41	39	
Documents	71	71	
Clarity	72	73	
Organization of information	74	74	
Sufficiency of detail to meet your program needs	66	68	
Relevance to your areas of need	79	73	
Comprehensiveness in addressing the scope of issues that you face	68	64	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	73	66	
Effectiveness of OESE in helping you learn to implement grant programs	75	70	
Usefulness of OESE's technical assistance services as a model	70	62	
ACSI	68	60	
How satisfied are you with ED's products and services	75	67	
How well ED's products and services meet expectations	65	58	
How well ED compares with ideal products and services	61	56	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
English Acquisition State Grants/Title III State Formula Grant Program	83	78	
Timeliness of response from program officer	86	80	
Clarity of information from program officer	84	76	
Usefulness of technical assistance from program officer	85	78	
Providing an interpretation of the Title III statute and/or regulations	82	78	
Helping with your implementation of Title III in your state	81	73	
Method of delivery of technical assistance from Title III activities	85	84	
Clarity of information of technical assistance from Title III activities	84	79	
Usefulness of technical assistance from Title III activities	83	76	
Helping your State comply with Title III requirements	80	78	
Helping your State improve programs for English learners	67	66	
Effectiveness of website in providing needed information	77	75	
Effectiveness of website in helping inform programs serving ELLs in your state	75	74	

Department of Education - Grantee Satisfaction Study
2012
English Language Acquisition State Grants_Title III State Formula Grant Program
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	88%	36	90%	35
Do not have interaction	10%	4	10%	4
Don't Know	2%	1	0%	0
Number of Respondents		41		39
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	93%	38	95%	37
Other electronic system	2%	1	3%	1
Do not use electronic system, submit hard copy	5%	2	3%	1
Number of Respondents		41		39
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	9	23%	9
Agree	59%	24	56%	22
Disagree	15%	6	13%	5
Strongly Disagree	2%	1	8%	3
Does Not Apply	2%	1	0%	0
Number of Respondents		41		39
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	41	100%	39
Number of Respondents		41		39
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	44%	18	54%	21
Have not received visit	56%	23	41%	16
Don't know	0%	0	5%	2
Number of Respondents		41		39

Department of Education - Grantee Satisfaction Study
2012
School Improvement Fund
Score Table

	2011	2012	Significant Difference
Sample Size	23	23	
ED Staff/Coordination	85	82	
Knowledge of relevant legislation, regulations, policies, and procedures	90	86	
Responsiveness to your questions	78	81	
Accuracy of responses	88	85	
Sufficiency of legal guidance in responses	85	85	
Consistency of responses with ED staff from different program offices	82	79	
Collaboration with other ED programs or offices in providing relevant services	82	81	
ED-funded Technical Assistance	88	82	
Knowledge of relevant legislation, regulations, policies, and procedures	86	82	
Responsiveness to your questions	91	81	
Accuracy of responses	87	87	
Sufficiency of legal guidance in responses	87	88	
Consistency of responses with ED staff	89	86	
Collaboration with ED staff in providing relevant services	91	79	*
Collaboration with other ED-funded providers of technical assistance	89	82	
Online Resources	66	70	
Ease of finding materials online	62	63	
Ease of submitting information to ED via the web	73	80	
Freshness of content	--	75	
Ability to accomplish what you want on the site	--	69	
Ease of reading the site	--	73	
Ease of navigation	--	59	
Websites and Databases Overall	--	--	
Field Reader System overall	--	--	
Grants.gov overall	--	--	
e-Grants overall	--	--	
G5 overall	--	--	
Institutional Service Web pages overall	--	--	
Websites and Databases - Problem Mitigation	--	--	
Field Reader System - problem mitigation	--	--	
Grants.gov - problem mitigation	--	--	
e-Grants - problem mitigation	--	--	
G5 - problem mitigation	--	--	
Institutional Service Web pages - problem mitigation	--	--	
Technology	68	69	
ED's effectiveness in using technology to deliver its services	79	80	
ED's quality of assistance	64	69	
Effectiveness of automated process in improving state/LEA reporting	59	67	
Expected reduction in federal paperwork	57	52	

Department of Education - Grantee Satisfaction Study
2012
School Improvement Fund
Score Table

	2011	2012	Significant Difference
Sample Size	23	23	
Documents	79	81	
Clarity	77	78	
Organization of information	82	82	
Sufficiency of detail to meet your program needs	76	79	
Relevance to your areas of need	82	86	
Comprehensiveness in addressing the scope of issues that you face	80	78	
Information in Application Package	--	--	
Program Purpose	--	--	
Program Priorities	--	--	
Selection Criteria	--	--	
Review Process	--	--	
Budget Information and Forms	--	--	
Deadline for Submission	--	--	
Dollar Limit on Awards	--	--	
Page Limitation Instructions	--	--	
Formatting Instructions	--	--	
Program Contact	--	--	
OESE's Technical Assistance	73	83	*
Effectiveness of OESE in helping you learn to implement grant programs	77	87	*
Usefulness of OESE's technical assistance services as a model	69	80	*
ACSI	72	72	
How satisfied are you with ED's products and services	78	78	
How well ED's products and services meet expectations	67	67	
How well ED compares with ideal products and services	71	68	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education - Grantee Satisfaction Study
2012
School Improvement Fund
Score Table

	2011	2012	Significant Difference
Sample Size	23	23	
School Improvement Fund	83	78	
Timeliness of response	--	74	
Clarity of information	--	79	
Usefulness to your program	--	84	
Providing you an interpretation of the SIG statute and/or regulations	--	82	
Helping with your implementation of SIG in your state	--	80	
Ease of the SIG application process	--	69	
Helping your State comply with SIG requirements	--	68	
Helping your State improve SIG programs	--	70	

Department of Education - Grantee Satisfaction Study
2012
School Improvement Fund
Demographics

	2011		2012	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	91%	21	87%	20
Do not have interaction	4%	1	13%	3
Don't Know	4%	1	0%	0
Number of Respondents		23		23
Interact with ED-funded providers of technical assistance separate from ED staff - OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents				
Reporting system used for reporting accountability data				
EDEN/EDFacts	96%	22	96%	22
Other electronic system	4%	1	0%	0
Do not use electronic system, submit hard copy	0%	0	4%	1
Number of Respondents		23		23
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	30%	7	26%	6
Agree	57%	13	65%	15
Disagree	13%	3	9%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		23		23
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	23	100%	23
Number of Respondents		23		23
Received a SIG onsite monitoring visit in the past year				
Received visit	0%	0	30%	7
Have not received visit	0%	0	70%	16
Number of Respondents		0		23

Department of Education - Grantee Satisfaction Study
2012
Rural Education Achievement Program (REAP)/Rural and Low Income School Program
Score Table

	2012
Sample Size	29
ED Staff/Coordination	89
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	88
Accuracy of responses	90
Sufficiency of legal guidance in responses	87
Consistency of responses with ED staff from different program offices	86
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	91
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	93
Accuracy of responses	91
Sufficiency of legal guidance in responses	91
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	74
Ease of finding materials online	70
Ease of submitting information to ED via the web	81
Freshness of content	77
Ability to accomplish what you want on the site	74
Ease of reading the site	72
Ease of navigation	71
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	71
ED's effectiveness in using technology to deliver its services	83
ED's quality of assistance	69
Effectiveness of automated process in improving state/LEA reporting	69
Expected reduction in federal paperwork	60

Department of Education - Grantee Satisfaction Study
2012
Rural Education Achievement Program (REAP)/Rural and Low Income School Program
Score Table

	2012
Sample Size	29
Documents	75
Clarity	75
Organization of information	75
Sufficiency of detail to meet your program needs	75
Relevance to your areas of need	75
Comprehensiveness in addressing the scope of issues that you face	72
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	74
Effectiveness of OESE in helping you learn to implement grant programs	76
Usefulness of OESE's technical assistance services as a model	69
ACSI	69
How satisfied are you with ED's products and services	75
How well ED's products and services meet expectations	66
How well ED compares with ideal products and services	66
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	82
Providing an interpretation of RLIS legislation/regulation	87
Providing guidance on eligibility and/or other reporting requirements	87
Helping you with the implementation of the RLIS Program	87
Helping you with compliance efforts	81
Helping you improve performance results	76
Helping you provide guidance and oversight to sub-recipients	79
Helping you provide technical assistance to sub-recipients	78
Usefulness of the RLIS website in providing the information you needed	79
User friendliness of the RLIS website	78
Responsiveness to information requests	80
Helpfulness in resolving implementation/eligibility issues	80
Supportiveness in helping you complete eligibility spreadsheets	86
Supportiveness in helping you meet annual reporting requirements	85
Helping you with program implementation for RLIS	80
Helping you complete and submit accurate eligibility spreadsheets for RLIS	83

Department of Education - Grantee Satisfaction Study
 2012
 Rural Education Achievement Program (REAP)/Rural and Low Income School Program
 Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	17%	5
Do not have interaction	76%	22
Don't Know	7%	2
Number of Respondents	29	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	76%	22
Other electronic system	10%	3
Do not use electronic system, submit hard copy	14%	4
Number of Respondents	29	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	21%	6
Agree	62%	18
Disagree	7%	2
Strongly Disagree	7%	2
Does Not Apply	3%	1
Number of Respondents	29	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	29
Number of Respondents	29	

Department of Education - Grantee Satisfaction Study
2012
Safe and Supportive Schools Program
Score Table

	Safe and Supportive Schools Program
Sample Size	6
ED Staff/Coordination	83
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	74
Accuracy of responses	85
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff from different program offices	94
Collaboration with other ED programs or offices in providing relevant services	89
ED-funded Technical Assistance	92
Knowledge of relevant legislation, regulations, policies, and procedures	87
Responsiveness to your questions	96
Accuracy of responses	93
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	85
Collaboration with ED staff in providing relevant services	98
Collaboration with other ED-funded providers of technical assistance	98
Online Resources	68
Ease of finding materials online	63
Ease of submitting information to ED via the web	63
Freshness of content	70
Ability to accomplish what you want on the site	73
Ease of reading the site	70
Ease of navigation	67
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	62
ED's effectiveness in using technology to deliver its services	70
ED's quality of assistance	56
Effectiveness of automated process in improving state/LEA reporting	60
Expected reduction in federal paperwork	63

Department of Education - Grantee Satisfaction Study
2012
Safe and Supportive Schools Program
Score Table

	Safe and Supportive Schools Program
Sample Size	6
Documents	67
Clarity	67
Organization of information	69
Sufficiency of detail to meet your program needs	69
Relevance to your areas of need	69
Comprehensiveness in addressing the scope of issues that you face	63
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	83
Effectiveness of OESE in helping you learn to implement grant programs	87
Usefulness of OESE's technical assistance services as a model	78
ACSI	70
How satisfied are you with ED's products and services	73
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	67
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Safe and Supportive Schools Program	82
Responsiveness and accuracy answering S3 program requirements questions	83
Responsiveness answering DOE (EDGAR) and other Federal regulations questions	78
Relevance and usefulness of technical assistance-Grant implementation and admin	80
Timeliness in returning phone calls and responding to emails	70
Effectiveness in instructions of annual performance reports and GPRA	83
Effectiveness in instructions of budget development, revisions, and reporting	85
Relevance and usefulness to your project and program activities	83
Relevance and usefulness to your project's sustainability	83
Frequency of communication	87
Use of technology to deliver services	85

Department of Education - Grantee Satisfaction Study
2012
Safe and Supportive Schools Program
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	100%	6
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		6
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	33%	2
Other electronic system	50%	3
Do not use electronic system, submit hard copy	17%	1
Number of Respondents		6
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	17%	1
Agree	50%	3
Disagree	17%	1
Strongly Disagree	0%	0
Does Not Apply	17%	1
Number of Respondents		6
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	6
Number of Respondents		6

Department of Education - Grantee Satisfaction Study
2012
Elementary and Secondary School Counseling Program
Score Table

	Elementary and Secondary School Counseling Program
Sample Size	44
ED Staff/Coordination	84
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	80
Accuracy of responses	91
Sufficiency of legal guidance in responses	87
Consistency of responses with ED staff from different program offices	84
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	97
Responsiveness to your questions	72
Accuracy of responses	81
Sufficiency of legal guidance in responses	97
Consistency of responses with ED staff	81
Collaboration with ED staff in providing relevant services	98
Collaboration with other ED-funded providers of technical assistance	80
Online Resources	70
Ease of finding materials online	74
Ease of submitting information to ED via the web	62
Freshness of content	72
Ability to accomplish what you want on the site	67
Ease of reading the site	74
Ease of navigation	70
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
Institutional Service Web pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
Institutional Service Web pages - problem mitigation	--
Technology	72
ED's effectiveness in using technology to deliver its services	79
ED's quality of assistance	76
Effectiveness of automated process in improving state/LEA reporting	74
Expected reduction in federal paperwork	72

Department of Education - Grantee Satisfaction Study
2012
Elementary and Secondary School Counseling Program
Score Table

	Elementary and Secondary School Counseling Program
Sample Size	44
Documents	78
Clarity	78
Organization of information	76
Sufficiency of detail to meet your program needs	79
Relevance to your areas of need	81
Comprehensiveness in addressing the scope of issues that you face	78
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	71
Effectiveness of OESE in helping you learn to implement grant programs	72
Usefulness of OESE's technical assistance services as a model	66
ACSI	72
How satisfied are you with ED's products and services	77
How well ED's products and services meet expectations	72
How well ED compares with ideal products and services	66
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Elementary and Secondary School Counseling Program	75
Responsiveness to questions about ESSC program requirements	81
Responsiveness answering DOE (EDGAR) and other Federal regulations questions	82
Timeliness in returning phone calls and responding to emails	77
Effectiveness of technical assistance or instructions-Annual performance reports	78
Effectiveness in providing technical assistance or guidance-Budget	82
Frequency of communication-Grant information, deadlines, expectations, etc.	76
Instructions and guidance regarding GPRA data collection and reporting	78
Relevance and usefulness to your program and program activities	81
Relevance and usefulness to your program's sustainability	78
Importance of a site visit of your program	30

Department of Education - Grantee Satisfaction Study
2012
Elementary and Secondary School Counseling Program
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	14%	6
Do not have interaction	75%	33
Don't Know	11%	5
Number of Respondents	44	
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Reporting system used for reporting accountability data		
EDEN/EDFacts	20%	9
Other electronic system	45%	20
Do not use electronic system, submit hard copy	34%	15
Number of Respondents	44	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	25%	11
Agree	57%	25
Disagree	5%	2
Strongly Disagree	5%	2
Does Not Apply	9%	4
Number of Respondents	44	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	44
Number of Respondents	44	

Department of Education - Grantee Satisfaction Study
2012
Historically Black Colleges and Universities (HBCU)
Score Table

	Historically Black Colleges and Universities (HBCU)
Sample Size	60
ED Staff/Coordination	76
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	74
Accuracy of responses	81
Sufficiency of legal guidance in responses	73
Consistency of responses with ED staff from different program offices	70
Collaboration with other ED programs or offices in providing relevant services	76
ED-funded Technical Assistance	85
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	88
Accuracy of responses	87
Sufficiency of legal guidance in responses	87
Consistency of responses with ED staff	87
Collaboration with ED staff in providing relevant services	85
Collaboration with other ED-funded providers of technical assistance	84
Online Resources	75
Ease of finding materials online	72
Ease of submitting information to ED via the web	78
Freshness of content	73
Ability to accomplish what you want on the site	73
Ease of reading the site	80
Ease of navigation	76
Websites and Databases Overall	81
Field Reader System overall	81
Grants.gov overall	82
e-Grants overall	84
G5 overall	84
Institutional Service Web pages overall	79
Websites and Databases - Problem Mitigation	81
Field Reader System - problem mitigation	83
Grants.gov - problem mitigation	82
e-Grants - problem mitigation	83
G5 - problem mitigation	83
Institutional Service Web pages - problem mitigation	77
Technology	73
ED's effectiveness in using technology to deliver its services	73
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--

Department of Education - Grantee Satisfaction Study
2012
Historically Black Colleges and Universities (HBCU)
Score Table

	Historically Black Colleges and Universities (HBCU)
Sample Size	60
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	81
Program Purpose	84
Program Priorities	82
Selection Criteria	84
Review Process	78
Budget Information and Forms	81
Deadline for Submission	79
Dollar Limit on Awards	86
Page Limitation Instructions	80
Formatting Instructions	79
Program Contact	83
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	71
How satisfied are you with ED's products and services	75
How well ED's products and services meet expectations	70
How well ED compares with ideal products and services	67
Complaint	3
Issued a formal complaint about assistance received from ED staff member	3
Historically Black Colleges and Universities (HBCU)	79
Representative responded professionally and in a courteous manner	85
Representative was knowledgeable about the program	78
Representative resolved my service request in a timely manner	74
Overall satisfaction with the service provided by the representative	78

Department of Education - Grantee Satisfaction Study
2012
Historically Black Colleges and Universities (HBCU)
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	48%	29
Do not have interaction	43%	26
Don't Know	8%	5
Number of Respondents		60
Reporting system used for reporting accountability data		
EDEN/EDFacts	--	--
Other electronic system	--	--
Do not use electronic system, submit hard copy	--	--
Number of Respondents		
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	13%	8
Agree	63%	38
Disagree	17%	10
Strongly Disagree	5%	3
Does Not Apply	2%	1
Number of Respondents		60
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	3%	2
Have not issued complaint	97%	58
Number of Respondents		60

Department of Education - Grantee Satisfaction Study
2012
Trially Controlled Colleges and Universities (TCCU)
Score Table

	Tribally Controlled Colleges and Universities (TCCU)
Sample Size	22
ED Staff/Coordination	78
Knowledge of relevant legislation, regulations, policies, and procedures	79
Responsiveness to your questions	77
Accuracy of responses	82
Sufficiency of legal guidance in responses	74
Consistency of responses with ED staff from different program offices	71
Collaboration with other ED programs or offices in providing relevant services	78
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	76
Responsiveness to your questions	80
Accuracy of responses	82
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff	82
Collaboration with ED staff in providing relevant services	81
Collaboration with other ED-funded providers of technical assistance	81
Online Resources	76
Ease of finding materials online	74
Ease of submitting information to ED via the web	80
Freshness of content	73
Ability to accomplish what you want on the site	75
Ease of reading the site	77
Ease of navigation	78
Websites and Databases Overall	79
Field Reader System overall	78
Grants.gov overall	83
e-Grants overall	77
G5 overall	70
Institutional Service Web pages overall	78
Websites and Databases - Problem Mitigation	82
Field Reader System - problem mitigation	85
Grants.gov - problem mitigation	85
e-Grants - problem mitigation	80
G5 - problem mitigation	76
Institutional Service Web pages - problem mitigation	87
Technology	74
ED's effectiveness in using technology to deliver its services	74
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--

Department of Education - Grantee Satisfaction Study
2012
Trially Controlled Colleges and Universities (TCCU)
Score Table

	Tribally Controlled Colleges and Universities (TCCU)
Sample Size	22
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	86
Program Purpose	86
Program Priorities	87
Selection Criteria	82
Review Process	80
Budget Information and Forms	87
Deadline for Submission	88
Dollar Limit on Awards	85
Page Limitation Instructions	87
Formatting Instructions	83
Program Contact	90
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	74
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	72
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Tribally Controlled Colleges and Universities (TCCU)	81
Representative responded professionally and in a courteous manner	84
Representative was knowledgeable about the program	80
Representative resolved my service request in a timely manner	79
Overall satisfaction with the service provided by the representative	82

Department of Education - Grantee Satisfaction Study
2012
Trially Controlled Colleges and Universities (TCCU)
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	23%	5
Do not have interaction	55%	12
Don't Know	23%	5
Number of Respondents		22
Reporting system used for reporting accountability data		
EDEN/EDFacts	--	--
Other electronic system	--	--
Do not use electronic system, submit hard copy	--	--
Number of Respondents		
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	23%	5
Agree	73%	16
Disagree	5%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		22
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	22
Number of Respondents		22

Department of Education - Grantee Satisfaction Study
2012
Strengthening Institutions Program (SIP)
Score Table

	Strengthening Institutions Program (SIP)
Sample Size	97
ED Staff/Coordination	76
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	70
Accuracy of responses	83
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	70
Collaboration with other ED programs or offices in providing relevant services	75
ED-funded Technical Assistance	82
Knowledge of relevant legislation, regulations, policies, and procedures	74
Responsiveness to your questions	85
Accuracy of responses	84
Sufficiency of legal guidance in responses	63
Consistency of responses with ED staff	78
Collaboration with ED staff in providing relevant services	87
Collaboration with other ED-funded providers of technical assistance	80
Online Resources	74
Ease of finding materials online	69
Ease of submitting information to ED via the web	79
Freshness of content	70
Ability to accomplish what you want on the site	75
Ease of reading the site	76
Ease of navigation	73
Websites and Databases Overall	76
Field Reader System overall	78
Grants.gov overall	76
e-Grants overall	74
G5 overall	74
Institutional Service Web pages overall	72
Websites and Databases - Problem Mitigation	75
Field Reader System - problem mitigation	68
Grants.gov - problem mitigation	77
e-Grants - problem mitigation	74
G5 - problem mitigation	71
Institutional Service Web pages - problem mitigation	69
Technology	67
ED's effectiveness in using technology to deliver its services	67
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--

Department of Education - Grantee Satisfaction Study
2012
Strengthening Institutions Program (SIP)
Score Table

	Strengthening Institutions Program (SIP)
Sample Size	97
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	83
Program Purpose	83
Program Priorities	83
Selection Criteria	79
Review Process	81
Budget Information and Forms	78
Deadline for Submission	88
Dollar Limit on Awards	87
Page Limitation Instructions	85
Formatting Instructions	83
Program Contact	87
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	67
How satisfied are you with ED's products and services	74
How well ED's products and services meet expectations	64
How well ED compares with ideal products and services	62
Complaint	2
Issued a formal complaint about assistance received from ED staff member	2
Strengthening Institutions Program (SIP)	77
Representative responded professionally and in a courteous manner	82
Representative was knowledgeable about the program	83
Representative resolved my service request in a timely manner	71
Overall satisfaction with the service provided by the representative	74

Department of Education - Grantee Satisfaction Study
2012
Strengthening Institutions Program (SIP)
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	19%	18
Do not have interaction	73%	71
Don't Know	8%	8
Number of Respondents		97
Reporting system used for reporting accountability data		
EDEN/EDFacts	--	--
Other electronic system	--	--
Do not use electronic system, submit hard copy	--	--
Number of Respondents		
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	18%	17
Agree	67%	65
Disagree	12%	12
Strongly Disagree	3%	3
Does Not Apply	0%	0
Number of Respondents		97
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	2%	2
Have not issued complaint	98%	95
Number of Respondents		97

Department of Education - Grantee Satisfaction Study
2012
Hispanic Serving Institutions (HSI)
Score Table

	Hispanic Serving Institutions (HSI)
Sample Size	105
ED Staff/Coordination	85
Knowledge of relevant legislation, regulations, policies, and procedures	89
Responsiveness to your questions	82
Accuracy of responses	89
Sufficiency of legal guidance in responses	85
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	79
ED-funded Technical Assistance	89
Knowledge of relevant legislation, regulations, policies, and procedures	94
Responsiveness to your questions	89
Accuracy of responses	90
Sufficiency of legal guidance in responses	90
Consistency of responses with ED staff	88
Collaboration with ED staff in providing relevant services	86
Collaboration with other ED-funded providers of technical assistance	94
Online Resources	77
Ease of finding materials online	76
Ease of submitting information to ED via the web	85
Freshness of content	76
Ability to accomplish what you want on the site	76
Ease of reading the site	77
Ease of navigation	74
Websites and Databases Overall	80
Field Reader System overall	72
Grants.gov overall	79
e-Grants overall	78
G5 overall	85
Institutional Service Web pages overall	81
Websites and Databases - Problem Mitigation	80
Field Reader System - problem mitigation	74
Grants.gov - problem mitigation	79
e-Grants - problem mitigation	76
G5 - problem mitigation	85
Institutional Service Web pages - problem mitigation	78
Technology	76
ED's effectiveness in using technology to deliver its services	76
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--

Department of Education - Grantee Satisfaction Study
2012
Hispanic Serving Institutions (HSI)
Score Table

	Hispanic Serving Institutions (HSI)
Sample Size	105
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	86
Program Purpose	85
Program Priorities	85
Selection Criteria	84
Review Process	80
Budget Information and Forms	81
Deadline for Submission	90
Dollar Limit on Awards	89
Page Limitation Instructions	89
Formatting Instructions	86
Program Contact	90
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	75
How satisfied are you with ED's products and services	80
How well ED's products and services meet expectations	73
How well ED compares with ideal products and services	71
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1
Hispanic Serving Institutions (HSI)	89
Representative responded professionally and in a courteous manner	91
Representative was knowledgeable about the program	92
Representative resolved my service request in a timely manner	83
Overall satisfaction with the service provided by the representative	88

Department of Education - Grantee Satisfaction Study
2012
Hispanic Serving Institutions (HSI)
Demographics

	2012	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	--	--
Do not have interaction	--	--
Don't Know	--	--
Number of Respondents		
Interact with ED-funded providers of technical assistance separate from ED staff - OPE		
Have interaction	21%	22
Do not have interaction	70%	73
Don't Know	10%	10
Number of Respondents		105
Reporting system used for reporting accountability data		
EDEN/EDFacts	--	--
Other electronic system	--	--
Do not use electronic system, submit hard copy	--	--
Number of Respondents		
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	26%	27
Agree	65%	68
Disagree	10%	10
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		105
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	1%	1
Have not issued complaint	99%	104
Number of Respondents		105

**U.S. Department of Education
Grantee Satisfaction Survey 2012
Verbatim Comments**

The comments reported in this section have been edited so that identifying information and names of individuals given in comments have been omitted.

**State Fiscal Stabilization Fund
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 have not seen one to date from USDOE.

There isn't one federally. This is the problem.

Q24. Please describe how ED could better use technology to deliver its services.

Rather than have live webinars, do an eluminate type presentation, record and post so you don't constantly hear 'put your phone on mute' or have slide glitches.

Distribute conference call materials in advance of conference calls so questions can be formulated in advance.

Q27. What reporting system do you use for reporting accountability data? (Other)

GRADS/Federalreproting .gov

1512 system

Q43. Please describe how ED can improve its service to you.

There is no point - there is no interest in our input federally.

The SFSF and Ed Jobs staff have been excellent. In additional the 1512 staff have been very responsive.

CUSTOM QUESTIONS

Q7. Please share any comments on how the ISU can better support your work.

Don't know what ISU stands for.

No idea what ISU staff means.

National Professional Development Program CORE QUESTIONS

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

Example: inclusion of OELA in the Leveraging Resources Annual Conference.

Q27. What reporting system do you use for reporting accountability data? (Other)

e-mail

email attachment

email attachment

send as an email attachment

e-mail

email

Q43. Please describe how ED can improve its service to you.

I am pleased with the service that is provided.

It seems as though we are asked to submit multiple reports about the same thing. I would like to see things streamlined so that we only file the May report and the October report. If the Program Director needs to phone conference with us, it should be based on what was submitted. We are asked to submit periodic monitoring reports that seem to ask for much of the same information contained in the reports. It takes a lot of time to compile this repeated information.

1. I am very grateful that the Program allows 'rollovers', as often the first year of the grant ends up to be scheduled differently than in the proposal. 2. Generally, we need more specificity and detail in response to phone call questions and or email questions we have made. 3. It would be very helpful to understand WHY the APR forms are changed regularly. Oftentimes, the purpose to the questions that are asked in the forms are not clear, or it appears that certain information is not overlooked.

At the beginning of our grant, it was difficult to get a quick response from our contact. However, that aspect of communication has improved over the past 3 months.

They are already doing a great job!

N/A. I have no complaints about ED staff assistance. I am highly satisfied with my Program Specialist ([Name]) and find her knowledgeable, responsive, and reliable.

Perhaps hire more staff and project managers so that response times are faster and immediate.

Everything has been great in helping us manage our grant. The only (small) thing we had trouble with was that the reporting form was changed 3-4 times in a short time frame so that we had to copy and paste twice from one reporting form to another. Having the powerpoints in a form to save and view at our convenience is very helpful, and the we got callbacks on phone calls we placed in a timely way. The meeting at NABE was excellent and we especially enjoyed seeing how other institutions were addressing the grant invitational priorities.

Program officers must be trained so that they can respond swiftly to project directors' concerns and questions. We do not have to wait for 2-3 weeks for an answer. (This does not pertain to the NPD program officers or director. They are very swift!)

The documents used for the yearly report, should be simplified. I feel that I have to read instructions more than once to understand them.

I would like for my program officer to get back to me via email more quickly. With that said, I know my program officer is way over worked and has too many programs to be in charge of. He did not tell me this, I just know how over worked ED program officers are from past grants that I have directed.

CUSTOM QUESTIONS

Q6. What recommendations you would like make to the program staff of Title III NPD program to assist you in administering your grant effectively? (Open end)

They are doing a great job.

Please let us know well in advance where and when the meeting for project directors will be in the future so we can plan on attending. I felt the webinars were helpful in allowing us to ask individual questions, but not really necessary.

The annual meetings are no longer predictable (time and place) which is problematic.

Much of the information included in the Project Director's meeting was repeated in subsequent webinars. The communication prior to the Project Director's meeting was inadequate. There was room change but no email was sent out. There was no emergency contact information given to Project Directors to get in touch with someone from ED at the conference.

The additional monitoring review questions were not mentioned in any of the reporting materials or instructions, nor in the meetings (attended all). The questions were numerous and came at the same time as the APR in May. Is there any way to stagger this or combine with the APR requirements so that we do not complete two reports? Seemed as if many of the questions were redundant. It might be helpful to provide this additional information in Fall when we submit the GPRA report.

They are already doing a great job.

Please make sure that information is sent out in a timely manner and to the people that have requested the information.

I feel one point still may be unclear for new grantees re: reporting: APR should include ACTUAL year to-date data on PROJECT measures and target data for GPRA measures, and CDR ONLY requires actual data on GPRA (no project measures). So much emphasis is placed on GPRA that sometimes the project measures (the basis for funding) seem to be de-emphasized or of minimal importance.

[Name] was excellent and very helpful.

No recommendations. They are all fine.

Continue the meetings at the NABE conference.

They are doing what they can.

Q7. How helpful was the NCELA website in helping you identify program resources and meeting your technical assistance needs? (Open end)

Yes, it is helpful.

Very helpful. I use this resource frequently.

NCELA website has a lot of great resources, but I did not use it for technical assistance.

Fine.

Very helpful.

Very helpful.

have not used the website.

it was helpful

Very helpful--keep up the excellent work!

Haven't really used it, but glad to know it's there...

Please post the announcement of grant opportunities, too.

NCELA is always a good source.

N/A

Native American and Alaska Native Children in School Program CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other) email

G5

I also send a hard copy, as well as an electronic copy. I also had to fax a copy. I do not believe our systems interface that well.

N/A

Q43. Please describe how ED can improve its service to you.

Submitting our reports is very difficult and frustrating. [Name] has been very patient and helpful. I submitted our report well before the deadline, but it could not be opened on the other end. I also sent a hard copy, but this was never received. I finally had to fax a copy of our report. The Talking Stick site has been effective, as have the webinars. I have gotten copies of the presentations; however, I have not been able to join the webinars. I do not believe our systems interface that well.

For one of our grant programs, the program director assigned to our district was non-responsive to questions. I met with the Director via audio and he heard our concerns and agreed to assign a new program director. The new program director has been very responsive and easy to work with.

We are very satisfied with the ED specialist who provides us information. She is very knowledgeable and responds promptly whenever we contact her.

CUSTOM QUESTIONS

Q7. What recommendations you would like make to the program staff of Title III Native American and Alaska Native Children in School to assist you in administering your grant effectively? (Open end)

I really cannot think of anything. [Name] is in constant communication with us, keeping the grantees up to date and informed.

I am satisfied with the support that we are receiving. [Name] is very prompt and pleasant is responding to our inquiries. In my humble opinion, she is very concerned with the education of our grant students.

As Project Directors are very busy, it would be good to not have scheduled webinars; but rather e-videos or ppts with audio recording (breeze ppts).

We are very satisfied with the specialist and staff of Title III Native American and Alaska English learners. We are appreciative of the program specialist and at this moment we have no further suggestions. [Name] responds promptly whenever we contact her. We also appreciate the development of the 'Talking Stick'. It serves as a forum to share our projects and some findings. She recommends sites to visit for professional growth. She informs us of upcoming events. We thank her very much.

Continue to provide the wonderful support and guidance that you do for our programs!

Q8. How can we improve the NCELA website to help you identify program resources and meet your technical assistance needs? (Open end)

Great website with an abundance of resources!

No changes are necessary.

We are appreciative of the website and at this moment we have no further suggestions.

Investing in Innovation Program (i3) CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

I don't recall being invited to any get togethers or trainings using technology like webinars, etc. Most of my interactions are via email and phone call.

There have been a few webinars, but there always seems to be some technical difficulty with it. It would also be nice if there were a way to review the webinars after they had occurred. If that is available, it isn't in a very obvious location on the website. Otherwise, I don't think there has been any technology used to deliver services.

Webinars for information sharing between projects and dissemination of details.

Primarily we have phone contact and conference calls. I would love online video assistance--walk through submission of reports, how to fill out reports etc using video/animated step by step. Would be so much more effective and cut done on phone time. Especially with time zone differences. Use more free web technologies (like Join.me) rather than paying for enterprise services.

Q27. What reporting system do you use for reporting accountability data? (Other)

email

Tried G5, but it is not conducive to reporting, so now only rely on hard copies.

G5

I would have not checked a button if not required; We are not an LEA and do not report accountability data

can't remember

FederalReporting.gov

G5

Direct draw from systems

Federalreporting.gov

G5

N/A data reported by NYC DOE

i3

Annual Report to i3

Q43. Please describe how ED can improve its service to you.

My grant officer is wonderful - informed, responsive, helpful. But I don't think that I have much access to 'products and services' other than the service of checking in with her regularly. I find these questions hard to answer because I don't know what products and services the DOE is referring to have offered me. I don't see the online reporting system as a product or a service - it's a compliance reporting system.

Program officer is a wonderful, supportive person. But he/she does not appear to have strong knowledge of the grant requirements/regulations.

If possible, more assistance in resolving issues between partners within an i3 grant. Upon occasion, reluctance to intervene could significantly affect the outcome of the grant.

I think you should take more risks with the innovation grants you make -- give more small grants to smaller organizations.

We have been most pleased by our program officer who has been great to us. Very supportive, a good thought partner, and has provided us with good feedback and guidance when we've had tricky situations.

Continue to provide ongoing individualized support.

**Promise Neighborhoods Program
CORE QUESTIONS**

***Q27. What reporting system do you use for reporting accountability data? (Other)
Efforts to Outcomes***

gRADS360

hasn't been released yet

ETO

GRADS 360

Q43. Please describe how ED can improve its service to you.

DOING A GREAT JOB

CUSTOM QUESTIONS

Q4. About which topics or purposes do you most often contact ED staff? (Open end)

provide updates on local activities

Grant Legal Compliance

Budget Data

to provide program and budget updates; learn about any ED updates

Evaluation Expectations

Compliance Program set up Budget Technical Assistance

Q7. What additional formats would you prefer technical assistance be provided? (Open end)

Forms and templates

None

Q10. What additional topics would you like to have discussed during meetings and conferences, either in-person or by phone? (Open end)

How ED could be helpful, rather than just about monitoring issues

None, all topics covered

Q11. What could PN do to improve the structure of meetings and conferences, either in-person or by phone? (Open end)

Q13. Share your suggestions on technical assistance topics that would be most helpful in implementing or managing your project? (Open end)

Helping to present best practices in governance, resident engagement, decision making and results accountability.

We already have a technical assistance work plan with all topics we need in progress. Thanks!

Q14. What type of additional information would you like to receive from the PN staff or office? (Open end)

Everything is covered.

School Leadership Program (SLP)

CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

email

email

Report emailed directly to Beatriz Ceja's office

Q43. Please describe how ED can improve its service to you.

Responding to questions/concerns in a more prompt manner. Many times, we have had to send emails 2-3 times and then follow-up with phone calls to get a response. It is not unusual to wait a week or longer for a response. Even an acknowledgement that the question/concern has been received and a time frame in which to expect a response would be appreciated, but only if the response comes when promised. The staff is always polite, friendly and interested, so it's a pleasure to talk with them. I think that there is so much on their plates that our questions often get buried. Finally, feedback on our annual reports would be greatly appreciated. Are we doing it right? Is there a better way to do it? In 4 years, I have never received feedback so we just assume that no news is good news!

Keep [Name] and her team in Place. They are WONDERFUL!

I understand this is difficult financially, but being able to share more widely with other similar programs is very helpful; the once a year conferences for the SLP programs improved with each gathering and I appreciated the chance to share. I would encourage the ED to continue this practice with ample time to share among programs.

Charter Schools Program Non-SEA

CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

G5

Email

we have not started our grant

Q43. Please describe how ED can improve its service to you.

More availability to answer questions, but I understand with the budget restrictions this is a challenge.

Answer questions and emails in a more timely fashion.

The most important thing is accessibility to Program Officers.

N/A

Program Administrator seems overworked or distracted and doesn't acknowledge receipt of emails in timely way--I usually have to follow up with phone calls. Hire more project administrators or reduce load.

The g5 call in help is great however for more general grant reporting questions.

CUSTOM QUESTIONS

Q11. If you have requested a waiver, what improvements would you recommend? (Open end)

Have not requested a waiver.

NA

N/A

Q13. Are there any actions the CSP can improve to assist grantees better? (Open end)

Not that I can think of. Always are prompt to answer questions and get back with us.

More access to past proposals submitted, both successfully and unsuccessfully. More clarity on the outcomes DOE hopes to achieve, so the grantee can better write the proposal or opt out realizing there is not a good match.

N/A

Timely answers to questions and emails.

No, assistance has been excellent.

If a staff person cannot return multiple emails for several weeks, that should be delegated to another staff person.

quicker turn around for award-specific questions acknowledgement of receipt of reports and even brief written feedback of their content

State Directors of Special Education (Part B)

CORE QUESTIONS

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

When I asked a question about late liquidation of ARRA, OSEP checked with other Dept of Ed Offices before sending me an answer to ensure it would be consistent guidance.

Alignment of policies, practices and procedures for programs that impact multiple groups. While there are times in which the policies are consistent (eg ESEA and IDEA), the practices and procedures vary widely. All three aspects need to be consistent in order for states to proceed with corresponding policy, practice and procedural requirements.

Some of the work with Title?

I have not found ED to be at all responsive to any input from implementers.

Work with Voc. Rehab re: transition from school to adult living.

We are not seeing strong collaborative efforts at USDE. Even with the push toward performance indicators in OSEP, it seems like compliance is trying to push their agenda to the max.

None. OSEP continues to change the rules as they see fit by setting new priorities and new procedures. they do not listen to the concerns of the state agencies and continue to ignore or reject feedback from states.

In the area of data collection, it is helpful for the PSC representative to facilitate data questions and solutions. They have done a good job of bring the EdFacts, OSEP and DAC folks all together. Prior to this facilitation we were receiving multiple, conflicting information.

I only speak with my OSEP contact person

A few years ago SPED, Title I and III did training on RTI which was nice. We've asked since early last spring for assistance with how we handle assessment since our state has been approved for a waiver. We know that SPED needs to work with Title on this, but we still haven't received an answer and it won't be long and we'll have to complete our APR for special education.

CUSTOM QUESTIONS

Q5. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

The monthly SPP/APR calls is most effective to stay current with changes and requirements.

Consistency from one reviewer to the next.

Q & As are good and the monthly calls are a good idea, but boring.

Phone calls about areas that were low the prior year, review of questions using the APR and responding quickly and accurately.

Dear Colleague letters Q&A Documents SPP/APR reporting

Personal conversations

The Q and A documents are most helpful.

Ability to talk directly with our OSEP contact and the responsiveness, accuracy and relevancy to questions asked.

[Name] has been most helpful.

Dear colleague helpful

Technical Assistance received by the RRCs is the most effective.

All helpful

TA calls --not necessarily needs to be monthly

None so far.

Direct contact with State Contacts

MSIP Monthly TA calls Q&A documents

Each is helpful in its own way. OSEP tries very hard to keep us informed and supported.

Q and A documents by far!

None. Our state contact has not been timely in returning calls and emails or providing relevant responses. there is no contact unless we call or email repeatedly. often we have to contact the supervisor to get a response.

The degree of attention from our state representative and the program team of which he is a member has been extremely helpful.

More advanced notice of calls/webinars Make info available during and afterwards.

MSIP monthly TA calls, webinars

TA calls are helpful because all states are hearing the message at the same time and it isn't dependent on the interpretation of the other TA providers or state contacts. The states also learn a great deal from the question and answer portion of the call. Q & A documents are extremely helpful

My OSEP contact is wonderful. However, I think that it impossible for an OSEP contact to work with all the states to get the fiscal creag done in six weeks timeline. It would appear that OSEPs lack of planning is now going to cause a burden on states' time.

Personal contact and assistance.

conference calls or face to face meetings are much more productive and helpful than electronic means

Dear Colleague letters are very helpful. The Q and A's are vital. The monthly calls must happen to keep us informed. The topical webinars are important too. I wouldn't change any of those.

Q6. Which types of assistance were least helpful?

The newsletter is usually just fluff and dates. Topical webinars to repeat information we could read are not helpful.

Not returning phone calls within 3-5 days, State TA lack of knowledge regarding compliance indicators.

monthly TA calls

Monthly calls with little or no information

MSIP monthly TA calls.

General newsletter

Anything with MOE and SMFS. ED does not seem to understand this.

webinars

Conference calls. Webinars where they read the slides.

Some of the monthly TA calls

N/A

Dear Colleague letters have a tendency to talk on a life of their own, including interpretation and ensuing requirements to States.

the whole new focus on results indicator information has been confusing and constantly changing. states are being asked to implement new OSEP requirements before there a plan is even developed and disseminated clearly. stakeholder input is a joke. there is no vetting process for all stakeholders

to have all the same information at the same time. Answers change frequently

If there is no information to share on a monthly call, just say that and end the call. There are time when it appears that a guest speaker has been brought in just to fill the time.

unsure

N/A

topical webinars - seems like it raises more questions than answered.

When you ask your federal contact a question and they have to go and talk to someone to get an answer, but it is a difficult question and you never get an answer.

Q8. Which Center did you work with the most?

MPRRC NECTAC NSTTAC TAESE

WRRC

NSTTAC

MPRRC DAC

MSRRC NSTTAC NDPC

PBIS Center

Personnel Center Regional Resource Centers

SERRC

Transition, scaling up and pbis

RRC, NSSTAC, PBIS,

MPRRC and DAC

Drop-out Center

SERRC

NCRRC

MPRRC NSTTAC NPSO PBIS IDEA Partnership NWRCC IRIS ECO NECTAC

transition

NERRC

Several across the country

WRRRC, DAC

DAC, Mountain Plains RRC

CADRE

SERRC NCEO

NERRC

WRRRC

Mid-South Regional Resource Center

Regional Resource Centers NECTEC

NCRRC

National Secondary Transition Technical Assistance Center

Post School Outcomes Center. RTI Center

Q13. What technical assistance should the TA centers provide over the next year to help meet your State's program improvement needs? (Open end)

Results-based accountability system development

responsive to questions asked - even if only to say they don't know.

our experience was that there was too much info for us to use or effectively process --- some of it supported by law, but much of it just too much.

More TA regarding improving outcomes for SWD - how to create and measure long term impact of quality instruction,

Implementation of CCSS Implementation of CCR standards Assistance regarding CCR for students with significant cognitive disabilities (1%)

Implementation ideas and reduce reporting

RRCs should be strengthened So many different centers are not needed if the RRCs are appropriately funded and have the resources.

Implement an individualized TA plan

Depends on the area being addressed

Continue with revamping general supervision system and fiscal monitoring. Increasing state capacity.

We will be asking for some facilitation support, focused research documentation, and monitoring/evaluation recommendations.

Continue (MPRRC) to work with state specific needs regarding results, fiscal, accountability reporting in the APR.

Organizational change would assist us significantly as the Department is transitioning to an Agency.

RDA information and practices

Transition, AT

Provide opportunities for states to build their capacity to implement the state's program improvement needs More focus on building the structures of support

I would like to say that NERRC is wonderful. I do not believe that NERRC would fall under a TA Center. With so many TA centers, it is difficult to know what center does what. The center for Indicator 13 cannot often answer questions. The State is put in a position that OSEP says work with the TA centers and the TA centers say OSEP has to answer that.

Depends on what needs develop

Comprehensive strategic planning for results.

Fiscal Accountability

More focus on growth measurement common core alignment/assessment work Data analysis of clustered indicator data to help facilitate targeted assistance to LEAs

Teacher effectiveness, Common Core

Whatever individual assistance a state may need for program improvement.

Lead Agency Early Intervention Coordinators CORE QUESTIONS

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

OSEP relies on outside sources instead of the National Center on Educational Statistics. In early intervention, most states demonstrate quality collaboration. The challenge is working together rather than pure supervision model.

Q24. Please describe how ED could better use technology to deliver its services.

do not read slides, make sure everyone is understandable on the call

Q27. What reporting system do you use for reporting accountability data? (Other)

Weststat

Not an LEA

Internet

Data Accountability Center

email

email attachments

I am not sure other staff in our office do this

Reports are e-mailed and hard copies sent

Q43. Please describe how ED can improve its service to you.

More clarity on desired results would help--usually receive vagueness in answers to questions, instead of detailed information or explicit instructions

I believe Ed needs to provide more clarity about the shift of focus, not totally, from compliance to results and how this will be reflected in the APR/SPP/Determinations. Also, Ed needs to re-gain an understanding of providing services to children and families with multiple economic and time challenges.

The right idea website is not user friendly and hard to navigate, please don't take away the apr calendar website! ED has noticeably improved work with states in the past year. More collaboration and coordination with the TA centers would benefit states even more and provide meaningful guidance on a regular basis. The TA centers are critical to the work of the state. Need improved collaborations with Part C and B, the 2011 federal regulations provide the framework, now we need the practice.

Providing clearer guidance to specific questions

OSEP needs to embrace the State leaders and ask for our input. Too many documents have come out recently with little to no input which has caused much damage to the services States provide to infants and toddlers and their families. We need a partner to help us improve systems rather than just an authority figure.

Timeliness of response when legal review is required. The program staff are awesome and responsive and know the answer. I think legal review is too frequent and often overrides reason with interpretations that sometimes befuddle and unnecessarily complicate information and interpretation or regs. beyond what is written.

Consolidate information on one website or have a clear definition of what goes where. Now, things are spread out across Ed.gov, TA&D and Right IDEA. Generally have to search all 3 to find, then to make sure that the most recent is the correct version.

CUSTOM QUESTIONS

Q4. What improvements can you suggest regarding support from MSIP State contacts?

Shorten time of review by legal staff

The contact person having accurate information would be very helpful. We waited several days to find out if we could send in the revised sections or needed to send in the entire application. I followed the direction of our contact person and a week later had to overnight the entire application again.

Topical webinars and monthly TA calls

Provide more details on how to develop or implement requested change or information--example: Clarification on how to develop new Part C regulation changes for July 1, 2012.

MY representative is very responsive and informed

More consideration of practical implications and challenges of providing early intervention services per regulatory and statutory requirements.

Development of a way to record the information shared on the TA calls would be very helpful. The record would help to clarify and promote accuracy of the information shared.

When our state contact provides a combination of conference call and email, this helps to clarify and get us all on the same page - would like to see more of this practice.

Consistency across state contacts.

Increased understanding of each state's unique programs

Providing definitive answers to specific questions.

Availability and prompt calls back. Review of draft documents when submitted. The ability to talk with us without legal counsel. Maintain the scheduled calls.

They have been wonderful, helpful, and generally clear. Again, sometimes when state contacts must turn to OGC interpretation, they muddy the water and cause confusion and less than family and state friendly policies.

Q5. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

November meeting and regulatory and non-regulatory guidance documents.

Monthly TA Calls & Webinars

Nectac service have consistently been strong in the provision of TA services

DAC, SERRC, ECO

Phone calls for clarification

Q&As, Letters of Clarification, Verbal direction

The most effective TA has been the MSIP monthly TA calls. The Question and Answer documents have been the second most helpful in helping to meet Federal requirements.

Direct phone communication with OSEP staff

Monthly TA calls Checklists for new Part C regulations very helpful (e.g., system of payments and method for application, transition intra-agency agreement) OSEP policy letters

State specific feedback on submissions or questions rather than the more generic responses provided to all states.

Written information and emails

MSIP TA calls and topical webinars

Topical webinars; direct MSIP TA

Topical webinars (although we would appreciate the presentations before the webinars).

Topical Webinars are valuable and Q and A documents are generally helpful with the exception of the [Expletive] of the Transition Q & A document and the confusion that it produced. The Director's Newsletter is nice but often is very high level and not very useful. Consider posting it with a link sent by e-mail where it can be accessed so it doesn't clog hundreds of e-mails.

Monthly calls and topical webinars. The letters and Q&A documents usually require the follow up of a monthly call and webinars to explain.

Q6. Which types of assistance were least helpful?

web calls where there wasn't sufficient detail to make it worthwhile

Newsletter

NA

Can't think of any

Several portions of the TA calls were redundant.

In terms of meeting Federal requirements, the newsletters have been informative, but not as directly tied to requirements.

All was helpful to some extent.

Newsletters Webcasts that are not recorded and do not have accompanying materials

Generic responses which may or may not apply to my state.

Information provided over the phone between individuals

Guidance that was not clear or concise.

Monthly calls always seem Part B focused

Dear Colleague letters and recent (past 8 years) question and answer documents.

All are helpful to a degree.

Q8. Which Center did you work with the most? (Open end)

MPRRRC, DAC & NECTAC

NECTAC

SERRC, DAC, ECO, NECTAC and CADRE

NecTac and Mountain Plains Regional Resource Center

TTAC

Mid-South was extremely helpful and supportive in several initiatives.

MSRRC

MSRRC

National Early Childhood Technical Assistance Center and North Central Regional Resource Center.

NECTAC, WRRC

NCRRC - Amanda Morse

DAC; NECTAC; MPRRC

NECTAC

NECTAC

NECTAC

WRRRC

OSEP State Contact, Mid-South, NECTAC and ECO

NECTAC

SERRC, DAC, NECTAC, ECO

WRRRC and NECTAC

SERRC, NECTAC

Q13. What technical assistance should the TA centers provide over the next year to help meet your State's program improvement needs?

We're still struggling to get basics in place and having the continued support we've had previously would be very beneficial. I understand that DAC's contract ends on 9.30.12 and, to date, it doesn't look like it will be renewed. We have received invaluable assistance from our person at DAC and are very sad that we'll no longer be able to work with her in that capacity.

I believe the national system continues to need focus in the areas of data systems/data collection and on financial sustainability.

TA on how to write MOUs, Interagency Agreements, restructure general supervision, etc.

We will be working on budgeting issues

Assisting with changing focus from compliance to results. Maximizing federal, state and local funding resources

The technical assistance in need is on how to improve child and family outcomes.

Anything related to the movement towards results driven accountability and implementing updated Part C Regs

Part C related to federal regulations: Ongoing child assessment Family assessment tools Due Process requirements Other: Documenting child outcomes in IFSP

Stakeholder Meeting Facilitation Data analysis Technical Assistance State Networking Child Outcome Technical Assistance Evidence Based Practices

Continue to provide feedback regarding specific state submissions and questions.

Continued support with ECO

The answer will vary. We need our TA centers to be flexible to help us through whatever challenge we are working on.

Review of policies to assure alignment with new regulations and support for developing related training.

We have been discussing completing of policy revisions regarding the new regs and updating the information flow process for our general supervision system in light of staffing changes in the state.

OSER's Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program

CORE QUESTIONS

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

For VR Program, SSA and RSA should be more collaborative on Ticket to Work Implementation. On WIA, DOL ETA and RSA should also be talking. What the law and regs demand on the State level should occur at the federal level.

Q24. Please describe how ED could better use technology to deliver its services.

I don't believe they have been used much or at all in the past year. There are opportunities to use these tools to share information.

Look at the variety of technology available and make use of it. Many things are free or inexpensive and make 'meetings' or other sharing of information much more lively.

Notification of changes or posting of new information should be sent out to key personnel in state programs. In one instance information was posted without any other notification and created issues in reporting timelines for us. The current method of emailing works well.

Develop applications more fully before implementation. Also, don't insert specific questions that go beyond what regs require. It's like you are adding regulations by the structure of your MIS reporting structure.

Address issues in reporting systems prior to releasing to states for reporting purposes.

Q27. What reporting system do you use for reporting accountability data? (Other)

MIS

RSA MIS

RSA-MIS

RSAMIS

RSA-MIS

RSAMIS

RSA MIS

FSRS.gov & RSA-MIS

RSA MIS

RSA MIS

RSA-MIS

RSA MIS

RSA/MIS

Q43. Please describe how ED can improve its service to you.

As an agency director working with tight timelines, I would appreciate faster response times from my RSA liaison regarding issues we are experiencing in the field. I am sure they receive a significant amount of email, but I would at least like to receive a response that our correspondence has been received and is being discussed or considered. Too many times have we attempted to contact RSA staff and did not receive a reply for weeks.

Please be relevant and responsive to VR Programs. I have asked (and my staff has asked) multiple times for clarification on something and never even heard whether or not it was considered, let alone received an answer. Also, promptly acknowledge in writing that in the case of a Corrective Action Plan, for example, the state has satisfied the agreement and it has been closed out without us having to ask multiple times for that piece of information. Without that, it becomes a state audit issue. I would say that overall RSA communication with the state has not been very good.

Confusion around compliance issues often stems from the difference between program policy intent and fiscal management policies. Prior collaboration on the interpretation from both perspectives for a singular position would improve service.

Greater rehabilitation expertise, clinical expertise to match their government knowledge and system knowledge. Stronger leadership and greater defense of the public VR program at the state level

More internal consistency and more formal interpretations and guidance. Allow flexibility. Clarity is good but don't add to the regs and the burden on states in order to be 'clear'.

Overall, services are good. In the area of the Training Grant assistance there are good intentions, but a lack of follow-up with guidance. For ex: webinars promised quarterly but so far none after the first one, which did have some helpful info but they just read the PPT to participants when more specific examples needed. Also, never provide constructive feedback on grant applications.

When using the website and searching for a webpage that has info, the search only results in documents with my search term. While I realize that this is probably the search protocol, I would like to be able to put in 'list of TACs' and get just a list and a link to go to them. right now, the search results in hundreds of TACs, some repetitive, so never can I find what I am looking for.

CUSTOM QUESTIONS

Q12. Please provide your suggestions for improving our technical support and service to you in the future.

Again, our agency would prefer more dialogue with RSA staff regarding our issues.

Our state and the region we are in find the work of the TACE very effective and helpful. It is the single most useful entity related to RSA that we know.

State liaisons are always working on performance reviews so timely access and assistance is often complicated.

The TACE centers at a regional level are one of the most important assets to state agencies

Don't wing the guidance, but also don't let lawyers 'write' regs on the fly. If you are going to add to requirements, issue formal guidance for everyone.

Data on MIS website is 2-3 years old-needs to be up-to-date to be useful for determining performance and areas of improvement.

More webinars: e.g. Fiscal conferences are excellent, however staff need greater access to the information, but states are limited in sending everyone that needs the information to the conferences. The large body of guidance in the various monitoring reports is cumbersome to wade through, thus collective organization of this information would be useful. Need more subregulatory guidance.

Policy memoranda and guidance are not organized on the RSA website in a useable manner. It would be an improvement to organize by topic area rather than year.

**Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA)
Carl D. Perkins Career & Technical Education Program to the State Directors of
Career & Technical Ed
CORE QUESTIONS**

Q24. Please describe how ED could better use technology to deliver its services.

LACES

OVAE NRS <http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/login.cfm>

National Reporting System

Online state reporting system

NRS

LACES

NRS System

NRS

OVAE NRS

NRS

National Reporting System

NRS

Benchmark ITS

Q43. Please describe how ED can improve its service to you.

ED can continue to provide guidance/identify educational resources and best practices to guide our work.

We need more professional development opportunities on Common Core State Standards and Adult Education teacher and leader effectiveness. OVAE needs to work with GEDTS to provide professional development for adult education state staff on the 2014 GED Assessment.

Doing a good job now. No improvement is necessary.

Continuing offering training, webinar's, workshops and conferences.

Provide the most up to date resources that address the major issues facing state directors of adult education: NRS changes, GED changes, funding issues, immigration issues, etc.

CUSTOM QUESTIONS

Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs? (Open end)

Keep having the State Directors' Annual meeting

Provide free online professional development for teachers.

Integrated Instruction CCS and Adult Education EFLs Reviewing Cohort Reporting Requirements now that programs are collecting new data

provide assistance with implementing common core standards for ELA and Math in adult education

Provide technical assistance to states in their K-12 system to specifically 'partner, set up effective MOU's, braid funding and provide services' with the higher ed and one-stop systems to provide transition services to adult education students. Assist AEFLA state directors with development of policy to identify with and find common ground with the respective performance measures from WIA

Title I programs and Higher Education partners.

Continue to be available to answer questions, offer guidance

Offering opportunity that the states feel effective strategies or innovative projects.

Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed

CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

email

EDEN/ED Facts for secondary, CAR for postsecondary and all enrollment data

CAR

Q43. Please describe how ED can improve its service to you.

The ED is very attentive to my needs and requests. They respond to my questions quickly and accurately.

More technical assistance for the pacific region.

Using the EDEN/EdFacts portal causes approximately 10X as much work as submitting data through the CAR portal. Submitting accountability data through CAR portal was simple and straightforward. I cannot express strongly enough how much more of a complication the EDEN/EdFacts process is to the CAR process.

It is nice working with ED (OVAE) staff. They are professional and do their very best to assist us.

There needs to be a closer match between the technical and fiscal resources provided to states and the scope of accountability required. As a specific example, our state's assessment personnel cannot check the accountability tables that are developed through EdFacts as the data is submitted - meaning the state director must attest to its accuracy without being able to see the results of the submitted data.

Continue to offer and perfect virtual informational meetings.

Sometimes it is hard to get through a call to the right person.
Can't think of a thing

ED is very timely at responding to questions and requests for information.

CUSTOM QUESTIONS

Q9. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs? (Open end)

None! I think the OVAE is doing a great job in meeting our program needs. For a small state, OVAE make sure that we meet deadlines and it the flow of information.

Ensure that data submitted through Eden appears on the CAR in a timely fashion.

Provide contacts and support for getting data from national certification bodies aligned with industry for technical skill assessment.

Establish clear and consistent policies and implementation strategies it always seems we are making it up as we go

Technical Assistance on Program of Study.

Get the funding amounts to states earlier. Local recipients think that the state holds up the formula funding amounts when in fact we are waiting to hear from the federal office.

Provide the opportunity to comment in advance of adoption of substantive policies and procedures that we will be required to follow. Some of the State Director's webinar content could be conveyed through a memo or video clip to be accessed at the reader's convenience; please use webinars for substantive information and discussions (even in a controlled environment such as a panel representing the various viewpoints.)

Accountability Specialists are responsive and supportive. We are getting notice of so many Webinars; it is difficult to tell which will have new information. Maybe there is a better way to advertise them. Help is needed in negotiating the Highly Qualified Teacher definition/limitations with CTE teachers.

Continue to provide timely information and explanations/interpretations of Perkins requirements.
Continue to work with states on issues related to implementation Perkins legislation.

At some of the state director leadership meetings it would be helpful to have some best practices from other states on some of the various topics of compliance with the Perkins requirements.

Be more concerned about what is required by states and not just national information.

Had some difficulties with my user name and password - had them reset several times but the problem continued for a while. It was eventually fixed.

Continue to clearly define expectations for reporting. Provide clear guidance on acceptable use of Perkins dollars. Continue to work to leverage data sharing among states and agencies--e.g. DOL. Develop a list of resources that could be referenced by states struggling to meet certain indicators--e.g. postsecondary and secondary nontrad. and postsecondary placement.

Continue to keep states informed of federal activity related to Perkins and other education initiatives that impact career and technical education.

Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

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 do not have an example.

I don't have an example to provide at this time.

Program offices within OESE need to collaborate; be at the table together and be able to talk confidence with states about the issues/requirements that cross program areas; we at the state do not have the luxury of only working one program

Q24. Please describe how ED could better use technology to deliver its services.
Send info. in PDF or Excel format in email attachments

ARRA

Q43. Please describe how ED can improve its service to you.

Keep constant communication lines open even when there are no issues in order to assure both parties are in the same page of events/issues/news.

Timely responses to questions.

Provide directions and guidance earlier (with respect to items/reports that must be submitted by a specified date.

We need to work together and in collaboration with University of Hawaii to make VTC conference calls possible. Right now we can do telephone conference calls but adding the video capability would help. Right now we can do VTCs with anyone in the Pacific through a link with UH but have not been able to link with any agency on the mainland.

faster response time; we do not have 6 months to wait for answers and then be cited for doing the wrong thing while we wait on answers

CUSTOM QUESTIONS

Q7. How has your understanding of internal controls and enterprise risk management increased as a result of working with members of the Department's Risk Management Service Management Improvement Team (RMS/MIT)? (open-ended)

Overall controls and understanding of issues continues to improve

The major issue we have is that GDOE is placed on the high risk with a 3rd party fiduciary. The GDOE internal audit office agrees and understand the methodology of I/C with USED. However, 3rd party fiduciary upper management and GDOE upper management have a different viewpoint. They believed either weak controls or undisclosed information on internal controls. Therefore IAO continues to work with USED.

We are much more focused on priorities and using a risk-based approach to looking at our operations. This has allowed us to devote more time effort to improving our operations.

No impact

We have an increased awareness of enterprise risk management and appreciate the efforts of the RMS team.

I have a better understanding of what is expected with respect to risk management monitoring.

Q8. Are there any instances where the RMS/MIT has NOT been helpful? If so, please explain. (open-ended)

No

Trying to quantify how o move off of high risk

No

No

Q11. What can the RMS/MIT do over the next year to help your State or LEAs/school districts improve its fiscal management and grants administration? (open-ended)

Continue the MIT program and annual interactive visits

More documented accountability of internal controls rather than just speeches of conversation

Set up federal reports in a way that help us identify questionable data.

Training of accounting staff.

Provide assistance with respect to resolution of Single Audit Act (A-133) audit issues particularly at the local-level.

Continue to work with us as we do our best to educate our elected leaders on the need to maintain the investment in public education even as local dollars continue to decline.

Be consistent.

Race to the Top (Early Learning Challenge Fund)
CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

Grads 360

GRADS

GRADS

GRADS

Q43. Please describe how ED can improve its service to you.

Keep up the personal touch via phone calls and periodic meetings.

I appreciate their current level of service given that this is a new program with shared ED and HHS administration.

CUSTOM QUESTIONS

Q6. What additional topics would you like discussed during RTT-ELC meetings, webinars, or monthly phone calls to help you implement a high-quality program? (Open end)

This will vary as the grant proceeds. So far, topics have been very appropriate.

I would like to have more interaction with other states work so we can compare notes and help each other.

We are looking forward to additional facilitated conversations/meetings with our peers - the other winning states.

Q7. What could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)

While I understand the legal aspect - just answer a question directly instead of the legal round-about

See earlier comments re personal contacts.

have electronic learning communities so states can share info with each other.

Too soon to tell. so far so good.

Q8. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)

I think in year one - 6 month meetings would be helpful

Monthly phone calls work well.

I would like things on an 'as needed' basis, which I know is difficult to do. I think it could quickly feel like too much 'help' is being offered (by lots of groups, not just ED) so that the TA takes too much time away from the work.

Depends--if with other states--quarterly perhaps.

Quarterly would be sufficient.

Q9. Please share any comments on how the RTT-ELC team can better support your work. (Open end)

We would like to know where the other 8 states are on their SOWS - are we on track (behind)like our colleagues or are we similar

Once a year or 18 months, it would be a good idea to have all the states confer and share successes and challenges. This sharing could be via webinar or in person.

Just more opportunities to get into the work and what others are doing so we can share strategies and help each other.

We think they are doing a great job.

Physical Education Program (PEP) CORE QUESTIONS

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

The only collaboration I have seen is in the development of the data procedures for the PEP grant GRPA, and the assistance offered for the annual report submission and G5 procedures.

We were suppose to have a cohort of PEP grantees and discuss BMI, the original person in charge left the DOE and our Federal Monitor was suppose to pick it up but it didn't happen

Utilization of same policies and procedures to create seamless expectations.

Q27. What reporting system do you use for reporting accountability data? (Other)
EDGAR

We are a CBO

G5

Email

G5.gov

APR

G5

Ed.Gov System

G5

G5

emailed documents to monitor

G5

G5

e-reports

G5

G5

EDGAR

G5

grants.gov

g5

egrants

G5 System

G5

G5

portal for nysed and financial g5

G5

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has always kept me and her other grantees updated and in particular was great at answering a question I had on an evaluation matter that was very important to the work we were doing.

Automated annual report submission and confirmation through our G5 account.

IMMEDIATE FEEDBACK

Any time during my grant I had a question. I received a response in 48 hours

The Project Officer has been very helpful with any questions about the grant or budget guidance information.

Help with getting our reports submitted

The project directors orientation was the most comprehensive training component I have experienced.

The communication of important dates

I have only had contact with one person so it is hard to tell.

Our staff member is and has always been a person that we can contact and get a response within twenty-four hours. This is especially helpful when we are submitting the annual report and questions come up. I am not sure if this is the right program, but while trying to submit on G5 the technical support that I received from each contact was outstanding, patient, knowledgeable, and supportive. I have sent an

email to [Name] the manager stating my satisfaction and appreciation. If we are talking about the support I have gotten from [Name] our DC contact for the PEP Grant? - She has worked diligently to keep me up to date and informed. She answers my questions in a timely manner and is informative. She has been a blessing!

None needed

Email responses have been quick and informative. My monitor has never responded in a way that made me feel my questions are inappropriate or stupid - that is greatly appreciated

[Name] has been very responsive and good to work with

I do not have one to share

Questions are answered via email promptly and effectively.

When there was a problem with some of the data I sent in on the final report. [Name] walked me through the area that need to have the corrected information. I could seem to locate the problem by my self.

Specific TA questions

[Name] has been MOST HELPFUL (clear, concise, responsive) when needed guidance in submitting Annual Report. This was our first time, yet it was smooth!!

My best service came during a discrepancy in which I needed clarification that was critical in my pedometer study. My question was answered quickly and clearly easing my stress which was high at the time.

The webinar which provided information regarding the pedometers - it was informative to the new grantees.

Working with our federal project director has been wonderful. Any questions I have had, she has been willing to patiently walk me through step by step.

When I did not receive the GAN for year 2 The program officer realized it and sent it within the week.

Staff worked with me to make changes within my budget to enhance our services

[Name] has been very helpful and very prompt with her answers to my questions. If she is unclear, she always asks for additional information before giving me an answer

Recently, [Name] was phenomenal in helping clear up budget mis-understandings and processes. She was patient and understanding as she walked us through the process.

when submitting the online performance data the online tech was very nice and very helpful to get me an account to sign on with as well as walking me through the website

Immediate response to budgetary questions with follow up forms emailed and feedback on completed forms received in a timely fashion.

I was having trouble getting to the area on G5 to submit my info on line-lhe help I received was very valuable, the name on the GAN did not match the G5 account holder so I could not submit on line.

Face-to-face interaction with Carlette at the PEP Technical Assistance meeting in D.C.
The webinar on how to complete the annual report was well organized and helpful.

Receiving clarifying parameters on utilizing funds for a specific event

Reliable feedback and responsiveness to inquiries.

My ED is responsive to my questions and gives me answers that I need to move forward in my programming

[Name] did a great job responding to and answering questions during the application process.

The training in DC offered some much needed ideas and support.

I received very efficient and quick response for the G5 reporting system relevant reminders

When asking programming questions and make relevant changes the staff was very responsive to me.

When they called my budget person to help her with a technical issue. They stayed on the line with her until the issue was resolved.

The most helpful information over the past 12 months was given at the OSHS PEP Technical Assistance meeting in June. The information was extremely useful and much appreciated. More interaction (ex. webinars, listserves) with our project officer and other grantees throughout the year would be a great benefit to the program.

they contacted me and were very accommodating in regards to what I had to do

Clarification of allowed expenditures.

I email questions or concerned often, and get a response on a very timely manner.

Email response to question promptly. I appreciate when my questions are responded to promptly or at least in a timely manner. The support is invaluable.

I cannot pick out one experience that stands out, but anytime I have had to contact anyone at the ED Office I have had a very positive experience. Everything from helping with a password or log in to answering grant related questions.

Prompt answers from our grant monitor

[Name] returns email and phone calls to answer PEP questions.

Clarification regarding how to maximize the use of funds while staying true to the grant objectives. Also, the willingness of the officer to provide assistance so that we succeed was very helpful.

Attending the PEP Technical Assistance Conference and talking directly with federal program officer and other award winners

The PEP conference was incredible. The ability to collaborate was very appreciated.

When working with the U.S. Department of Education grant monitor for the PEP grant, I found it very helpful the time she spent explaining the grant procedures and requirements since I was new to the grant program.

Had an outstanding conversation about budget verbiage to which things were clarified about local budget verbiage versus Federal budget verbiage.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Not with the staff, but the online reporting is very limited in its capability and very time consuming for large grants. Also, we were told that the annual report was due July 1 at the October meeting; but subsequently found out in April that it was June 1st. Difficult to plan with misinformation.

N/A

TOO LONG OF A WAIT GETTING BACK TO ME REGARDING AN ANSWER

Unable to submit information electronically

I don't have any to report.

n/a

Accessing guidance, application for Elementary and Secondary Grant (due May 2012). Could not find the correct link/site. Frustrating.

I have been trying to make a program and budget amendment since April. I still have no approval to move ahead. I had hoped to start this project several weeks ago.

NA

Calling my Federal contact regarding an important questions and NEVER receiving a return phone call.

Have not had a bad experience.

The change in program officers was nit as smooth ad it could have been.

Unexpected due dates that were not aligned within our plans

Inability to file final report online

The disapproval of Ipad-like tools for our project instead of remote testing systems as was written in our grant. We were told it was a luxury item and that basketballs were what we should be purchasing. Basketballs are not innovative; they are not 'new pe;' and they are do not engage students as bringing technology into the gym does.

NONE

Via phone with program coordinator. Experience was rushed, impersonal, and did not provide sufficient explanation or resources to resolve the questions at hand.

At the beginning we were asked to participate in a group to investigate best practices regarding BMI collection and interpretation. After a few webinars the federal officer over this subject area left the Office of Education. The person named as her replacement dropped the initiative and there was no explanation or any further information given regarding this effort.

Not consistently receiving timely feedback/responses from our federal monitor

None

[Name] - she did not return emails in a timely manner or return phone calls in a timely manner

Lack of quick response to questions regarding funding/budget changes.

Sometimes it takes a few attempts to get an answer. I assume that is due to workload and has not posed a problem for me operationally.

None to report.

Although the intentions were great in having grantees meet to discuss challenges we face - there groups were too large to be productive and all of the groups were asked to discuss the same topics. It would have been much more useful to give different topics to smaller groups and then have them present to the whole group.

none

None

N / A

There wasn't a lot of 'negative' service. It was challenging when our report was due to fax confirmation of online submission to our project officer due to the two fax numbers we were given not working. It was submitted online as well as a hardcopy sent before the deadline but we still wanted to fax confirmation to cover our bases.

I haven't had any bad experience.

The worst experience occurred at the launch of the grant. I was reading the required GAPA measurements myself and had many question on the implementation of these requirements. After the directors meeting all of these questing were answered. I would have preferred the 2010 directors meeting to take place on an earlier date.

N/A

none.

Technical support for national PEP conference in June was poor. Despite sending links ahead of time and bringing a DVD, tech staff could not project our presentation to the audience. Two other sites had the same difficulty. Was there a trial run beforehand? This was very frustrating-much of our content was included in the video presentation and it could not be shown.

Clarification on how to provide eval services when there were no funds in the grant for this purpose was a bit taxing. It did work out fine in the end.

N/A

In consistency in approving equipment/materials, etc. from one program monitor to the next.

Q43. Please describe how ED can improve its service to you.

One area would be to share best practices for the grant program we are working on. Besides that, I am very happy with the service that we are provided.

Our monitor needed to have a better understanding of the grant she was monitoring as well as more timely responses to requests for information or assistance. When we wanted to issue a formal complaint, we could not find the appropriate route to do this on the ED website. If accountability and performance enhancement are truly goals, the complaint process should be much more easily accessed and simple to complete. If private corporations can do this with product reviews, ED ought to be able to manage it as well.

MORE CONTACT

None needed.

I have had wonderful support from [Name] - our DC connection and the tech support system for G5 has been outstanding!

Improve the online reporting system to allow for upload of documents and ease of multiple goal reporting beyond the GPRA measures. The system is currently cumbersome and lacks connection with how the grants work. Also, if it is truly a connected system, data fields should be prefilled with information that is part of the grant requirements (cover page in particular).

Respond in a timely manner when I/district has a question

Notification for 'required' 1 day conference at end of June was made in mid-May for a conference the weekend previous to the 4th of July holiday. I think the timing was rude, and the conference should have been handled in a more technology savvy and fiscally responsible fashion. I haven't looked but I wonder if the agenda is even posted--it wasn't last week. Additionally, timely responses to requests are key.

Return phone calls.

Doing a great job!

Allow the evaluator to attend the technical assistance session with the project director.

I am often told that not everything can be spelled out in the grant application or guidelines, however, as grantees, we are expected to know everything even when it is not spelled out. For instance, the Fed grant app did not state that you could not use facilities as a match nor did anything else I research and still our grant was reduced by that match amount without the option of providing additional match. Clearer guidelines would help, but even once the issue is addressed and it is not clearly stated anywhere - like that iPads are a luxury - then allow the grantee the option of correcting the error without penalty.

Offer more frequent webinars and online technical assistance so travel to Washington DC is not always necessary to gain insight, information and collaborate with co-grantees. I would love to see monthly cohort webinars and conference calls and would welcome more frequent emails with resources and ideas for successful implementation of grant programs.

Share more information on other grantees' successful strategies and most effective curricula used.

Clear policies and procedures across grant cohort contacts. Grantee initial meeting delayed until grantees hire Directors. 6 month planning period for implementation of PEP for the Directors versus immediate implementation of grant while trying to obtain community partnerships and district and community buy in, implementation of programming, and development of the program.

Our Federal Project Officer could show more personal interest in specific PEP grant program and answer questions about specific concerns instead of referring generally to printed policies and information.

1) Respond within a reasonable time period to questions with meaningful information 2) Make the grantees more aware of the resources and services that are available to assist with the implementation of the grants 3) Continue to focus sessions at conferences on relevant audiences with ideas that are immediately usable

Have bi-monthly webinars or k-20s to check in and see how program is going and or upcoming information.

The program monitors need to have smaller caseloads so that they can be more personalized to each grantee. Their caseload makes it difficult for the monitor to quickly respond to questions.

Provide appropriate start-up time to implement grant after award has been received

More constant communication with updated information, etc and technical assistance webinars held throughout the year.

I would like to be able to request replacements of Key Personnel. The G-5 site only has a place to enter new personnel

I think you're doing a really good job within the limitations of being part of an enormous organization. The type of data being collected does not seem reliable to me. At meetings, I sometimes find that the content is not relevant to my particular grant needs. However, that said, can I really complain? Thank you for the gift. Thank you for the support. This program would be nowhere near what it has evolved into as a direct result of your program. You made my dreams as an educator come true. I am doing invaluable work influencing the healthy decision making of young people in a unique way through equipment and curriculum design made possible as a result of this program. Thank you, thank you, thank you.

Doing great.

Announce mandatory conferences with enough planning/travel time. Facilitate regional PEP meetings/support networks in addition to national

Continue to streamline the paperwork burden.

I have no recommendations at this time related to the ED's effort in their quest to improve services. It would be great if there could be a site related to some of the model PEP grants programs that could be highlighted. I know the conference that was held does this. Also, it might be helpful if videos of the conference can be archived for later reference.

Safe Schools Healthy Students (SS/HS) CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

It would be helpful if webinars were available at multiple times. It is often not possible to take advantage of a webinar due to the posted date and time conflicting with other obligations.

Q27. What reporting system do you use for reporting accountability data? (Other)

Email

SAM

EASIER

We submit the 524B forms

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

This is the best TA i have ever received on a grant - always excellent

[Name] as our TA has been outstanding. Responsive and supportive and understands our issues.

SSHS Federal Program Officer - budget assistance

I have had no contact with specific USDE. I work with SAMSHA.

The relationship between federal officer and my CMT at conference.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

No bad experiences

Way too much turn over in FPO's. And, they each want things done differently including how to report our budgets, program adjustments, etc. It has caused hours of work on our end re-formatting reports for the 4 different FPO's we have had in 3 years.

Don't have one

No worst experience

NA

The number of changes to start the third in federal officers.

Q43. Please describe how ED can improve its service to you.

Do not know at this time.

I am satisfied.

21st Century Community Learning Centers CORE QUESTIONS

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

STEM

RttT, SIG, and Priority Schools under the ESEA Flexibility Request (waivers as approved)

ED could clearly define the intent of the federal law in the application to the 21st CCLC programs. Where there is dissent between two ED programs in the application of the law, it should be clearly stated where the authority lies, which interpretation, should be followed by the SEA. Title IX Private School Consultation is an example of dissent between two ED programs in the application of this statute.

Q24. Please describe how ED could better use technology to deliver its services.

Use it more

They do so little, it is hard to state what could be done -- almost anything would be better than what little they do. Try monthly webinars on relevant topics identified by SEAs

All webinars need to be provided with the same standard of quality. For example, the November webinar needed improved quality in areas such as presenter's understanding of information and technical issues like background noise (i.e., people talking to each other).

When we do have conference calls or webinars, other users either do not mute their phones and/ or they do and there is background 'hold' music played. ED could use a system that allows you to block/ mute outside participants, which would be useful.

Provide uniform technology to all ED staff include ability to do ad-hoc phone conferences, video conferencing and webinars.

Q27. What reporting system do you use for reporting accountability data? (Other)

PPICS

PIPCS

PPICS

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

We were taken a little by surprise regarding the FFATA requirements and how to complete the required documentation. We contacted our federal project manager for more information, and although it was not in his purview, he did some research internally in the USED to locate some documents explaining the directions and requirements as well as the contact information we needed to move forward and meet our deadline. His responsiveness in going above made a significant difference for the entire state as he ([Name]) was the ONLY federal coordinator across multiple Title programs contacted who not only responded in a timely manner but provided us the information we needed to assist all our federal programs in reporting.

We were in need of guidance on an ESEA Flexibility waiver related issue and we were provided a timely response that was very beneficial. Our Program Officer was not available, but [Name] assisted us.

Haven't had any.

Every interaction this year has been excellent.

The program staff always is very helpful

On site review - first in 10+ years - yielded a few suggestions for improvement.

I did email my program officer and actually received a response the same day.

Y4Y workshops

Listserv information provided by other states has been helpful for determining how to implement program improvements.

Monitoring visit

[Name] always assists us with questions and guidance. During recent phone calls [Name] has helped answer questions concerning state and sub-grantee information. He responds quickly and explains rules and regulations.

Quarterly conference calls have been very helpful.

I remain confused about the first page on the survey asking me about my experience with the Director of my program as I have not had contact with the Director in a year BUT I have worked with a Program

Officer regularly and he has been very helpful with guidance I need for subgrantees based on their individual needs.

When I have had issues with outside contractors, USDE Staff have immediately stepped in to help resolve the issue.

The release of the Y4Y site has been great. the information shared has been useful.

ED staff have responded in a timely manner to phone calls and emails and have provided clarity on how to address issues raised by subgrantees.

[Name] gets back to us right away when we have a question and checks in with us quarterly.

[Name]

Individualized questions about programs - got quick responses from our program person.

Federal monitoring visit.

[Name] has been excellent about trying to keep updates coming our way and response to inquiries in a timely manner.

Spending time talking during the quarterly call.

When I have a question I get a response in a timely manner.

Our time with [Name] at the annual summer institute was exceptional. Face-to-face conversations were very efficient in helping me grow in my role as an SEA program director. Our sessions were filled with information and comments that are hard to reproduce in documents. Also having [Name] present at our sessions was tremendously supportive.

[Name] has always been available and has shared his powerpoints and other resources with us to use with our sub-grantees.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

There has been significant confusion across the 21st CCLC field regarding the federal expectations and requirements surrounding state-level evaluation. Although state's were being recognized, ours included, for not sufficiently meeting this requirement, there was no available guidance to assist in developing a plan to address this. In the past few months, the USED released a training as well as a document with some elements to consider when developing a state-wide evaluation. This document, while a great resource, was not only released a full year after we as a state were required to provide our plan for evaluation, but does not provide any true guidance as to core expectations requirements to meet this expectation. So while we are almost a year into an expensive evaluation contract and process that has involved significant state resources for systems development, there is no certainty that what we have developed will meet expectations. (As a caveat, I do firmly believe that thanks to the thoughtful process and the knowledge and experience base of the stakeholders involved, that our process will both fulfill and likely exceed this requirement. However, without clear guidance, there is always the possibility of something having been overlooked.)

Monitoring reports inaccurate and addressed to the wrong state superintendent. Names misspelled, etc. none to report

It is virtually impossible to get timely information regarding meeting agendas.

So many questions we have asked our program officer simply go unanswered that we have stopped asking. There is no customer service from USDE on 21st Century Community Learning Center program beyond their annual conference/meeting.

Monitoring process was a nightmare leading up to the actual visit. The inconsistency between staff and contractors and the arrogance displayed by US ED was incredible.

SEA coordinators meetings

Follow up to requests for information not provided or provided with inaccurate response (e.g., was provided with inaccurate information about Central Contractor Registration).

Summer Institute- 2011

NONE

Sometimes emails are not immediately returned and follow up phone calls can be difficult - depending on time zone you are calling from.

I have not had a bad experience with the Program Officer I work with.

The guidance document is outdated and does not reflect current research practices

When US DOE contracts with an outside agency to research certain elements of the programs we oversee - after the initial 'Please give us suggestions for programs that might have promising practices' the State level officers do not usually get any feedback as to what the research found or which programs in their State were involved.

Not worst, I think the 21c Office needs to be more strategic and focused in its work

concern about not really understanding the waiver process of states and what this might mean in connection to other programs like SES

State leaders' meeting in Burlingame.

the worst customer service that I experienced over a time was taken care of by the staff in reference leaving the position I now have been assigned to a staff person that is responsive and considerate. For that I am grateful.

n/a

Q43. Please describe how ED can improve its service to you.

The biggest challenge we face at the state level is a lack of timeliness in guidance from the federal program. New initiatives are being released months before guidance becomes available. Another case in point is the federal waiver option for 21st CCLC funds to be used to extend the school day. Official guidance for the potential implementation of this option was not released until after the first round of deadlines was passed, and to my understanding, is still being released. It is very challenging for us at the state to be responsive to both our federal program as well as our local stakeholders if there is a lack of clarity around expectations for participation. Please don't mistake me. Flexibility is greatly appreciated, but having reference points and outer boundaries defined in a timely manner, will result in a more well-planned and efficient course from the outset rather than coping with a series of costly course corrections down the line.

more TA on meeting requirements before being monitored.

Answer emails and return phone calls.

Know our program. Provide a program officer who understands the program and is responsive to our questions. Develop two way communications to support the exchange of ideas.

Be responsive and actually provide feedback to questions. Most of the staff do not even have email signatures so you do not know how to contact them by phone. Many times you do not even get a response to ensure the email was received. Because of the unresponsiveness of the staff, I rarely contact US ED. My quarterly 'technical assistance' call was unannounced and the staff asked about 4-5 questions and that was it. I was able to answer all of the questions, but did not have any time to prepare questions for her. The only question I did have she said she would have to get back to me and she never did. Increase the amount of training states can use to administer the grant. If the Department is scheduling a SEA coordinators meeting in concert with another national meeting, hold the meeting in conjunction with

the National Meeting of Mott funded Statewide Networks, when over 30 SEA's are already attending, rather than the Foundations, Inc. conference.

Ensure that ED staff members provide quality support regardless of which individuals are providing the technical assistance.

Provide more consistent information in a timely manner and keep SCs up to date on what's going on nationally.

Provide the same information/response to common/similar/same questions to all SEAs. Provide more technical assistance on a more regular and on-going basis. Technical assistance should not be punitive but helpful to address misunderstandings. Establish relationships with SEAs.

I like the fact that the office realizes we are professionals and doing our job at the State level. The guidelines have been clear as to what we need to do and the quarterly call and face-to-face meetings (The 'in-person' opportunities are so much more meaningful and I hope that these do not get lost entirely in the rush to make everything on-line, etc.) have helped to bring us up to date. I am sure it is frustrating for those in the US DOE when things are still so up in the air - but appreciate their efforts to keep us informed as the process goes forward.

Assure there is a full time 21c Director in each state focus on best practices focus on services to leadership of the program in the states, not to everyone in the system build consistency among 21c program officers knowledge base complete monitoring work

CUSTOM QUESTIONS

Q3e. Where and how the technical assistance or support take place? - Monitoring contractor

Onsite monitoring of SEA

Berkley Policy Associates

Westat

Westat; Learningpt.

AIR with Dept. of Ed representatives

Berkley Associates

Q3f. Where and how the technical assistance or support take place? - National association meeting

NAA Conference

Foundations Conference

Q3g. Where and how the technical assistance or support take place? – Other

SEA

contractor-AIR [Name]

Q5. Please name the area(s) that the technical assistance or individualized support received helped you improve. (Open end)

Federal Program Officer—[Name] SEA Coordinator Networking Meetings

program compliance

ESEA Flexibility Waiver option, competition rounds, general technical assistance during the quarterly telephone call, networking ideas

A variety of TA was provided through the application renewal process conducted last year and the onsite monitoring visit conducted last month. Primarily regarding compliance with federal regulations.

A few minor suggestions from site visit re documenting grant reviewer comments.

N/A

Some of the feedback provided in the monitoring report helped the State to identify areas of improvement.

Steve helped us with sub-grantee concerns and questions.

Providing input on how to implement program when question is not addressed in Non-Regulatory guidance. Use and purchase of supplies/materials and equipment. Allowable and unallowable purchases of supplies/materials and equipment.

I have had several questions addressed over the year. If answers are not immediate, I receive the response in a very timely manner.

The ED staff and Contractor provided quality feedback on areas of improvement in our 21st CCLC award competition process.

Use of grant funds at the grantee level. Good ideas for possible training opportunities for the grantees. Clarification of what can be used for priorities in the grant application

Monitoring preparation

A better understanding of 21st Century requirements and implementation procedures. Ideas for supporting subgrantees.

[Name]

Webinars and e-mails . Y4Y has been great

The only support we had was the contractors from Y4Y presented to our project directors.

AIR Contractor-I needed to understand how the PPICS database worked so I could align out state collection for maximum efficiency. A data debacle the past year was in the process of cleanup when I was hired so I also needed help getting the previous year's report completed. My program officer, [Name], has been extremely prompt in answering questions and offering support in my work with grantees.

Q6. Describe any concerns about the quality of the technical assistance received by your program officer. (Open end)

None. [Name] has been a tremendous resource for us! He is always timely and thorough in his responses, accessing external resources and support as needed.

no

none

The program officer has not been at all helpful. We doubt she understands our program implementation and has never made a suggestion about improving.

Please see earlier questions about lack of responsiveness.

Inaccuracies in information provided; lag in response time to questions; general tone of on-site/email requests for information from SEA.

The quality of the TA I have received has been good.

It is important to get the questions and answers we discuss in writing, because sometimes they differ from what other 'feds' are saying.

Have none at this time

The quality of the presentation was low. We expected them to have a high quality since they were from Foundations. It was not interactive and when they did the breakout not many came because they didn't sell it in the general session.

No concerns except that we are able to keep this level of program support.

Mathematics and Science Partnerships CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

<https://apr.ed-msp.net/users/login>

APR

APR

APR

E-Metric

ed-msp.net

ED-msp

msp website

APR

Not sure

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Timely response to email question

We have worked to join several federal programs to create a comprehensive approach to improving instruction. We received legal assistance in understanding what needed to be done so that we were in compliance. The customer service was fast and thorough.

In a conference call, I learned that I didn't receive an email. The program manager ([Name]) sent the email to me two more times, and I still did not receive it. She then sent it to my personal email account and the email came through...turned out that my work email had been blocking the content, most likely due to file size. [Name] took the time and was patient. Her goal was to be sure that I received the information.

I am new to the MSP and had trouble understanding the ARP reporting timeline. I received patient, clear instructions and support to resolve all issues.

All my emails are responded to within 24-48 hours.

Conference calls and webinars with the MSP project officer and staff; They ask our opinions, listen to us and share ideas and information at the national level.

I have always received excellent customer service regarding different technical situations with the APR.

Regional conference for MSP state coordinators and project staff.

The formation of a TWG to advance STEM programming in 21st CCLC that includes representatives from several stakeholder groups.

Everyone was friendly and quickly provided a response that was accurate.

Assistance with correcting APR information on the website.

Working with someone from the department on how to navigate the status page

[Name] has been helpful in answering my questions. She has been great!!

USDE Staff and technical group are extremely responsive to questions. Webinars related to updates and program implementation is extremely helpful. MSP.net for current relevant research is a tremendous asset. I participated in the NSF MSP conference and thought it was very valuable to see/meet and converse with NSFMS Project personnel from our state and get ideas for the next round of RFP development and see listen to the realm of projects funded across the country.

As a new MSP coordinator, the USED staff has been patient with my questions and has directed me to appropriate resources.

Questions are answered with proficiency and efficiency.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

A somewhat obscure response to a question about future funding.

None

None

I have not had a negative experience in the past 12 months.

Have not had any bad experiences with the USED staff.

There are no bad customer service experiences with the U.S. Department of Education staff.

There is very little written information available about program administration and regulations (e.g., FAQs, explanations of EDGAR, etc.)

N/A

N/A

I was not able to get an answer to my question regarding allowable expenditures.

Not attending the MSP regional conferences with our grantees due to travel restrictions and reductions in funding

Q43. Please describe how ED can improve its service to you.

No suggestions.

I have had only positive experiences with the ED staff members who have been responsible for this program over time. Even though I understand and appreciate advancement and promotions for ED staff it is always sad to hear that someone is moving to another program in a different role at ED.

CUSTOM QUESTIONS

Do you have suggestions for improving the annual performance report process?

It would be nice to have a 'help' button in each section that brought up corresponding pages from the instructions manual.

No.

Some questions could be combined. It would be appreciated if the method of moving from the APR site to the Administrative pages could be refined.

What can OESE do in the next year to support the states more effectively?

Make annual meetings mandatory - required by the grant. Some states are not allowing state coordinators to attend meetings even though travel is paid for via MSP funds.

They are doing an exemplary job.

A quarterly webinar or con call for State Directors would be appreciated. Earlier notification of the regional meetings would assist project directors in planning and scheduling.

Love Abt Associates!

Striving Readers

CORE QUESTIONS

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

TFASEG Collaboration with the Pacific Region and the Curriculum staff. Meeting with others and the TA provided helps me understand the requirements, expectations, what's working best and how we address challenges (similar).

Striving Readers has connected EC through HS. We are able to collaborate with various literacy initiatives - from struggling to gifted learners. We are also able to connect literacy and math initiatives.

Q24. Please describe how ED could better use technology to deliver its services.

Technical difficulties often. Audio terrible.

Webinars Call through a conference number Specific resources online in one place for outlying territories

The sound quality has been terrible in every webinar that I have attended that ED has been in charge of.

When the Technical Assistance provider (contractor) has hosted webinars, they have been great.

Monthly webinar or conference call specifically to remote or outlying areas. Require us to attend meetings so we best understand the requirements and expectations.

More interactive webinars. Running Q&A's on funded projects. Central location for grant recipients to find needed resources as opposed to emailing forms/report templates.

Q27. What reporting system do you use for reporting accountability data? (Other)

I don't personally use this.

N/A

APR

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Face-to-face meetings with various offices at USDE

I have had excellent service from [Name] as well as [Name] and [Name]. She returns my phone calls and provides very comprehensive responses to my questions. Our new contact Rosemary Fennell has also been responsive, but I have only called two times.

[Name], SRLC for providing me links and resources to review as we develop our comprehensive literacy plan

Responsiveness to questions.

When I contact my program officer she is prompt to reply and pleasant in nature.

The ability to interact with the Department of Ed in person one: one has been my best experience. The ability to respond and have a dialogue regarding pertinent information is most valuable.
Phone interview to update

[Name] was an excellent program manager for SRCL. She knew the program and if she didn't know the answer, she found the answer in a timely manner. I believe new leaders have multiple projects now, which make it difficult for them to devote much time to any one project. While literacy is such a significant initiative, it doesn't seem to have much support at DOE level.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Waiting for several weeks for response to a specific grant question

The state directors of this project have needed to have a meeting to work through implementation. We have requested this from ED many times.

Waiting for the reporting template. We've inquired for this two months ago.

Inconsistency of information provided.

I have had very positive interactions.

The confusion who is responsible for what in reference to presenting, for examples copies and the receipt of ppt for review. That was a little daunting due to technology and not knowing if information was received or not.

NA

We are 2 years into SRCL and have watched leadership change, and change...and no one seems to have many answers on the accountability of the program. It is September and we don't know what funds will be approved for October 1. Makes it difficult to move an initiative forward.

Q43. Please describe how ED can improve its service to you.

Respond in a timely fashion. Be clear about grants and services for outlying territories in all areas

Provide opportunities for Project Directors to meet as a group. This was highly effective in Reading First and Reading Excellence Act. These could be held in DC at the ED offices if necessary.

Conference All Know PO and discuss at length to understand how, what, when we have to do to meet requirements.

The alignment of who is officially in charge when running a conference. For the most part it was highly organized, but left us unsure at moments of what expectations were required during presenting. For example, materials were not handed out during the presentation which I could have done readily had I known in advance vs. having participants collect materials at the door. Some materials were left from previous presenters and this caused confusion. It seemed a bit disorganized during those moments. Everything is fine

We all are experiencing budget and staffing cuts, but if no one is in charge, then no one is accountable. The newest person working with SRCL mentioned today they also work with other projects that take more time than SRCL - and they are getting their feet wet in SRCL for the time they are with this project - like they are expecting another change soon. It makes it difficult for DOE staff to lead projects they know nothing about...and little incentive to learn if they feel they will be moved again soon. It has basically

become a compliance initiative -where we don't brainstorm about research and building the initiative - we simply discuss reports that are due - and budgets to submit. Anything discussed either doesn't have answers, or we are cited answers from the legal documents we already have read. I feel staff are doing the best they can under the circumstances. It's not about people; my comment is about the support structure - or lack of - for initiatives funded by DOE.

Improving Teacher Quality State Grants

CORE QUESTIONS

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

More collaboration between TIF and Title IIA and various of the RTTT projects dealing with Educator Quality.

Given the limited number of staff over the past year, I don't know that I've seen collaborative activities.

Q24. Please describe how ED could better use technology to deliver its services.

I am not aware of any conference calls or video conferencing done for ESEA Title IIA. ESEA Title VI uses these tools very effectively, but Title IIA has relied on annual meetings in DC.

Q27. What reporting system do you use for reporting accountability data? (Other) email to the office directly

SAHE no electronic option

Do not submit data

Other staff reports

Title 2 State Report Card

NA

Email - word doc

EDEN/EDFACTS

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

We have under-utilized these services, so the only one we've used twice has been to help us with IT needs,

Title IIA conference for SEAs June 28-29, 2011. Information disseminated, presenters and interaction of participants were quite useful. The Title IIA conference held in March, 2012, however, did not provide a similar level of quality guidance and innovative solutions.

ED staff for Title II Part A are always responsive, informed and focused on addressing question at hand. Only have to contact ED office once or twice a year, but they are always on target, provide legal or regulatory advice. We have a new contact in my region, so not sure about her performance. My main contact has been [Name].

Excellent

This spring [Name] actually sent some useful information via email. She has tried hard to keep SEAs updated as Congress proposed various budget cuts in Fall 2011. [Name] gave us help in how to implement the final cut to ESEA Title IIA funds. I appreciated her emails about the budget cuts and the info this spring.

I always receive prompt responses to any question from [Name]. She is fantastic.

Quick and accurate responses to questions regarding the Title II teacher program

[Name] is always very helpful with Title IIA issues.

The program manager, [Name], has been exceptionally accessible and responsive. Her answers are concise and clear -- and she will take the time to ensure understanding.

Have only rarely needed to go directly to staff for guidance on implementing Improving Teacher Quality grants in my state - have always received a thoughtful and detailed email in response within 48 hours, usually much more quickly. [Name] is my contact

[Name] and [Name] did a phone conference with us and talked over our revised Title IIA application for ideas to include focus on teacher effectiveness. This was very helpful in the language we used in our revised grant application.

If I send an email and provide a couple of contact times, I seem to get quick service. I'm pleased with the follow up.

My USDE liaison has been extremely helpful to support our state with the resolution of an out-of-compliance issue that has taken a great deal of collaboration and careful attention to resolve.

Prompt responses to questions from new SEA Title II staff-extremely helpful.

Rapid response to emails

I sent an e-mail to [Name], Title IIA Program Officer at the US ED requesting verification of my interpretation of the laws and copied the Team Leader, [Name]. [Name] was in the field and [Name] answered immediately. I was impressed that I received the answer so quickly.

Updates from [Name]

Excellent guidance on changes in state program direction

n/a

Technical assistance with the implementation of the Transparency requirement.

Excellent and timely guidance as to how to deal with a subgrantee supplanting situation.

Staff is always responsiveness to my inquiries in a timely manner.

Quick email responses to questions with complete information and legal guidance

Prompt return phone questions with answers to questions about program

During Title 2 annual meeting last year all questions were considered and responded to. Program staff were available and made sure they were answered completely. Also quick response to e-mails.

Every experience with [Name] is positive. She is extremely knowledgeable and helpful.

[NAME] ALWAYS HAS QUICK RESPONSE TO EMAIL AND PHONE CALLS FROM ANY PERSON IN OUR AGENCY.

[Name] is amazing. She is always very helpful and accessible.

As a SAHE, I have limited interaction with USDOE staff during the year. SAHE representatives have formed a collaborative and normally meet twice a year. USDOE officials are invited to these meetings and have been informative when they attend.

The Federal Program officer is very responsive. I normally communicate via email, and response time is very quick.

[Name] is always is quick to respond and helpful

Can't think of one in particular. All have been high quality.

The best customer service experience I had during the past 12 months was an email to [Name] regarding our state's waiver application. I received a prompt response and she answered all of our questions.

We are a SAHE and work with [Name], [Name] and [Name] (sp). They are outstanding program managers to work with. This is not the case with some of the other federal program managers we work with on other grants. [Name] and crew are responsive and answer our questions honestly and directly. It is a pleasure to work with them.

We had some problems with the appropriate contact information being on our documentation and [Name] was exceptional in her frequency and success in contacting the appropriate departments and communicating with us on a regular basis until the problem was taken care of.

Any experience with [Name] has been top notch. She is a true professional.

[Name] provided excellent customer assistance by responding to a long series of highly technical questions. Her responses were thorough, thoughtful, and timely. When [Name] was unable to respond due to being out of the office, [Name] responded in her stead. [Name] responses were also thorough, thoughtful, and timely. Some of my questions led [Name] and [Name] to consult with [Name]. [Name] reasoning was clear and easy to follow. In addition, [Name] has done a great job this year (as always) in keeping states up-to-date on program funding, release of SAIPE data, and other pertinent information. [Name], [Name], and [Name] are a wonderful team and have been instrumental in helping states do a better job of managing a Title II Part A Subpart 3 partnership grants program. My colleagues in other states hold them in high regard as well. They provide accurate, timely information that can be trusted, and do so in a respectful, professional manner. Top notch!

Immediate and personal response to technical questions or requests for information.

The Office of Teacher Quality answered a complex question about highly qualified teachers for us.

The outstanding work, guidance and patience of [Name] in helping California transition the operation of its Title IIa SAHE grant program from the de-funded CPEC to the Title IIa office in CDE.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

See above

In my attempts to understand how Title IIA funds can be used to support teacher and principal evaluation systems, particularly whether funds can pay for performance management data systems purchased by LEAs to collect evaluation data, the guidance was not sufficiently explicit to help us guide the LEAs.

None.

none

Because I have almost no interaction with ESEA Title IIA staff, I have no worst experience to report.

N/A

None

Dollar amounts keep changing but this is not the fault of a single person. It just is what it is.

With skeletal staff, I don't really contact the ED staff unless I need a clarification.

None to think of

N/A

NA

I have never had a poor customer service experience.

none

None that I can recall

All people were very nice but the inability to get clarification from attorneys is constantly frustrating. I don't know if it is so much the unavailability of personnel as the lack of desire to commit to an interpretation of the law. Regardless, we are hearing more & more stories that states had to refund \$ b/c their best interpretation was deemed wrong.

N/A

n/a

None.

Have not had a bad experience.

Lack of clarity on appropriate use of funds and its connection to the ESEA waiver and educator evaluation.

NA

None; only problems are with website - the staff are helpful

None

The SFSF Office/auditors

N/A

Interaction is limited. The SAHE part of the program is small and does not generate a lot of attention.

None

Have not had a worst experience.

I have never had a bad experience with this staff.

NA

N/A

I have not had any negative customer service experiences.

None.

None

None

Q43. Please describe how ED can improve its service to you.

The programs/offices with which we deal are quite different in how they operate and the degree to which we are required to respond, so I had to generalize on this survey, which means you are getting an 'on average' response from me. That said, I still think all of the programs continue to be too accountability-driven and have quite a ways to go before I could describe them as truly support-driven. We still have too many i's to dot and t's to cross, so I hope there is an effort to change that.

The Title IIA staff can try more to understand the needs of LEAs. Since the authorization of ESEA/NCLB, ED has given only minimal assistance to SEAs to answer LEA questions. By now, most of us have figured it out and are doing fine, but I really miss the old 'nuts and bolts' ED staff.

I am pleased with the service. Continue to provide regular updates in this ever changing funding environment.

List a FAQ frequently updated document with answers/guidance from questions other states have asked and common findings so other states get answers for FAQs. [Name] and [Name] are absolutely fantastic but there is only so much they can respond to without attorney review. Many states have the same questions so if ESEA continues to be 'on hold' the state program officers would like further guidance on model PD to increase teacher and principal effectiveness. ex: Title IID allowed equipment to be purchased with other funds to compliment both programs.

Find a way to increase staff; I think the current staff is overloaded.

Overall the service is fine. I would like ED to provide clarity in their overall guidance.

It has improved over the last couple of years and personnel are far more helpful.

As stated in an earlier response, the SAHE part of the program is small and does not generate a lot of attention. Despite the scope of the program, there are many administrative items to contend with. The SAHE collaborative that has been formed has been a more useful vehicle for getting answers. When questions are posed on the collaborative listserv, USDOE staff may at times chime in. The biggest improvement could come at annual Title II meetings sponsored by the USDOE. Specific sessions need to be developed to assist SAHE coordinators. Administrative guidance and support has been insufficient. Easier means to find information on the website.

All federal grant managers should be as responsive, informative and straight shooting as the Title II group.

No problems

Nothing comes to mind. Keep up the great work!

Thin-out the federal programs' myriad regulations, rules, reporting, etc. I know this is Congress and the Administration's responsibility, so I don't blame ED for it. But it's a dream worth mentioning.

CUSTOM QUESTIONS

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

The relationship is good, but recently with the ESEA waiver initiative we have received some mix messages as to the requirements we will still need to meet. So, there seems to be some confusion there.

[Name] responds quickly and provides understandable, accurate answers.

Good

Our working relationship is very good and respectful.

Don't need regular support, but when we do, they provide the appropriate support.

Excellent

Non-existent; they inform and we comply without much interaction. No help with LEA questions about implementation.

Our office has always been very happy with the service of questions and responses. If they don't have the answer they immediately direct us to who does, very efficient.

Excellent -- timely responses to questions

[Name] has always been great to work with. The Title IIA staff is always very responsive.

Good. I get my questions answered. The conference in the spring was very helpful.

Excellent

I have only on a few occasions had call to inquire directly of program staff but have always received a prompt, complete and thoughtful response that has given me what I need to make good local decisions

My working relationship with ED's Title II, Part A program staff is excellent. I feel comfortable contacting them with tough questions and feel well-resourced with their responses.

Very responsive. We have a new consultant that I have not had to contact yet, so cannot speak to the level of service from the new person.

Excellent

Professional/amicable

Easy to contact and provide fast responses.

Excellent

[Name] and [Name] are AWESOME! They are very responsive and do a great job!

Excellent

Excellent

Satisfactory

The team is commendable!

Good.

Excellent. My program manager knows me and we have very open and honest conversations.

Very supportive working relationship. IIA staff provides the opportunity to explore our inquiries. Great working relationship.

Professional and helpful

They are helpful and responsive.

Very good. Always responsive and make sure they have answered concerns.

Excellent!

EXCELLENT

Excellent

Professional and helpful

Very good. [Name] is awesome.

Limited but good.

Good

good

Our program officer, [Name] is very responsive to our state needs. She answers questions in a timely manner.

Our state has a good working relationship with ED's Title II, Part A program staff and feel we can contact them at any point in time with questions/concerns.

Excellent. A partnership.

Excellent!

They are responsive and easy to work with.

Extremely positive. I have a very high level of trust and confidence in them.

Good

Personal but professional

I have a great professional relationship with the two ladies in the Title II Part A staff that provide technical assistance with our state.

Excellent and extremely helpful

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

I don't have any suggestions.

Collaboration among SEAs to share their strategies should be provided but should not dominate a meeting. Can we have more detailed presentations from the ED partners (regionals labs, research centers, etc.) and other entities on the latest research and best practices? Don't rush through them, as occurred at the March meeting. I also would like to see updated written guidance related to recent ESEA initiatives, such as evaluation systems and common core implementation.

They seem to be working on having more sessions for SAHE Coordinators, which was my major concern. 2011 meeting had more SAHE sessions. Otherwise, the sessions have useful information. Workshops on how to diversify the clientele pool applying for the grant.

Give it up and go to short webinars about the various topics. Travel is too expensive and some state legislatures are curtailing SEA staff travel. Some of the webinars need to focus on the implementation of the Teacher Quality State Grants, not just the teacher quality issues.

Provide webinar format for those that are still restricted to fly.

Not qualified to respond -- haven't attended

Rarely attend because of state obligations and limited ability. National meetings are rarely beneficial. One can pick up all information via printed or web-based forums.

Speakers are often people who have a little policy experience but no practical experience in the field of education. It is important to hear the latest policy but that needs to be coupled with experts who can help with practical application. This year's meeting was a repeat of things we had been learning for two years from CCSSO, SWCC, TQ Center, etc. It felt like USDOE was a bit behind and very policy focused.

Relevant topics -- find more ways to encourage more networking. The last conference did a nice job of setting up discussions between states. Please provide more of that kind of format.

Make it longer and more substantive. So much can be covered via web interface - the annual meetings should be reserved for interaction.

This year's meeting was disappointing. Too many people on CCSS that had no clue about Title II and too much time wasted. In the same groups throughout the day, which was disappointing.

Perhaps they could survey the states to inquire about any pertinent issues or areas of need that the states might like to see addressed prior to determining the agenda? It might uncover some trends; it might not.

No comment-new to this position

Consider having it in different locations and at various times of the year.

Thank you for hosting an annual meeting. We could use more than one. We advise grant awardees to write applications for funds with the participants and we think the US ED should do the same. This may alleviate backpedalling once it has been released.

N/A

Discuss specific cases and alternative ways of doing things

Allocate more time to meet with SAHEs.

Didn't receive information about the annual meeting.

No suggested improvements.

Provide more concrete information on program changes and its impact on appropriate use of funds.

Longer meeting Hot topic sessions new director orientation session less legal presentations lessons learned sessions offer regional groupings

Provide a list of potential topics for meeting, then ask project directors what would be most helpful and arrange sessions around selected topics

Use needs assessment to make sure the meeting responds to concerns coordinators may have.

This last meeting in March - which is not the Annual Meeting, was excellent. The best meeting yet hosted by the ED - where they combined Title II Part A staff and staff who work on Common Core State Standards. People came and learned things from their OWN states that they didn't know - because we actually had a chance to converse.

Need to spend more time on finding out exactly what the issues are in the states.

Specific sessions for SAHE folks with more discussion on administrative matters.

If possible provide information of what is/is not working in other states. Meetings in March were helpful in interacting with other states on how they do things.

More time for states to interact with each other and find out what is working or not.

More extensive breakout time for the SAHE

Focus the annual meeting on the objectives of the Title II, Part A program.

The higher ed portion does not constitute enough of the meeting to justify the cost of attendance for many SAHEs

Vary the agenda and activities throughout the course of each day. Do not repeat topics that other Ed offices and ccsso are also providing.

I wish more time would be allocated for higher education.

Nothing comes to mind. The meetings have a nice balance of topics, and the speakers have consistently been engaging. I have never regretted attending.

More focus on SAHE issues and relationship with SEAs, not just an ancillary session afterwards.

I could not attend due to California state govt issues that had nothing to do with the program or meeting.

**Teacher Incentive Fund
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 am not aware of such an example.

Q24. Please describe how ED could better use technology to deliver its services.

I could not hear the webinar posted, even with volume turned up all the way.

Instead of requiring us to travel for TIF meetings, it would be more effective to hold webinars for those meetings.

Q27. What reporting system do you use for reporting accountability data? (Other)

Attachments to e-mail

Email

eDirect-Data Recognition Corp.

email

email the APR report

e-mail, TIF e-mail site

email word docs

Email

G3

SAS EVASS

G5

NCWISE

I am not sure what you mean by accountability data. I think the answer is that I don't. We submit our evaluation reports online, but no accountability data.

email

Was G5 - now e-mail - G5 is not used friendly reflected above

n/a

G5

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Our TA conducted an on-site visit to assist us in the implementation of a principal evaluation system. The on-site visit was preceded by providing appropriate reference material.

[Name] and [Name] have been excellent Program Officers for us. At the last TIF Conference in February 2012, they met with my team and me to answer all our challenging questions. [Name] made the transition from [Name] to [Name] as seamless as possible and there's been much improved customer service in terms of speed and accuracy of information since then. Thanks!!!

Resolving some legal questions involved with a school withdrawing from the TIF consortium of charter schools.

Our Program Officer has always displayed a great amount of patience with me as I completed revisions to our district documents. She took the time to explain the feedback process to me over the phone as I struggled to understand how to accept the changes provided.

Program officers and the technical assistance team have been very supportive and helpful throughout this process.

[Name]. She gets back to us rapidly with the information needed.

Monthly phone conferences with program officer and technical assistance provider have been very helpful.

Assistance with budget development in providing accurate, timely responses to questions.

Always responsive and accurate in dealing with specific questions and details

Year 1 of the grant was a planning year and the monitoring calls are always punctual and very beneficial when sharing information and getting technical assistance prior to implementation.

Not sure we are supposed to cite specific individuals - so delete name if not - [Name] is an exceptional Project Officer. Quick to respond to every question or information need. Seeks compromise or win-win solutions for the mundane to the most complicated issue. Communicates clearly, seeks to understand, yet expects accountability to grant requirements.

The staff has been very flexible and helped us modify things when necessary to ensure successful grant implementation.

Project officer has always been flexible and available for phone contact.

Each monthly 'check-in' clues us in to issues that we may face and should be considering. This is helpful in orienting us to 'things' we have not considered.

The best service I have had has come from the outside technical assistance groups when we needed information on principal evaluations.

Current Program Officer responsiveness

All of my interaction has been excellent.

Being provided immediate answers regarding TA

Every conference call or calls that have been made for clarity we have experienced EXCELLENT customer service. Both the PO and the acting TIF Leader are AWESOME. Extremely helpful and has an awesome response time.

[Name] was out Program Officer and did an excellent job with prompt communication and assistance. We have not received this type of service from our current program officer.

They approved us working with outside technical assistance providers who are very helpful.

[Name] from ED has been an excellent Program Officer. She follows up, responds in a short time, and seems to understand customer orientation. This is a big improvement over our former Program Officer.

Our program officer is very understanding of local circumstances and is helpful in guiding us toward continuous improvement.

Program Officers are very responsive

Every call I had with my program officer was a learning experience and I really believe that we have a better performing TIF3 project due to the unrelenting support and guidance we received from our program officer. Every call was the 'best' because the calls, contacts, and interactions always led us to improve what we were doing in our project so because we learned a lot from all of our calls, each call was the best.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Delay of a few months in responding to a request; however, the requested information wasn't time critical. In early 2012, my office could not get a straight answer from the former program officer regarding some requirements of the grant. This was extremely disappointing because being over 1 year into the implementation of the grant, we were asked to change some things around which created additional challenges for our LEA's. Not only that but it created additional work for everyone and this could have easily been avoided had the program officer been more prepared.

NA

none

Westat doesn't seem to know what to do with us, since we are in the evaluation, but Mathematica doesn't have the information necessary to answer our questions, since they aren't a part of ED, thus we get no TA.

In the first year of our project, our program officer changed 3 or 4 times so that no one was familiar with our project or could answer our questions.

no bad service experience

Not very interested in the implementation learnings and challenges we face and how they are leading to or preventing progress towards our goals - more compliance oriented

None

TIF is a very complicated grant for all - USDE staff and grantees. While we have all learned as we implemented, USDE did institute new requirements not in the original RPF, FAQs or Federal Register.

For example, in trying to meet the 5 Core Elements - the questions to which grantees had to respond in essence were new requirements that had to be met in order to be in compliance. Understand it was an evolving process for USDE as grantees reported and the need to 'standardize' across all grants.

However, frequent communication via 'TIF Updates' about 'lessons learned,' what we have learned and now consider best practice, or 'we need to help you incorporate this new requirement into your grant' support would have been a better and more direct approach than the back and forth - this was our question, you still have not gotten it right. The process created 'uninformed assumptions,' or in the worse sense - guesses as to what USDE wanted now.

The staff has sometimes had very long lags in responding to requests for information or for feedback/approval on submissions. These long lags add to the difficulty of implementing the grant well.

Inconsistent guidance from staff regarding the meaning of differentiated compensation to educators resulted in protracted negotiations between USED and SEA project staff about what was considered individual performance awards. When the final determination was made, the initial language in the SEA project application stood but we lost valuable time and credibility with our participating LEAs.

The technical support does not seem to aggregate information across time. So, while they inform you on lots of issues there does not seem to be a best-practices model being developed.

My program officer does not appear to understand the regulations and grant requirements when I have a question. She also does not appear to understand what the program is we are using in order to meet the requirements of the grant.

Prior Program Officer responsiveness

None

Not being able to complete the APR online

I am not sure if this constitutes a USDOE program, however Federal Reporting.gov is HORRIBLE. We had several issues trying to get a report deleted.

After our monitoring visit in November 2011, we did not receive the findings and recommendations until April of 2012. This was extremely poor service in my opinion. The information from USDOE took 5 months and I had 30 days to fix and reply to the department. Unacceptable!

We submit requests and it takes MONTHS to get responses. They also are not flexible in working with us. The grant representative will tell me that my requests seem reasonable but that she has to take them back to the team, and almost always the answer comes back NO. This is frustrating. It seems like the lawyers are always the ones that are giving the no answer and the program staff are not working with us to provide any level of flexibility.

Getting a TIF Grant on September 30, 2010 and not being able to meet with ED staff until Feb 2, 2011.

Our Program Officer was poorly informed and our efforts suffered as a consequence. All difficult questions were referred to Legal, who took forever to respond.

n/a

Trying to get the G5 report posted

Non applicable.

Q43. Please describe how ED can improve its service to you.

Maintain a better degree of stability among program officers.

Please allow more time to complete the APR. I rely on reports from people on vacation, doing other work, etc. I have less than a month to complete the report. I had to request the documents, since our email was wrong.

Timely responses. Punctuality to scheduled conference calls. Consistency. Follow through. Organization-so we do not have to repeatedly provide the same information. Portray a sense of enthusiasm and passion for the work and for education.

Be more interested in the implementation learnings and challenges we face and how they are leading to or preventing progress towards our goals - less purely compliance oriented and more flexible and supportive in terms of learning from what is happening and evolving programs and requirements along with implementation

Excellent services are being provided

It would be very helpful to get more rapid responses to requests for information or for feedback/approval on submissions. Even if there cannot always be rapid responses, it would be helpful to hear quickly about an estimated timeline for a response or feedback.

ED should have a more rigorous application review before awarding funding in the future. This will eliminate the need for USED project staff to have to 'address problems' with the original application after the terms have been agreed to by all parties and the project has started. After the official award notification was given, SEA staff was repeatedly told that the application did not meet all absolute priorities for TIF 2010 but was funded in full anyway and it was now the SEA's responsibility to meet the priorities in question. In the future, applications that are accepted without condition, as was our SEA application, should be permitted to implement as accepted without repercussion.

Ed can better prepare their program officers to be fully knowledgeable on not only the grant regulations, but also on current policies and initiatives that folks are using to meet grant requirements. It would be best if ED reduced the number of in person meetings they require of us (while not providing the funding for us to travel to) and increase the number of webinar type meetings. Also, ED program officers could have better use of their time if they held meaningful bi-monthly phone calls instead of those that last 5 minutes and could have all been done by email.

No suggestions at this time

Excellent work - no concerns

I did not issue a formal complaint however, I did request that our program officer take my concern to her supervisor but I heard nothing from a supervisor.

Provide more timely responses and work with grantees to provide a level of flexibility in implementation regarding a program that is very cutting edge and needs flexibility.

Soften the need to refer issues to legal counsel and operate with the notion that the TIF Grant program is really a large, national, action research effort. Understand that complex challenges like performance evaluation take time to implement well. Understand that not every district is a large or urban.

Being able to submit reports on line in a user friendly manner

I really believe the level of support and guidance is the best ever. I had a federally funded project before and I never received the level of strong support, guidance and assistance like I have received during the

implementation of our TIF3 project. I have no complaints as I have been in 'awe' of the service from ED since we got funded in 2010 and I am still in 'awe' of the level of quality support we have received and I really believe we have a better project than we could have imagined due to the ED project officer's support we have received.

CUSTOM QUESTIONS

Q9. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.)

Frequent mini-Webinars related to very specific topics.

It would be nice if webinars didn't require a phone call-in and could be broadcast through a desktop computer, as are many webinars outside of ED.

Excellent services

The TIF Communities of Practice On-line list-serve is a big improvement and an efficient way to share information and resources across sites. Equally useful have been the two topical TA meetings. They provided a small group setting, opportunities for cross grant sharing and access to national experts. Wish these meetings had been held earlier during the planning year and not mid-way thru Year 2 of implementation. Suggest continuation of topical meetings, and more webinars (interactive) led by 'experts' on topics that the majority of grantees indicate they need more information.

Perhaps an interactive tool to help fill out the APR.

Outside resources that aren't just studies done by organizations ED has paid to have work with them. There are many, many resources in the area of performance based compensation that ED is not utilizing.

No suggestions at this time

None at this time.

Clarity on TIF expectations. What we have found is different interpretations about the grant. For example 2 formal observations. This appeared to be 2 formal evaluations. It was never clear. Another example is our leadership component. What was considered 'additional duties' was not interpreted the same by the department. We are finding several issues with interpretation. The department needs to be clear on how to interpret what they want in a TIMELY manner.

Everything has been GREAT!

Q10. Please provide specific suggestions for how the TIF program can improve customer service.

NA

Reduce that amount of materials and instructions associated with the APR. They're an inch thick and redundant. Provide examples of what the status chart looks like for a fictional district, for example. Models are more helpful than narrative instructions that are overly long with cumbersome terminology.

No suggestions

The TIF community is helpful, but does not serve as 'official' guidance. A periodic (but frequent) update from USDE that shares 'official' information on critical topics. Or questions Project Officers have received from grantees this quarter and our current thinking. For example, why we have determined inter-rater reliability is critical to observations and how we will expect documentation that this has been achieved in your grant. Included in the communication might be a reference to resources and a commentary from one

of the TIF TA centers. Another source of information might be culled from monitoring visits, e.g. Ideas to share and things to remember...

Acknowledgment of receipt of our questions/submissions and more rapid responses to questions/more timely feedback.

You can improve by having thoroughly informed program officers.

No suggestions at this time

Excellent work - no complaints

Again, timely expectations, interpretations, guidance and support of TIF expectations. I feel as though we are finding our way as we go along and it isn't always in the same direction. Is the department clear on their own interpretations of TIF?

Authorize the grant rep to actually respond to questions without having to assemble a team including lawyers to respond every time we ask a question.

You did us a huge favor by changing Program Officers. Our new one is great!!!

Everything has been GREAT!

Payments for Federal Property (Section 8002)

CORE QUESTIONS

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

There is much confusion re: 8002 from deleting it entirely, paying less and less, and payments that we cannot rely on as far as budgeting. Better communicating across the board would be a goal ED should implement.

Q24. Please describe how ED could better use technology to deliver its services.

Lots of the lower ratings were me not you. I am not the most computer friendly person. Just keep up the good work. Things are much better and easier than they used to be. If I can't get to what I need, I call technical assistance and they get right back to me. So I am ok. Thanks Much.

Webinars are great when they actually work. There have been some problems with incorrect dial-in numbers or inability to access webinars.

Continue improving what is used.

Q27. What reporting system do you use for reporting accountability data? (Other)

G5

CNIPS

Apta Funds

Impact Aid Application G5 system

Not sure what is used...

PEIMS

G5

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I made a mistake on the application the staff member was very professional and very helpful.

Only had one experience, and it was OK, not great not bad. I did have to leave a couple of messages before I received a response.

The person I deal with for Impact Aid in Washington has been wonderful every time I call her. She is very helpful and works me through everything.

Completed a three year audit of the estimated assessed value of the federal property.

Clarification of issues we had

When I need technical assistance, I rarely have to wait 15 minutes. They call right back and guide me through whatever I think the dilemma is. This year it was my id and password. I get all upset but they calmly lead me through.

[Name] was an incredible resource and mentor in accessing the webinar information as well as in completing several required forms.

Very quickly responded to need for user name and password reset.

Support from [Name] and [Name]

[Name] in the IMPact Aid Office is outstanding to work with. She is the ONLY staff within the department that has taken the time to listen, understand, and problem solve.

Impact Aid group has been helpful - especially when we found out there was a challenge with our application.

I was asked to submit a tax resolution for our county like I had the year before. In my small county I wear multiple hats and just couldn't remember what it was/looked like so when asked I was faxed my previous copy. Then I remembered and was able to quickly get the copies needed and submit them.

Have not had any good experience as their 3 year audit of everyone in the program and the making up of new 'interpretations' of the law has been nothing but headaches.

I have contacted the U.S. Department of Education's staff regarding Section 8002 questions. The staff are always knowledgeable, professional, and prompt.

I have had the opportunity to work with [Name] on a desk audit/review of our 8002 application process over the past couple of years, and I have always felt well cared for and confident in her abilities to guide our school district through the sometimes cumbersome processes.

Assistance in working through payment process.

I received a phone call to answer my questions instead of an e-mailed response. This did allow for better clarification and communication.

I worked with staff on a three year review of impact aid applications. The staff member was very helpful with all of my questions.

We are currently having difficulties understanding and complying with requests.

Explanation of the payments on prior years' funding

This was my first year reporting. I thought that the staff was very good about getting back to me. I could not have done the grant without their assistance.

Anytime I have any questions about filling out the forms the employees are very helpful.

Always pleasant and helpful

Called & emailed staff and got help

Conversion to G5 was pretty painless.

Sympathetic to our individual cause and helpful in directing me thru the steps of the application.

Eden-application for Title VII was very easy to follow and complete

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

N/A

N/A

No bad experiences.

I haven't had a bad experience this year.

The day the egrant page would not accept our information. It wasn't the fault of Edgrant, it was our local web safety software but the poor edgrant fellow was pretty confused. While talking to him I realized prob was at our end not his.

None

Timeliness of payments. I have been working on my review for 18 months of three years of 8002 funding and have yet to get closure or see a payment.

I had the worst and most frustrating experience of my 20+ year career has been working with [Name]. He is unwilling to listen and understand to property assessment differences that exist across the nation. The process and documents created by the Dept are incongruent and do not allow for differences that may exist across the 50 states. His authoritarian leadership style does not serve the program or the Department well.

Three people calling me about the same problem as it was passed on up or down the line.

none

See above

I have not had a bad experience with your customer service department.

I have not had a negative experience.

None.

See above

None

The tech person did not tell me the entire process and I thought I was all done with the process and come to find out they left out a very important step, the submit button. I thought I had already submitted when I was done going through all the steps. This lead to a reduction in our payment.

I haven't had a worse customer experience.

None

Struggled with time wait to speak to a representative

Not a USDE Problem -- but awaiting reauthorization so that we may be included in Impact 8002 is a difficult experience

Not very understanding to individual needs and stuck on the black/white rules.

I have emailed a budget revision to Indian ED four times and I keep getting a request to send it in. I never receive an acknowledgement either way.

Q43. Please describe how ED can improve its service to you.

New attitude among leadership of the Impact Aid program.

It was not formal in being written but given verbally to the Director of the Impact Aid program during an 8002 meeting in Oklahoma City which he attended

By advocating for schools and the essential services provided to children instead of constantly cutting or threatening to do so. is not education the most important resource there is?

The website often locks up while trying to navigate it.

The 'right hand' needs to know what the 'left hand' is doing so that information and directions given can be consistent. Step back and look at the big picture of the purpose of the program and how it can be fair to all involved.

Would like payment information automated with better idea of when payments are to be expected and for what time periods.

Better explanations of requested compliance.

Just be aware when a first time person is doing the grant, the tech person needs to walk them through step by step to the end and not assume the person knows how the program works. When everything has been received except for one element a notice or warning should be given.

They need more staff

CUSTOM QUESTIONS

8a. Did the presentation and/or materials prepared help you understand your responsibilities in submitting data? Please explain.

Was not specific to the issues faced by our school district.

Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

Everyone I have worked with for the Impact Aid program has been extremely helpful.

None

When payments are expected to be released for budgeting purposes.

Notification of status of reviews and when to expect payments.

None...commend [NAME] on her cooperative nature through the review process.

Where we stand and WHEN it is to be received (accurately).

A voucher emailed prior to receipt.

More clarity on how the program staff are continually changing regulations that we must live by...

I would like to receive a general time frames for review of the application. I had no idea when the process might be anticipated to be complete.

I would have liked a warning that all the paperwork was not completed prior to deadline

Status of 8002 and 8003 - when we can expect payment, etc.

None

An email saying that payment was sent.

Payments for Federally Connected Children (Section 8003) CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

The last two times I have signed on for a seminar it has been canceled due to technical difficulties

I believe that when submitting the application, I kept getting logged or kicked off. This was a source of frustration and wasted a considerable amount of my time. I am also very dissatisfied with all of the various systems required to be used. The CCR, now SAM, the gov.5, etc. Can't all this be put into one so that users don't have so many codes, passwords, etc.?

Q27. What reporting system do you use for reporting accountability data? (Other)

G5

On line application

PEIMS

Arizona Department of Education

Oracle – FMS

Don't know

PEIMS

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

They quickly and clearly answered my questions on the phone. They were also very courteous and supportive.

I don't have any one specific experience. I like the fact that whenever I contact the Impact Aid Office by phone, I actually speak to a live person. They are very helpful and knowledgeable.

n/a

[Name] was very persistent in his follow up and timely with his responses.

PROMPT ASSISTANCE WHEN PROBLEMS ARISE. COURTEOUS CUSTOMER SERVICE REPRESENTATIVES.

Best was determining our eligibility for 8003(b)(2) aid. The staff was great, and I would single [Name] for her patience and guidance. Super person.

Very good

Needed information on the Impact Aid grant process

All of my experiences have been productive and positive.

The Office of Impact Aid is always there to assist whenever the need arises!

Always very friendly when contacting for information. They get me to the right person to answer my question or care for my need.

I had a problem with the tables on the 8003 form, I called and the problem was fixed within a few days.
ON LINE GRANT EDEN ASSISTANCE

Customer Service has answered my phone and email inquiries in a timely manner.

When calling for technical support, I have received a response by the following day.

[Name] from the Office of Indian Education Programs has been very helpful. He sends email updates regarding grant application promptly, we had never received such service before. our staff emailed requesting information. Best way to communicate -

I always like working with [Name] in every matter necessary.

Technical staff helping with logging on to the web page or navigation of the web pages. Web training is best form of communicating questions; however the staff often talk too fast.

Each time I have called, I was greeted and helped immediately. At first I tried to navigate the website for information, which yielded absolutely nothing but frustration. The staff were amazing!

When asked to speak with a supervisor thru email, response time was within the next day.

Helpful.

I have been trying to get my school's eligibility for Impact Aid payments verified. The program officer clearly explained what was required.

NA

Program Manager very responsive to issues of oversight and changing several goals to meet the LEA's needs.

Use of online webinars/help.

Nothing stands out. If they need something I give it to them or if I need something I call.

Impact Aide's response to question about payment

Answering my calls promptly and assisting me.

Customer service has been able to answer any questions that I had, if not at the time of call or soon after

No interaction has been needed.

[Name] has helped us tremendously with our SSHS grant.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

None.

NONE

n/a

NO COMPLAINTS

Interpretation of rules change, and I understand that, but they are not published in a central location. I was told, 'Well, we point that out in the webinar on filing the forms.' Well, I've been filing the forms for 13 years now, and didn't know I was supposed to sign on to the webinar geared to new grantees. I suggest that changes in interpretation of the CFR be posted somewhere. Doing that, however, requires commitment, not just a verbal. Again, I understand that interpretations change, but you owe it to us to post them (specific example was the use of a sibling form to verify other children in the family, allowed under prior leadership and disallowed now). We shouldn't find out about this through casual discussion with another grantee.

N/a

N/A

NA

N/A

Trying to fax information...always seems busy.

Only 1 rude woman, mostly awesome people. I asked her for assistance and she told me to read the manual, I told her the error was in the online table not adding up correctly, she said it was my error and to re-read the manual. It was frustrating because I read the manual and I can add, I could see the system was adding data incorrectly, I called back and got a gentleman who said I wasn't the only one and the error was being addressed.

N/A

N/A

N/A

N/A

none

None

Phones are on answering machines, and calls are not returned. Different staff have different opinions or directions regarding questions on the survey. Staff just not helpful. It is a paper burden to have one survey per student when our system is 145,000 students. Our return response is close to 5,000. A big waste of paper and man hours to distribute and collect. When audited by staff found them to be unfriendly.

When asking questions about a program that I work with the rep that is assigned to our area had negative remarks to comment about our school district. whether rumors were true or not, the comments were very unprofessional. I spoke my mind about the comments that she should keep her opinions to herself.

None.

After sending in all the required paperwork, the program officer will not return multiple phone calls or emails to say whether eligibility was verified. This is for the 2010-2011 program year.

NA

Mail - in review took over a year to complete because the Ed Officer did not make sense or make herself clear and kept asking for the same information over and over that I had already sent to her. Then as soon as I would get one issue resolved she would ask for something else. She wasted a lot of my time and held up our 8003 payment.

None

None

None

Did not really have one.

none

None

N/A.

Our Communications Technical specialist was not very good.

Individuals who visited our site to provide technical support and conduct an audit were unhelpful, never really fully and accurately explaining the various fiscal years that enter into the application process.

Q43. Please describe how ED can improve its service to you.

AM SATISFIED WITH ASSISTANCE RECEIVED WHEN I CALL FOR HELP.

The service is awesome

Continue to provide e mail's and phone numbers to contact the 'help' person available for each program.

Keep up the continued service....

N/A

Can't think of a thing.

A better set of directions or FAQ. Update information regarding the clarity of the questions being asked. I have been doing this for 15 years and the only changes have been technical. (The staff is not helpful, not friendly and usually dog tired and will send you to voice mail. Many staff work a 4 days shift which makes it hard to reach them as they are never in, and you get - please leave a message.)I have complained verbally to supervisors. Suggestions: Have staff work a 5 day shift. Someone answer the phones, if it means rotating staff. Have answers to questions, instead of I will need to check with my supervisor and get back to you in a couple of days because I am off tomorrow and they are not here today! A sample question is: How can I find out if this is a federal property address? Where do I go to find out if this address is considered public housing?

Try to keep in mind that the audits should be consistent and new interpretations should not be implemented without prior warning. Keep in mind that if districts count students in good faith, educated them, and reported them, then they should not be thrown out by some technicality that in most cases is not even in the law anywhere, it is just at the whim of the director or an auditor. You can tell those districts that try very hard to follow the rules and have good documentation. We are not trying to be dishonest or report inaccurate data. It use to be that was at the department, not so under the new leadership.

Information disseminated continuously - legislative changes, etc.

NA

Hire knowledgeable staff. Ask for information in writing and explain (not over the phone). Get payments out more promptly.

None

Unknown at this time.

N/A

Specific to 8003: Try to devise a better way to keep up w/specific Federal properties, including end-user updates.

Simplify the process/simplify the rules. The rules are cumbersome and it is unreasonable for the department to expect district personnel to be expert on them. District staff have multiple hats to wear and things to do. If you have any connection to what goes on in districts and schools, you would realize that

your program rules and requirements place significant stress on districts as the funds are required to support students, yet, district personnel are often, usually, stretched very thinly.

CUSTOM QUESTIONS

Q12. Please explain. (Open end)

The letter was too brief and did not explain necessary details. I have received several letters and all our different, with different demands. It is confusing.

People left their positions and were late in returning my calls, leaving a novice with questions.

I provided the information, but the Ed Officer kept calling and asking for additional information and did not make herself clear (she has since retired).

Q14. Please explain. (Open end)

We did not have a review in the past year. But when we did I did receive timely communication regarding the outcome.

A LETTER REGARDING THE OUTCOME OF THE REVIEW WAS SENT IN A TIMELY FASHION.

Very short amount of time before I heard back with the review

Review completed accurately!

HAVE WHEN WE WERE REVIEWED

We had a field review two years ago and received a timely response as to our results.

I did not have a review during the past 12 months.

Not applicable

I received all information in time for my audit of the school.

I talked to them on the phone and they told me it should be okay and if they needed something more they would let me know. I have not heard back so assume everything is okay.

Q17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

Emails are not returned sometimes and phone calls always result in voicemails that often are not returned for a week or two.

None

N/A

SOME IMPACT AID STAFF NEED TO ACTUALLY COME TO VISIT INDIAN RESERVATIONS TO UNDERSTAND THAT THERE ARE NOT REAL ESTATE OFFICES WE CAN ACCESS THAT HELP IN IDENTIFYING PROPERTY

Impact aid payments have decreased and we never know the exact amount of payment. This is not a problem with the ED office, simply a comment for congress.

Almost always get message service, which is not a problem when calls are returned. Usually they are.

I received an email saying that there were some problems with the impact aid grant at the web site and that I would need to wait to submit it. I waited and then I was emailed that it was fixed. So I submitted it. I got a letter saying that it was 2 days late so it would not receive all the funding. 10% of the funds were not coming to the school. So I wrote a letter to the director and she said it was my fault for not sending it in on time, even though I sent the emails I had received.

Communication of expectations are not Clear. Not getting back for months and then making demands that all be resolved in a two week period. Confrontational (sp) Not a good experience.

The tone at the department seems to have switched to compliance from working with districts in the best interest of kids.

None.

Be more specific in writing of what is required.

Unknown at this time.

I did have to contact Impact Aid staff about 2 yrs ago. They assisted me in correcting an error in an application. They were very helpful.

Indian Education Formula Grants to Local Education Agencies CORE QUESTIONS

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

Utilize resources from multiple programs for events that benefit overlapping populations.

Q24. Please describe how ED could better use technology to deliver its services.

More user friendly.

Regional Trainings would be helpful. To actually talk to a real person about questions & concerns we have at the school district level. There are some of us who are unable to attend the NIEA Conferences. Only administrators get approval to attend and those of us who actually enter the data for these grants don't receive the updated information to correctly complete the grant applications.

There are several ways OIE could utilize technology: 1. have a listserv for all Title VII programs to communicate. we could provide information, answer each other questions, provide suggestions, etc. Even a Facebook page would be good. 2. Submit our award letters via email as well as regular mail. If we receive our letters electronically, we can forward it to our grants/budget people to upload our budgets sooner.

Q27. What reporting system do you use for reporting accountability data? (Other)

EASIE

Done via state

OIE asks for clarification and new apps via written docs.

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I had a quick response to a request for help with logging on. I always receive prompt and accurate assistance,

Instant return calls in a timely manner and the knowledge of the system and their cooperation is fantastic

N/A

Excellent help from EDEN

I have received email responses the same day on application questions.

When calling for information they never leave the line until you are comfortable with the answer. this is so appreciated

Very rapid and clear responses to two questions I emailed.

Needed assistance with a line in the grant and received prompt easy to follow instructions. Very friendly also.

My experiences with [Name] have been wonderful. When we've run into special circumstances that may impact our grant, she always shares excellent advice.

When I submitted my Parent signature page I forgot to check the box, and received a call to fax the correction to the Indian Office. The person whom called me was very pleasant and helpful.

Pleasant voice

Assistance with grant application assistance.

The individual took the necessary time to listen to my concern and offered their recommendations and next steps. Totally felt that they were focused on my needs and to provide solutions or options for my program.

All the people who have assisted in the technical support, i.e. the computer connection in partner support, have been very helpful.

I have had contact with [Name], who has been very helpful with my questions or to clarify any questions that he has had about our EDEN report. I have previously worked with [Name], and he was very helpful in getting our finance withdrawals.

When trying to request for drawdowns, [Name] was the one that helped me

Calls or e-mails are returned promptly and technical assistance has been very good when we hit a glitch with the system. We are a Mac district and sometimes have problems with PC products but system is improving. Best part is the budget where it calculates how much is remaining.

The EDEN system was the most communicative and timely in their assistance requests responses.

The EDEN support team provide excellent technical assistance and make every effort to coordinate with the Office of Indian Ed staff.

Prompt response via e-mail and phone to questions

I sent an email with a question that was very important to the program and it was answered immediately.

I have not needed to contact staff.

A quick response to my questions.

Every time I have had a question it has been answered quickly whether it was by phone or by email.

Everyone I have dealt with has been very helpful.

Always direct and responsive to questions that we have.

[Name] is wonderful and very helpful with any questions I have had.

None

No comment

Very helpful each spring when I call with specific questions regarding Title 7 funding

Great time in responding to emails!!! The last time we just couldn't come to an understanding of what changes needed to be made, I received a telephone call. Which avoided back & forth emails. We had a good conversation & all our misunderstandings were corrected. Thank You.

I haven't contacted customer service in the past 12 months.

Our district is so pleased to have the support of [Name]. He is responsive to questions, very prompt in returning calls or e-mails, and is really interested in our small district and our needs. Truly, he does the U.S.D.E. proud in the area of customer service!

Returning my calls or sending me an answer by e-mail

My experiences are only with Eden and they have been very helpful.

I had one conversation with a staff member at the NIEA conference which was helpful at the time. However, once I returned to my state and wanted further clarification of what was indicated in the conversation from the U.S. Department of Ed. Staff member, it was regarded as incorrect. The friendliness of the staff and their knowledge.

[Name] and [Name] in the Office of Indian Education always responded in a timely manner to any of my questions! I really appreciate their expertise and timely responses.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Never have had a worst service.

Interpretation of rules has changed with new director

N/A

N/A

I haven't had a negative experience with either EDEN or OIE staff in D.C.

None

na

I was told to contact someone in a specific office at a specific phone number, but there was no reply despite several calls and left messages over the period of a week or more. We eventually made contact and found out the answer.

NA

I haven't had one.

I asked a question regarding being paid and the person snapped at me saying that the District can approve any amount that they want to pay you. No explanation on how I could go about asking for a little more money, just very short and quick non explanation answers, I was disappointed in that answer

Assistance with program compliance. The response was too vague.

Very basic responses, not very engaged in our conversation. Not a bad experience but not a friendly one.

we requested a budget change which was denied. It took a long time to get a response and the rationale for denial seemed to indicate the officer did not understand the significance of the request.

We have never had any negative customer service experience with the Title VII Indian Education grant. We have had Dept of Ed grants (Dropout Prevention) in previous years and they were very helpful and supportive to us.

A woman calls school a couple of weeks after the submission deadline. She is angry that youth services workers have signed the parents advisory council agreement form. She didn't explain why, didn't ask any questions, told me to white it out and resubmit. Things could definitely be clarified more! I'd love to see some examples of how other grantees use their dollars, it's a constant local battle and more examples are always helpful.

It's been on our end, not your, new people in the business department did a 100% draw down at the beginning of the year and yes, we got a call right away. Hopefully we will improve.

Lack of response from the area program supervisors. 'See FAQ's' as a response to difficult questions is not helpful.

The Office of Indian Ed staff do not respond to inquiries on a timely basis (if at all.) They frequently ask for supplemental information that is unnecessary (additional to electronic applications). It is difficult to communicate with them when they do not provide telephone numbers and do not answer their email inquiries. There seems to be a high level of inconsistency in policies and practices.

I have called for immediate assistance and only could get a voice mail.

I have not needed to contact staff.

None

NA

None

There are none that I know of

None

no comment.

N/A

None ... We've always been able to get our answers and concerns addressed.

I haven't contacted customer service in the past 12 months.

I have not had a bad experience with customer service.

N/A

Received an invitation via phone call to an Urban Native Listening Session 3 weeks prior to the event.

Then eleven days prior to the event I was emailed by a legislative assistant that it has been postponed.

No one from U.S. Dept.of Ed. or OIE has informed me of this change. Tickets have already been obligated for payment. No additional financial support for this has been given. If the Dept. of Ed. is sincerely concerned about the issues facing our communities then they should not cancel something without telling people directly 11 days before the event. Every effort to keep one's word should be made. Whenever trying to reach the OIE no one answers and only once have I received a phone call back. It is very difficult to communicate with the Office of Indian Education. Emails responses are also infrequent and generally not answered unless it has to do with something they deem important. The people that run the Indian Ed. programs across the U.S. abide by the Fed. Government's regulations and stipulations, and expect the same respect back. We are all in this together and should be working and striving to make this the best educational department in the Nation. We should be supporting one another, openly communicating, helping meet each other's needs, and represent a united front.

None

it is very difficult to get any documents via email. For example, I would love to have my Title VII award letter in electronic form IF it can get to us sooner. I always receive mine after the grant year has started and my accounting office cannot upload our budget until they receive an official letter regarding our funding. It is even more important for me because OKCPS starts school on Aug. 1st, much sooner than most schools.

Q43. Please describe how ED can improve its service to you.

Ed has been such a huge assistance in clarifying what is being asked and in answering those request the way they need to be. Paper work and resubmitting information has become minimal.

Clear communications and timelines. Allowing sufficient time between the communication and the time action is required. I received one email at 9:00 EST and it required action by noon EST; I live on the West Coast. Thankfully I checked my email at 7:00 a.m. and moved a meeting later in the day to meet the mandate. This is an unreasonable amount of time. Actions should have a minimum of a 24-hour turnaround time because the U.S. has a 6-hour difference from D.C. to Hawaii.

I am very satisfied with the service I have received. The information received via e-mail helps remind me of important deadlines, etc.

Nothing comes to mind at this time. I feel switching online was a 'magnificent' move. Email communications are excellent.

I've been very pleased with the services that have been provided to me, in the past. Not much that I can offer to improve a good thing.

The Title VII application process has very much improved over the past few years. It is practical and appropriate. Having been at one of the meetings where they were soliciting ideas for improvement to the process it seems they listened to the people in the field and it is appreciated.

We have a 21st CCLC grant through the BIE. I am very impressed with the extra ideas and resources to improve our afterschool program. There are several good websites through the DOE that help with using standards and other teaching areas. I am sure the Dept of Ed will help with supporting websites for the new Common Core Standards in Math and Reading. I do use McREL website a lot and now I use Facebook sites so I can attend free webinars. Probably the area of Common Core Standards and how we apply them to the content area classes as science, social studies, English, and math will be a real help as we are remote, 60 miles from the University.

Wasn't aware there was a formal process. Information to do such was not available when looking for such contact or processes.

Provide consistent guidance to the field. Coordinate with subcontractors (e.g., EDEN) for expert assistance. Publish telephone numbers. Direct staff to return calls and email inquiries in a timely manner. Implement policies consistently (don't require one LEA to provide information that others are not required to do). Use available state data to pre-populate data such as student counts and test scores.

Continue through email when a change in reporting happens or more information is needed for the programs.

Honestly I can't think of a thing. I like that our Indian Ed formula grant is submitted electronically. Ed Facts is a blessing!

no comment

It would be helpful to know contact information for program, budget revisions, etc.

Aside from the Indian Education Program, with which we are very happy, I would like to see the department actually come to the field, see the kiddos we teach, and become more realistic about the challenges that public schools are facing....diminishing resources, increased expectations. I truly believe in an educated population for a vibrant democracy and I am troubled at the years of high stakes testing and 'accountability' that has not garnered wild success but has forced districts with diminishing resources to cut programs that ignite students' love of learning in lieu of more remediation, acceleration, and heavier academic expectations at an early age.

We are satisfied!

Contact all Indian Ed. Directors and Coordinators especially when changes are implemented.

Communicate effectively, with quicker responses. Be upfront, be direct. Be available for communication. Provide Professional Development for Title VII Directors with the travel being funded by Dept. of Ed.

I believe the Office of Indian has made a major improvement in services since the new director, Joyce Silverthorne, has come on board. In my humble opinion, the previous director was disconnected from our Indian community and has forgotten what it is to work with Indian children. I appreciate OIE's effort to include culture into our grant applications. Some suggestions I have is: 1. Having our awards letters sent in June and in electronic format since our fiscal year begins July 1. 2. Have a listserv or interactive webpage where Title VII programs can communicate with each other. 3. Give a letter to Title VII programs mandating attendance to the technical assistance workshops attached to NIEA. Without a mandate from the funding agency, many school districts will not allow travel for Title VII programs 4. Continue to support OIE staff who are champions for Indian Education – [Name], [Name] and [Name]!

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. (Open end)

N/A

N/A

N/A

Na

I have not been monitored

We have had very good assistance and guidance with the Dept of Ed Title VII staff. We have worked with [NAME] and [NAME].

No Comment

Team was very professional when they were here a few years ago, follow-up was good but he was more interested in visiting Alaska than in our programs. That often happens when staff come to Alaska for the first time, he was knowledgeable just a little over whelmed.

We had a monitoring visit during the initial implementation phase of the grant. The reviewer was helpful and answered questions we had at the time. The review was focused on basic compliance, not necessarily program quality.

Very helpful with guidance tips on how to improve the program. They are always ready to listen to any concerns I may have.

n/a

NA

Very helpful.

n.a.

N/A

N/A

Our Indian Education Program has been monitored and we found the process helpful in guidance and in improving program quality.

Good

OKCPS was monitored in 2007. The OIE staff gave excellent suggestions on how to service more of our students with little staff and also gave instructions on correct documentation of students.

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

N/A

Schedule WebEx presentations with more consideration to time zones.

Continue same services. Thanks

I love the technical assistance seminars at NIEA conference please keep them up.

I feel at this time there is nothing that needs improvement to better serve my school district

Ensure questions asked to program staffers receive prompt attention. There are times when I have to send a 2nd request for response.

Can't think of anything at this time. I've been very satisfied with the services.

Overall I think OIE is doing a good job. The application process is functional and appropriate. I think it gets the information needed without being excessively burdensome.

If you have not set up a website that has ideas and hints of what other programs are doing in their Title VII grant that would be a good thing. It is good to see what other schools are doing with their monies and programs. It is also helpful to improve and change our program. We have a good Native Studies program, but we are always trying to improve it. Fresh ideas would be helpful, or maybe others could learn from us. We have had a school from California come to look at our Native Studies program and honoring our Elders program. On a reservation, networking is very helpful. If there are exemplary programs or schools feel they have an exemplary program, they could submit their ideas to you through the website so you could publish it on the net.

No Comment

Timing is good and it does not coincide with all of the other grants required but would be nice to have a calendar up front so we can get it logged into with our other activities in August. Thanks

Perhaps OIE can publish promising practices for Title VII programs that are likely to lead to program improvement.

Keep our school informed of any and all changes for the future grant period.

We are happy with OIE's current services.

I think OIE has done a good job thus far.

No comment

N/A

Provide regional trainings for those of us who can't attend NIEA.

Contact information for program manager, budget revisions, etc.

OIE could help us unravel the new race and ethnicity reporting system which makes it more difficult to accurately track the performance of our AI/AN students.

Don't change the system

We are satisfied!

Be openly communicative. Answer the phone. Respond quickly to emails, or simply respond. Allocate travel funds for Program Directors to attend important trainings, professional development opportunities offered by OIE, etc.

I believe the Office of Indian has made a major improvement in services since the new director, [NAME], has come on board. In my humble opinion, the previous director was disconnected from our Indian community and has forgotten what it is to work with Indian children. I appreciate OIE's effort to include culture into our grant applications. Some suggestions I have is: 1. having our awards letters sent in June and in electronic format since our fiscal year begins July 1. 2. have a listserv or interactive webpage where Title VII programs can communicate with each other. 3. give a letter to Title VII programs mandating attendance to the technical assistance workshops attached to NIEA. Without a mandate from the funding agency, many school districts will not allow travel for Title VII programs 4. continue to support OIE staff who are champions for Indian Education – [NAME], [NAME] and [NAME]!

High School Equivalency Program (HEP) - Migrant Education CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

Webinars are at times very bland and consist of somebody reading a PowerPoint. Many in the audience have indicated that they end up doing other things with ED staff droning on in the background. However, some conf. calls that involve interaction with HEP/CAMP staff are beneficial. I am sure the overall quality will get better.

Q27. What reporting system do you use for reporting accountability data? (Other)

G5

G5

G5 for Annual performance

G5

G5

G5

emaps

OME System

G-5

G5

G5

G5

APR forms

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

We needed to move funds from the student stipend line to another line item in order to have funds to open a new GED prep instructional center. We asked permission in an email and [name] responded the very next day, giving us permission and thanking us for following the correct procedure.

Excellent response time and great communication.

My program officer provided me guidance in selecting a staff member for my project. Her insights were thoughtful and valued by this project.

I am very happy with the Office of Migrant Education and my program officer. Every time that I have a question or need additional information they have always been very supportive and helpful. There is good communication with my program officer.

Courtesy calls with program officer were a great way to connect with OME staff. I feel Office has been incredibly responsive to feedback I have given over the past year at conferences and in surveys conducted. These courtesy calls seemed like a clear response to requests that have been made for office staff to be more proactive in identifying grantee needs. I also appreciated the HEP CAMP Team Activities schedule that was emailed to grantees. This was very useful in understanding the Office's calendar and plans for interaction with grantees.

A webinar titled 'How to Complete a Perfect Annual Performance Report....the First Time' led by [name] with OME on June 13, 2012. Very informative and relevant information presented in a professional, helpful manner. Our Program Officer conducted a conference call which revolved around a single topic and had no more than four callers on the line. This allowed everyone to have their questions answered and provided a personal touch. It was a VERY productive call.

The very best customer service experience has been working with [Name]. She responds almost immediately to every email and/or phone call and answers the questions VERY promptly.

OME is very receptive to questions. Recently, I had series of questions on monitoring and my project officer was able to guide me thru it, where I felt more comfortable with the process. [name] is readily available to assist me should I have any questions.

The U.S. Dept. of Ed OME staff has recently provided 'Courtesy Calls' with specific topics to help with any questions that haven't been answered and gauge topics that are of concern or issues that need to be addressed.

[Name] was very helpful in assisting us with the APR. She always answers her phone or answer our questions thru e-mail on a timely manner. In addition, she was very cordial to us all the time.

The webinars with [Name] are very informative.

Someone always answers the phone- My PO is always available to answer my questions or get me the information I need.

Good usage of web tech to transmit info.

I have had emails and phone calls returned in a timely manner. Also, when changes to the APR items were being discussed, the OME took into account participants input.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I don't have a worst customer service experience...all communications and experiences have been positive with [Name]. However, the process of submitting Annual Performance Reports has been a nightmare for the past 2 years. The experience hasn't really been OME's fault directly, just indirectly as the contractor in charge of maintaining and revising the APR site failed to deliver a good submittal portal/application.

LACK OF RESPONSE TO QUESTIONS REGARDING PROGRAM BUDGET.

None - All good interactions.

Lack of clarity in understanding terms and process the Office uses in monitoring and evaluating programs. (e.g. What is 'monitoring'? What happens AFTER a program is flagged for insufficient progress?

A couple of times, I logged in for a conference/courtesy call, which did not start for over 35 minutes after the scheduled time, or didn't start at all.

The worse customer service experience these past 12 months has been the lack of communication regarding updated information. This program director has submitted updated last name multiple times in the past two years and directories, e-mails, etc. continue to have incorrect name.

Prior to [Name] involvement in our program the response time to all questions, whether email or phone calls was either days or weeks but never promptly.

None

none

None.

Not getting a response from Project officer or getting a response a year later.

n/a

The immediate response to my messages and or e-mails

Lack of responsiveness to email queries to program officer.

Decision making by U.S. Dept. of Education based on other agencies lack of integrity causing grantees problems with travel etc.

Q43. Please describe how ED can improve its service to you.

The newly implemented courtesy calls are a great step forward in improving ED customer service and in improving the relationship between the grantee and their Program Officer.

PROGRAM OFFICER NEEDS TO KNOW THEIR ASSIGNED GRANTEEES IN ORDER TO FEEL COMFORTABLE IN EMAILING AND CALLING IF NEEDED REGARDING ANY SITUATION/ISSUE.
N/A

Give a timely response to questions and requests. Provide clear and precise directions for all forms to be completed.

If the grantee profile on G5 could also serve as a message board for Q&A or status updates.

The continued prompt responses that we are receiving now is exactly what we need to get and remain on track with the goals of our project.

OME is doing a fine job- even when they are understaffed.

Just be able to return calls if messages are left.

Continue to present webinars in order to increase our knowledge.

Staff the Office of Migrant Education at an appropriate level.

CUSTOM QUESTIONS

Q5. Please provide at least one important informational topic that the Listserv provided to you, and also provide at least one important topic that you would like to see from the Listserv in the future.

Just today the listserv provided information about the DREAM announcement, which will favorably impact our HEP grant implementation. Sharing of best practices could be through the listserv... recruitment ideas retention strategies instructional methodologies test taking tips

LINKS TO DIFFERENT MEP RESOURCES UPDATED CONFERENCE WORKSHOP HANDOUTS IN CASE SOME PROGRAMS DO NOT ATTEND THE SPECIFIC CONFERENCES.

Completing the APR

The listserv was very useful regarding information on webinars, meetings, etc. It would also include the important dates and reminders throughout the year.

Legislative updates from [name] Topic for the future:

It is good to receive information about updates, schedules, and deadlines.

A recent announcement for the June APR webinar came through the Listserv. Perhaps Listserv could also forward information/news on AB540 policy as many of our HEPs work with populations that might be eligible.

Updates on eligibility

updates.

The listserv provided lots of good information, but one in particular has been the HEP/CAMP Non-Regulatory Guidance on Recruitment and Eligibility. It would be very beneficial if at least one 'best practice' topic be sent out to the listserv monthly that points out how that practice has benefited the program(s). Other projects can take lessons learned and implement however possible or adjust to help their own project. New courtesy calls may already be doing this.

HEP/CAMP Eligibility Information was very useful. For future: Any updates to HEP/CAMP

APR

Meeting agendas Programmatic/regulatory updates

Topics such as program updates, conference information, etc.

Info on webinar.

List serve does not necessarily go to folks running programs.

Q7. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to improve the performance of your HEP project.

Can't think of anything.

G5

GPRA 1 and 2.

The APR webinar that OME provided has been very useful for our program. It provides good information and easy to understand.

USEFUL: 1) Budget Management workshop with [Name] in D.C. NEED: 2) GED 2014 technical assistance

I received assistance with making a correction in G5. I'm not sure about the future at this time.

The recent listserv dissemination of Eligibility and Recruiting guidelines, conference call topic on retention, webinar on APR instructions, workshops on policy, and the HEP and CAMP Toolkit resources are great. In the future would like to discuss placement and how AB540 impacts placement numbers.

APR Webinar

G5 Reporting was helpful.

provided: Webinars for APR reporting Future: Revised budget webinar

Completing APRs Collaboration with MEP

Revised Budget Training APR webinars Evaluation webinars

NRG Recruitment Guidance.

Clarification of what a completer is. This was done via email between OME and HEP/CAMP Association President and communicated to all participants.

Migrant Education Program (MEP) -- Title I, Part C CORE QUESTIONS

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

Collaboration with Title I Part A, Title III, and Homeless programs at the Federal level should be improved in order to cut duplication of effort with regard to data collection and services. Another model of collaboration would be for OME to work closely with OCR in the issuance of any major policy initiatives in order to avoid confusion at the state and local levels. The HEP/CAMP programs could collaborate more closely with the TRIO programs.

Migrant, N and D, Title III and McKenny Homeless all on the same team in my state.

Cannot think of one right now.

Q24. Please describe how ED could better use technology to deliver its services.

Conference calls are often used to provide access to SEAs who are unable to attend OME sponsored events. The technology never works correctly and non-site attending participants often : a)cannot hear the dialogue or questions b)are not given options to participate c)are exposed to a great deal of extraneous background noise

Schedule regular (monthly, quarterly) web sessions.

Provide same information in electronic format. Info. presented in conf.ex. record and archive. Currently listeners have to take notes. If the listener is not available at the date and time of call, the information is not available.

More webinars launched at least quarterly by the OME on major topics of MEP and challenging aspects of OME might be worthwhile to states. We have enjoyed those launched by Title III and OELA this past year.

Q27. What reporting system do you use for reporting accountability data? (Other)

APR

DANS for 618 reporting. Regular email for APR

email attachment

SPP/APR e-mailed

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Collaboration and clarification of information from the OCR.

N/A

Timely response to questions - keeping SEA informed of changes

New director's training

I really like the quarterly technical assistance calls provided by the state's program officer. They are tailored to the state's needs. They are thorough and helpful.

[Name] is an excellent addition to the OME staff.

[Name] is an excellent State contact. She is a stickler for details, but this is much appreciated as we move forward to implement the requirements of IDEA. [Name] is always available when I have questions and she seeks to find out correct and consistent answers among her colleagues.

I don't really have a customer service experience - but can say that the 2012 OME Directors Meeting and New Directors Meeting provides the best opportunity to meet with OME program staff and allows time for discussion and clarification of issues specific to migrant education. During the February meeting, I spoke with several staff members about participating in the Binational Migrant Education Program and what my state would need to do for next year. The session held on developing a Comprehensive Needs Assessment and the Q&A afterward was very helpful.

OME liaison has always been available to us. Provides prompt response to questions and/or issues raised by the state.

[Name] and [Name] from Title IC were both very professional, timely and extremely helpful to the state of Oregon.

We can always get assistance from one of the OME staff members if the person we are seeking is unavailable.

[Name] in OME is always responsive to questions. Also, working with other OME staff during the annual meetings is helpful.

[Name] has been very supportive and helpful with all of my questions and concerns. The whole experience with her has been great.

Receipt of Supplemental guidance document on issues raised to OME.

None at this time.

Follow up to requests for information is timely and thorough.

Response to questions regarding guidance by OME staff. Continuation of Services webinar.

I requested a determination on a pending monitoring corrective action and received it in a week or so.

State Contact and attorney from OGC reviewed Application materials, including policies, to reach agreement on necessary changes.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Director did not attend technical assistance meeting held in DC for grantees. We were asked to comment on color and format of documents, not content, which was insulting.

N/A

None

Asking questions and not getting responses

I have not had one.

The turnover at OME makes it difficult to know who to call.

1. We do not get consistent answers or directions; example, submission of Part C application - OSEP changed requirements multiple times. 2. I submitted a policy that was deemed insufficient by the State Contact Officer (brief note in an email), but there was no proactive follow up from this person about next steps. 3. Recently emailed and left messages for State Contact 3-4 times. No response on messages for 3 weeks. 4. State Contact does not seem to know answers even though she is not new - she always has to check with supervisor and get back to me. This causes delays.

I have no complaints and have not had a bad customer service experience with any members of OME.
None

The turnaround time from monitoring reports was over 8 months.

We were just introduced to the 5th OME staff member assigned to assist our state in the past 3 years, and have had two different OME staff members assigned to our state in the past 12 months.

Prior contact for our state was not always responsive to our calls.

I do not have one.

None

None

Delay in receiving feedback on report submitted.

Length of time to receive responses.

N/A

State was strongly discouraged from submitting policies with the Application. State submitted several policies, but only a few were reviewed. When asked about the policies that had not been reviewed and approved as part of the Application, State was told that OSEP considered the State was doing its due diligence to interpret the regs. and that OSEP did not approve the policies. The grant award letter states that policies cannot be implemented without OSEP approval. As of 8/22/12, no feedback on other policies submitted in April.

Q43. Please describe how ED can improve its service to you.

Treat each state fairly and consistently. Avoid racial favoritism. Behave more professionally and less immaturity.

It takes too long for ED to process and approve requests, especially while the office is spending so much time working on waivers. There should have been better planning about how routine duties can still be done while they are also reading waiver requests.

I would like to see more guidance on supplement not supplant as it relates to approvable expenditures. I would like to see user-friendly templates and step-by-step outlines/procedures posted on the web site. I would like to see the ID&R training become required for all migrant recruiters across the country. The course should include quizzes and a certificate of completion at the end. (If these things are available already, I apologize.)

Provide timely guidance to SEAs' questions and reports to allow for appropriate implementation of Title I, Part C, regulations at the state and local levels.

Please see previous description of problems.

I am basically very happy with ED's service to me and my state, but something that might be helpful would be quarterly regional conference calls in which States submit agenda items in advance for areas of specific focus. The ED program officer would facilitate the call among his/her SEAs, provide additional information from ED and also allow SEAs to share information as needed or warranted. States with similar issues would benefit from the exchange. (Our State is a member of a large ELL Consortium that hosts such conference calls and they are very effective.)

OME is working consistently to improve services to the MEP state Program Offices

Eliminate some of the unnecessary data required for EDEN/CSPR reporting and separate the reports. The reporting format has become overly rigid. In order to correct a small error a series of queries must be run and it inevitably changes several data items.

State Contacts and Team Leads should be more knowledgeable about the programs they oversee; Part B experience does not translate to Part C knowledge. If they do not have the background, they should be supported by an OSEP staff person who does and confirm information before making decisive statements to the States. When implementing new initiatives/directions, such as the new Part C regulations, develop a realistic plan, get (internal and external) input to ensure that it is realistic, and stick to it. The plan for implementing the regs and completing the Application changed many times; it was great that OSEP was responsive to states challenges and concerns, but also indicates that the original plan wasn't realistic. When our State submitted many policies with the Application, several were not reviewed, which was not helpful or supportive. OSEP should consider the implications of implementing rigorous standards and timelines, and failing to meet the same.

Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

CSPR

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

When [Name] conducted our Federal review we used video conferencing. It didn't always work as it should have--but he and we made the best of it. It was an overall very satisfactory experience. I have been in my position for only 6 months. Consequently, I have had little contact with ED staff. The times I have worked with ED staff, they have been very responsive. For example, at the State Coordinators meeting in Feb/March, I approached [Name] a few times with questions. Each time he was pleasant and gave me the information I needed.

The TA assisted in helping clarify our application process and assisted in review of applications.

none

Met with grant officer in Wash D.C. who provided excellent overview of my responsibilities and ED's expectations

The briefing given at the NCHE Conference for state coordinators by [Name] was very informative. He addressed matters that only he could answer for us.

Received immediate support in accessing my new password (through customer support) to allow me access to CSPR.

Working with [Name], [Name] and [Name] is enjoyable and productive!

I have not had the need for any technical assistance this past year with the department, only with NCHE.

Quick response to questions - either myself or parents.

The federal consultant always responds quickly to emails and phone calls with questions or clarifications.

[Name], my program manager took time out of his busy schedule while at a conference to answer my specific questions. Additionally he provided me with resources that were very helpful.

I am always impressed by the willingness of ED staff and NCHE to 'take on' nuanced challenges that arise and work toward a consistent response by including the voices of people in the field to make

implementation effective. For example, the recent work on determining eligibility for families living in hotels in areas with a mining boom.

We called to clarify LEA funding responsibilities for homeless students who also participate in high cost out of district placements.

I contact [Name] about the EHCY program a few times per month on average. [Name] response time is amazing and provides excellent advice and guidance.

Questions regarding transportation for homeless students vs Title I set aside funds. Conference call was arranged as well as a written response.

[Name] consistently provides outstanding TA while remaining within the confines of the ED Bureaucracy, which must be extremely difficult.

[Name] has responded quickly and effectively to several requests for information made to USDOE in the past 12 months. Additionally, he attends relevant conferences/meetings to share information and interact with states.

Got called back relatively quickly

Provided Web/phone call training for SEA staff.

[Name] quickly follows up on calls and e-mails.

Very quick to respond to questions.

The electronic meetings held concerning Fostering Connections and McKinney-Vento were excellent.

Whenever I experience something 'new' that has not come up in training or material, which has happened several times in the past 12 months, I just e-mail [Name] or [Name] and usually have an answer within 24 hours. They are very responsive to needs.

The Monitoring experience that took place January of this year. The representative that came was very polite and stern.

The responsiveness of the persons at USDE is very helpful. Phone calls and e-mails are responded to in a timely manner.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I don't have a 'worst' experience to report.

I have not had a bad customer service experience in my 6 months in this position.

None

none

None

N/A

I rarely contact customer service. Can't think of a 'worst' situation.

NA

N/A

N/A

Not even sure what technical assistance from OESE consists of, other than working with the federal program consultant for our grant area...

I have no bad experiences.

na

none

I don't have a worst experience--[Name] is my contact and he is excellent to work with.

N/A

N/A

none

Had to give govt. speak instead of answering question

none

Not applicable

I had no bad experiences.

None

I truly cannot recall any.

I really have not had an experience that I would place in this category.

Q43. Please describe how ED can improve its service to you.

I have no complaints with ED's services.

They need to be more professional in meetings and not make disparing remarks about other agencies.

No ideas at this time

The web page search function is next to useless in locating relevant documents. The navigation and 'user friendliness' of the web page needs improvement.

Often times information is very general because of individual program needs that aren't being met by ESEA/NCLB and individual program guidelines change to meet that, however, to be compliant with old guidelines and new ones leaves program managers having to violate one to become compliant with the other. More consistency would be helpful.

Be accessible for those situations that are really unique. It helps to have someone well versed in the regs proving feedback.

We need more direction from Title I regarding the use of the Part A set-aside. Our guidance says these funds may be used on Title I campuses; our state Title I people say that it cannot. As a result, many districts are not setting aside funds for use by students on Title I campuses. We also need assistance with the school nutrition program. Many of our food service directors are not making the process as easy for homeless students as it should be. Guidance issued jointly by ED and AGR would be very useful and help ensure that more kids would have immediate access to the free school meals program.

The Homeless Education Program could provide more written technical assistance with other program areas such as those working with child welfare, runaways, unaccompanied homeless youth, etc.

They are very responsive. I am very pleased with the service I receive.

CUSTOM QUESTIONS

Q10. What can the Education for Homeless Children and Youth program office do over the next year to meet your State's technical assistance, program improvement and coordination needs?

NCHE is always responsive and timely. I can't think of anything else they could do to help assist the State's in their technical assistance, or for program and coordination needs.

We are involved in a state-wide needs assessment. Therefore, I believe we will be receiving intensive assistance resulting in program improvement. I can't imagine needing more than we are and will be receiving.

They have been very helpful.

More webinars aimed at meeting the needs of State Coordinators.

On-site visits not related to audits.

Just to continue the excellent service they have been providing. I receive quick answers to my questions, both by phone and email. I have been provided TA visit to guide me about conducting a needs assessment. They share products (handouts, powerpoints, posters), and don't make you feel bad about not taking the time to create your own, by saying 'Why reinvent the wheel?'. I don't know what I would have done without them!

Continue to offer the annual state coordinator's meeting. It is incredibly useful. 2. Offer a webinar re. the prohibition against separate schools. This continues to be a problem in some states, but is rarely discussed. (With charter schools, private contractors, etc. there are still a few folks trying to circumvent the law in regard to separate schools, causing state coordinators to spend time and attention on this issue, rather than doing other important work for our kids.)

Would like to have a brief or guidance document on working with the SNAP program to get food stamps for unaccompanied minors. NCHE was already very helpful getting info out about FAFSA applications for this population –

Continue with state coordinator's meetings

Heads up to the program implications of reauthorization of NCLB...and funding... and any resources available when a disaster hits (hurricanes, tornados) and our allotment is already marked for the subgrantees. Thank you.

More sample forms and products shared online across states. The Information by Topic listings need to be updated. Many times the latest items do not show up in the search. I miss the bi-monthly conference calls with State Coordinators.

Continue with up to date resources; report on changing trends to increase our awareness of where support may be needed.

Our biggest areas of need continue to be those of clarification on uses of Title I set-asides, uses of MV funds for things such as extra-curricular activities, and access to the free school meals program. Transportation questions continue to surface and additional guidance on that issue is always beneficial. Legal opinions are always helpful, but ED's Legal Dept. tends to be very slow in responding to written inquiries. Sometimes [NAME] is able to speed up the response time, but that is really out of his control.

There needs to be a national data base to track homeless students. This would expedite the services for this group of students, reduce academic loss, increase the opportunity for homeless students, give insight for a school districts on specific needs for homeless students. Reduce lag time, example testing for special education, gifted, etc. If a national system can be used for migrant students there is no reason the same type of system cannot be developed for homeless students.

Keep up the good work.

We have no outstanding needs. If they keep performing as they did this year, all will be well.

Again, they are all very responsive to my needs.

Provide ongoing updates concerning USDE areas of focus.

Neglected and Delinquent State and Local CORE QUESTIONS

Q27. What reporting system do you use for reporting accountability data? (Other)

CSPR +EDFacts

LEAs provide excel spreadsheet data. SEA loads in EDEN

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has always responded to questions with thoughtfulness and in a very timely manner. Always a pleasure to work with.

Conference call for greater understanding of funding options.

[Name] at NDTAC has been extremely helpful with my efforts to evaluate and improve my N&D program. She has pointed out available resources, sent me copies of forms being sued by other states, read through my own documents, and assisted me in focusing on the areas of greatest need in a program that is far from what it needs to be. As a new coordinator she has helped to reassure me that improvements can be made and helped me to focus my energy where I can make the most effective changes first.

Conference presentation

N/A

Always get back to me. Always give positive comments, always provide research, always are collaborative and offered collaboration

[Name] has been wonderful. [Name] also. It is important that our contact people be approachable and accessible, but there would be nothing more frustrating than to finally get in touch w/them & not be able to

get an answer. I have not experienced this yet. [Name] & [Name] have always been able to provide guidance on whatever situation I present them with & believe me I put them to the test. I really appreciate them & NDTAC for all their help!

Conference calls with [Name]

Assistance from the NDTAC has been outstanding. they respond to the needs of the state and to the needs of our LEAs as well. I have presented on webinars and at national conferences with NDTAC and they have been very helpful and very professional.

NDTAC services/website

Very good

Clarification of how to handle a couple unusual count issues was most helpful.

n/a

Conference - networking as well as dissemination of information

[Name] with the NDTAC staff did an excellent job of training on the CSPR.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

NA

None.

N/A

I have been working in this area for a number of years, and over time the response time from ED has gotten longer and longer while answers have become more and more vague. It used to be no more than 48 hours to receive a written response from ED, and my most recent request took two months.

NA

NA

The EDEN/CSPR system of reporting has been the worst experience. It is most difficult to collect and report data into databases which can report directly into the EDEN/CSPR system.

none

No response to submitted data reports-

Good

I had no bad experiences.

n/a

All trainings with [Name] are of quality. The majority of my training and technical assistance comes from NDTAC. They are quite a resource.

Q43. Please describe how ED can improve its service to you.

N/A

It would be helpful if ED acknowledged receipt of questions more quickly and had an established response time (For example, our SEA must acknowledge receipt of questions within 24 hours and provide a response within 7 business days. If it will take longer, we must provide the LEA with an estimated time frame to have their problem/question resolved)

Be more consistent on the data collected. Changing/adding data fields every year or every other year unnecessarily causes confusion.

NA

Provide more opportunity for states to share their data and experiences without feeling... like they're in competition.

ED can make it easier to report large amounts of end of year data by assisting us in our data collection or by providing us with Excel spreadsheets that would directly report.

Acknowledge receipt of reports.

I am satisfied with the service. Between [Name] and NDTAC, excellent training is provided.

CUSTOM QUESTIONS

Q13. What can the Title I, Part D program office do over the next year to meet your State's technical assistance, program improvement and coordination needs?

NDTAC continuously improves on quality program toolkits for state coordinators. The staff listens to our needs and seems to always be a step ahead of the game to offer exceptional assistance. The only need I that have on a bucket wish list would to have a private, in person, technical visit from the NDTAC staff.

Continue to provide up-to-date information.

Keep NDTAC and especially [NAME].

As a new coordinator I haven't attended a State Coordinators meeting yet. I am hoping that this will give me the opportunity to network and talk with other people as I look for methods of improving my own program.

There will be a new N and D coordinator for the state the first of July. There has only been an interim N and D person who has had other primary duties, but this situation will improve as soon as the new hire comes on board.

See previous response

NA

Having a regional meeting every year would be beneficial, especially with so many changes coming down the pike. I would like more opportunity to conversate with states that look more like mine.

NDTAC primarily asks State Coordinators for programmatic information, useful ideas for operating Title ID programs, etc. NDTAC rarely offers new and fresh ideas without the input from Title ID coordinators. When we consult with NDTAC on minor things such as when are the allocations coming out, ED due dates, etc NDTAC usually does not readily have the answers.

Continue to work with states to assist us in working with other states who are like us so we can collaborate more.

Increased instruction and guidance on accessing items on the website and reminders as to what is there would be helpful.

Continue with the NDTAC conference and communications.

Not sure at this time. SASA monitoring just occurred and question re: institutionwide was clarified.

I think that there needs to be written regulations and guidance on the Title I Part A neglected program instead of it being addressed under Title I Part D.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

CORE QUESTIONS

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] and team do a great job responding to voice mail and email requests/questions.

[Name] from SASA has offered frank, helpful advice when I have been able to speak with him. I work closely with [Name] and [Name] throughout the year on allocations and fiscal compliance and concerns. To say they are an asset to your office and department is a gross understatement. I present very complex problems to these gentlemen periodically. They always go above and beyond and when I provide options for our state, they are very open to ideas as long as processes follow the intent of the law and ensure compliance, and they make every attempt to keep me informed without leaving questions or concerns unaddressed. Without their support, I could not effectively do my job allocating funds, monitoring school districts/schools, and maintaining Title I compliance. More importantly, their openness to ideas and willingness to work through these problems allow me to help districts more effectively use their funds and time to focus less on administration and more on instruction. Also, [Name] and her staff when monitoring states are very customer friendly and sensitive to the uniqueness of states while maintaining high standards and expectations. The monitoring efforts are handled in a professional manner which serve not only as a means to discover program weaknesses that need to be addressed, but also as another means to train and provide technical assistance in an effort to prevent such problems from arising. The need and value of this type of assistance and support has only increased during the economic downturn and the staff, especially the aforementioned, should be commended.

Immediate (within 24 hours) answers to email questions/phone calls.

[Name] and [Name] are responsive, helpful, and supportive without fail, with information that's consistent. There have been a couple of times when we've contacted [Name] directly in the past 12 months, and the quality of service is consistently reliable.

Face-to-face meeting in Seattle

Phone calls to staff were responded to in a timely fashion and helpful assistance was provided.

Technical assistance provided by OST and our state program contact. Including the Peer-to-Peer Initiative.

I'm not sure which technical assistance services these questions are referring to. If this means the conference calls and webinars that SASA has, those have been helpful. If this means something else, I'm not familiar with it.

Working with [Name] and [Name] in SASA to determine MOE, re-allocations, etc.-these 2 gentlemen in particular are willing to talk and explain whatever you need to know. They return calls or emails very quickly as well.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Emails to which I have received no reply.

Emails or phone calls never answered/returned.

n/a

I have received requests to provide information about SIG schools that had been previously provided.

NA

Q43. Please describe how ED can improve its service to you.

Get final allocations to states sooner so that information can be shared with LEAs sooner.

It would be useful for each state to have a reliable Title I, Part A contact who responds in a timely way to questions asked by SEA staff.

Don't hedge on the tough questions. Get legal opinions right away if necessary so the SEA can conduct business efficiently. Don't be harder on the SEA than you expect the SEA to be on LEAs. Stand by your TA even when you later change your mind.

Senior staff has always been very responsive. Sometimes state program contacts have not been as responsive or in turnover may not have had access to information previously provided.

CUSTOM QUESTIONS

Q3. What can ED do to improve the request process? (Open end)

Reduce the approval layers. Get a better electronic template to submit our waiver within. It was extremely difficult to work in.

Timelines

Ensure that the request process ensures genuine flexibility.

Consider state processes (legislation, Board policies) and the time lines needed to make adjustments to meet the flexibility request;

The ESEA flexibility process is complicated by its very nature. ED provided FAQs and guidance, but the timeline has been very tight and did not provide guidance early enough for states who already submitted. Our state has not yet submitted a request.

We were told to think outside the box ([NAME]). Boy, have we been put back into a box. It would have been helpful to know up front what was acceptable and what wasn't. We submitted our request in Feb. and we're still working on.

Provide more overviews of the approved states' waiver applications to help following states do a better job of meeting ED's expectations.

Q5. What can ED do to improve technical assistance around ESEA flexibility?

Be clear about what feedback is 'food for thought' and what must be addressed in order to receive approval. Physically separate them in follow up documents.

Improve process in relation to timelines for submission, review, implementation

Raise all issues from the beginning, following peer review

Make policy decisions early enough to provide clear guidance to states planning submissions or responding to peer review. Recognize that timelines for implementation may need to be adjusted for some states that were not as far along the path of implementation as others in order to receive a waiver.

We still could benefit from knowing more about approved waiver applications so we can collaborate on common challenges.

Q8. How would you describe your working relationship with ED's ESEA flexibility staff?

Positive. The staff have done an admirable job given a challenging construct.

Good

Excellent

Excellent. [NAME] is fantastic.

Good

Staff have been very helpful and accessible; they have worked to provide options that will be mutually acceptable

Good at this point in the planning for submission process.

Excellent. Provided helpful technical assistance. Very responsive. Timely information.

Great!

Once we got down to the wire, the individuals we worked with were very supportive and helped us meet the last few hurdles.

**English Language Acquisition State Grants/Title III State Formula Grant Program
School Improvement Fund
CORE QUESTIONS**

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

ED and OCR need to collaborate and be consistent with messaging and legal guidance. There have been multiple times that messaging was inconsistent or simply inaccurate as they related to programs around ELLs.

I would like to see more interaction/collaboration with Title IA & IC, as programs are supposed to be leveraging federal program \$\$

Q24. Please describe how ED could better use technology to deliver its services.

Webinars are rarely interactive - and there are many technical glitches consistently throughout the broadcasts. ED could offer more regional activities or initiate collaboration with comparison states similar demographics and issues to make the interactions more meaningful.

With monitoring of SEAs, it would be helpful when ED sets up sites for the LEAs and SEA to submit documentation that instructions and login information are provided at the same time access is provided.

Periodic updates on certain topics (compliance related, etc) in writing would be best.

We need notice sooner about events. My calendar is filled in months in advance and it is often hard to re-arrange. It is good that they are archiving webinars.

Q27. What reporting system do you use for reporting accountability data?

CSPR

CSPR

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Staff always available to discuss concerns, etc.

Direct response to question asked.

On several occasions I have asked questions regarding the use of Title III funds and have received in depth information from [name] and [name]. They are professional, courteous and go into detail with their answers to all my questions.

Any telephone or e-mail conversations with [name] have been outstanding. He is very helpful and knowledgeable.

Working with [Name] is always a pleasure. She is responsive and attentive.

My program rep set up and delivered a conference call to the LEAs in my state that receive Title III Funding on Supplement not Supplant. This was great information and very pertinent to the LEAs.

Title III program officer collected relevant information that I needed from the whole TITLE III TEAM AND THE PROGRAM ATTORNEY in a timely manner.

I requested information regarding the feasibility of using Title III immigrant funds for a discretionary grant program and needed information that would determine if we would proceed in the immediate future. The USDE program specialist ([Name]) sought legal and program advice and responded in a timely and thorough manner.

USDE Title III office webinars.

Webinars

There have been many but in the last two the staff has been extremely helpful in answering our questions as well as coordinating other USED offices to be part of the conversation and provide guidance. Our state representative is very details and follows up in all issues discussed.

November 2011 Title III Directors Conference

Staff is very accessible and responsive to questions and/or resources requested.

OESE provided a new Title III Director's Meeting in D.C. It was informative and helpful. I was impressed that the Education Deputy Duncan directly addressed us in an informative and direct manner.

I have consistently had prompt, positive, and detailed responses from the Title III Director and Program Officers whenever requesting technical assistance and/or resources. I'm very satisfied with the level of support from their office.

Any time I have a question or need guidance, I get a response from the Title III staff within 24 hours. I really appreciate their availability and effective communication.

Trying to get answers about rights of ELs to age appropriate grade levels

The USDOE staff member promptly responds to questions and is willing to work with us to determine solutions.

Our program specialist assisted the state in providing professional development.

Technical assistance during monitoring

none

Quick response from federal program officer.

Request for TA on CCSS rel. to ELLs.

Responding to emails within a few hours;

One webinar that stands out was the one featuring the work of Comprehensive Centers with SEAs and LEAs to improve services to ELs.

None of the supports have been helpful.

Help with AMAOs

I asked my program offer for a grant award notification and she replied to me within 40 minutes. I then asked a follow up question and she replied again within 40 minutes though she had to research the answer.

My best customer service experience has been working with my program officer during my monitoring and monitoring response.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Changes to the Accountability Workbook are currently taking too long to approve.

Response that included a sarcastic overtone.

The length of time it takes to get a response.

I have not had any bad experiences.

USDE does not include Title III enough in guidance. It was left out of waiver information and sequestration guidance.

As a member of the WIDA Consortium, our state had the opportunity to use the Alternate ACCESS assessment this past Spring. The use of this assessment and the use of the scores from the assessment have been challenging in moving forward with the calculation of AMAOs. It seems to take the USDE a great length of time to determine if assessments can be allowed, what type of scoring system should be allowed, and whether or not students in the 1% population should be taking both the ACCESS and Alternate ACCESS assessment. It would be nice if the USDE would be clear and concise with their decisions and put them in writing so that the information is not misunderstood and can be passed on to other constituents in the state offices.

Trying to get clarifying information from Eden/EDfacts for CSPR reporting

Difficulty location state allocation forecast on USDE website and having to repeatedly check for funding forecast changes.

None.

NA

NA

None.

None

not applicable

N/A

Sometimes answers are not provided in a direct/clear fashion. This makes it difficult to support LEA's.

N/A

The main issue we have as an SEA is that whenever we ask questions regarding the regulations we are told to reach out to other states to see how they are addressing implementation. We do not expect ED to endorse programs, but we do look for them as a means of helping provide clarity in terms of the federal regulations and what they mean for compliant administration of programs.

Incomplete sentences in the emails. Not a complete question, which only confuses. more a tweet or a twitter than a thought

Need more guidance documents that quote regulations and laws that the guidance is based upon.

None

None

N/A

Very, very slow response when corrective action is submitted to find out if we are on the right track or NOT.

Lack of detailed written information

I haven't had a worst experience in the past 12 months.

NA

Q43. Please describe how ED can improve its service to you.

Additional resources are needed when big projects are being reviewed as the regular work that needs to be done is not getting finished in a timely way.

Provide examples for the material and documents that are required from SEAs.

ED should continue to evaluate its Notice of Interpretations (NOI) as they relate to AMAOs in light of research data. Such policy decisions should evolve in line with current research as well as ED initiatives such as state waivers. They should not be static policies and interpretations.

Improve the USDE website, particularly in the individual grant program webpages.

Be supportive and respond to program concerns with a helpful, collaborative attitude.

Facility in locating information.

Continue to be responsive as they have been in the past.

This has never been expressed as an option. We have only been told to refer to other states for what they do to implement the regulations or offer clarification. We are dissatisfied with the level of support we receive regarding this program when we ask direct questions.

when asked a question for clarification or guidance to actually respond and if the response was IN WRITING or within a 14-month period that would be amazing

Update the website with new guidance and easier to use information. The guidance needs to cite the law or regulation for which it applies. Webinars need to be planned further in the future. We often get a 2 to 3 week notice and calendars at SDE's are often full months in advance.

More frequent teleconferences.

Provide more frequent webinars Entertain the idea of providing web dialogues

Perhaps an easily searchable website with all significant guidance, and monitoring findings.

Help with corrective action once monitoring has taken place to resolve issues. Also treatment of state and districts during the visits were really disappointing - not helpful and discouraging.

We need guidance and policy that is written for service to LEAs. For example, we have been told repeatedly not to fail an EL for language ability, but that is always oral. When nailed down on this, even OCR gets fuzzy. We cannot hold LEAs responsible for doing the right thing unless the federal government will commit to giving us the tools we need with which to do so.

More coordination among offices for example migrant education. Tools and practices should be more consistent across programs.

continue to provide detailed guidance continue to offer high-quality, informative webinars communicate with SEAs on a more regular basis through technical assistance visits via phone/web

CUSTOM QUESTIONS

Q9. What can the Title III program staff do over the next year to meet your State's technical assistance needs?

N/A

Schedule monthly or quarterly TA calls just to discuss what is going in our state and answer questions.

USDE needs to bring Title III staff from States together annually, just like all other directors in other programs/grants.

Provide examples of the documents they require each SEA to have implemented.

Provide information and examples of best practices from other states in implementing Title III at the state level.

As indicated before the Title III staff has been helpful in all issue we have brought up. The only item I can think of, because of being a RTTT state, is more information about implementation of RTTT initiatives focused on ELLs. What are other states doing regarding ELLs and what are the critical elements of RTTT that we should be aware and implementing.

Provide updates that relate to ELs (research, training, etc.).

Better communicate in a timely manner (in a reasonable advance of the event) of the webinars, events, etc. I believe this is one person who seems to drop the ball on occasion for informing us in a timely manner. Please don't reflect this comment on the overall program staff.

Continue to help build state and local systemic improvement of ELL education Federal support for ELL-related research on language acquisition and programming is extremely important for policy-making and influencing practices in the field

Continue with the webinars and the annual meeting.

Give more guidance to chiefs about including Title III required activities in comprehensive state initiatives related to ESEA waiver

Having information (e.g. powerpoints) for webinars beforehand would be extremely helpful.

A list of year-long webinar topics was distributed early in the year. These topics were on target with key areas for technical assistance. However, the topics of focus have not always matched with what was delivered.

No suggestions at this time

Please keep continuing to provide technical assistance. It's greatly appreciated!

Continue the webinars

Provide guidance for implications of administration of Alternate ACCESS on accountability and AMAO calculations. Provide guidance on how to develop ELPS/ELDS to support Common Core.

They have done an excellent job over the past year. Please keep consulting with SEA directors for input into topics. This greatly helped to make all information you provided over the year useful and helpful to states. Thank you!!!!

Continue to archive webinars and communicate as early as possible about these trainings.

Provide TA on implementing CCSS for ELLs.

Provide webinars on program evaluation

Provide easy access to presentations, powerpoints, etc from any webinar.

Send information in writing.

Plan events months in advance so that we have them on our calendars and also archive all materials.

More guidance docs on the website

One-on-one technical assistance visits

Q13. Please share any comments on how to improve the Title III onsite monitoring process.

It seems that too much weight is put on what the LEAs say during interviews. More credit should be given to states that can document communications or requirements than on the memory of the LEA reps.

Observations of LIEPs - don't rely solely on interviews

The onsite monitoring experience was of great value. It was well organized and we worked closely with our USED Title III staff many months prior to the visit, which made the visit run without any mayor issue. We even had the pleasure of having Dr Barrera take part of the visit. It was well organized and planned. The online submission of documentations was a great help not to have to send boxes of documents by mail. Best was that the final report included information to support our Title office including the need to increase staff which we did based on the recommendation of the report. Again, our USED Title III staff representative listened to our needs and did a great job in presenting this information on the report.

I am scheduled for Title III onsite monitoring visit in the next few months, so I really can't speak to this yet.

It would be helpful to have comments that monitoring team members made throughout the monitoring visit be reflected in the monitoring report from ED.

No suggestions at this time

It would be helpful if during the onsite monitoring process SEAs were provided the opportunity to demonstrate how they have already corrected areas that they have already recognized as deficiencies prior to the visit.

Provide timelines, expectations, scenarios, discussions, sample walk thorough, webinar on the monitoring document, what constitutes evidence, how much evidence.

Stop looking for errors specifically and being so picky and look at the general meeting as one for the State to receive technical assistance on broad issues. The state should lead on the specific issues.

Cut down on volume of required exhibits.

Oh it was so discouraging. This is the second time I have been through the grueling process which takes an enormous amount of time and energy. And districts spend an equal amount of time with the Title III director to put their best forward and ALL of us received NO recognition for our efforts. And many of the findings were not fair!

Take the subjective aspects out of it and look at what is quantifiable. Don't ask so things they will not look at prior to monitoring visit. Look at the program in a broader sense and don't put finding on minutia. Cancel in case of a natural disaster. I was monitored during a flood even after asking my program officer at the time to reschedule. She claimed that once she had left home she could not cancel. My office was underwater and her demands were unreasonable. I had to borrow space for the meetings and only had the documents that her peer gave to me of what had been previously sent.

Rethink use of contractors who are current state Title III directors.

NA

School Improvement Fund CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

Use less text on PowerPoint slides. Don't read PowerPoint slides.

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Consistent and timely interaction with OESE's staff. They are very responsive to our questions and requests.

I've had to reach out to my OESE state contact on several occasions about a 'use of funds' issue. She always answered her phone when I called and responded to my emails in a 24-hour period.

Phone call was immediately returned and question answered without stating that they would have to check with others in the department before they could provide an answer.

Responders are friendly, knowledgeable and for the most part quick to respond.

The creation of the Office of School Turnaround, monthly calls with assigned Education Program Specialist, and annual convening are beneficial to School Improvement Grant (SIG) work.

The regional meeting provided in DC. We were able to talk with other SEA staff and USED staff to learn strategies.

Frankly, I have had only positive experiences with the School Turnaround personnel. They always respond to questions. In the event a question is posed that requires conferring with other USDE personnel, they do so and then follow-up. I greatly appreciate the support that they provide to our SEA. While I clearly understand the regulatory/ compliance function, I do sense that USDE in the school turnaround division genuinely want to support SEAs.

Promptly returning calls.

I worked with [Name] and [Name] to get a waiver approved to ensure our LEAs focus the grant funds in the most effective way. By enabling LEAs to carry forward funds instead of 'expending funds to close out the grant', they will be able to provide services to students to close achievement gaps and get them college and career ready.

All has been excellent. The best was a time when our SIG state officer went over and above to contact another section to be sure completed waiver approvals were visible to our accounting section.

Frequent interactions with [Name].

US ED allotted time during another related conference to meet individually to provide technical assistance.

I am able to contact the USDE office anytime I have a concern and can expect a rapid response. [Name] and [Name] have been available for any and all questions. They have been very responsive.

The program officers assigned to our state from the School Turnaround Office are extremely responsive to questions and requests for information. It definitely makes my job easier.

[Name] is always able to answer questions regarding the SIG grant. He is genuinely interested in the needs of our State and seeks to ensure understanding of the requirements as well as to assist with problem solving as needed.

We were working on an item where we had a large number of questions. Both U. S. Dept. of Ed. staff and myself were new to the process. The Dept. of Ed. Staff member leveraged every possible resource to get the questions answered correctly.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

NA

Phone calls/emails are not always returned in a timely manner. This is frustrating when the response is needed in order to provide feedback to a district.

I've emailed staff in the OST on more than one occasion, and never received a response.

Telling an SEA one thing and then during a conference call with multiple parties says something totally different.

USDE staff copying individuals on emails who were not a part of the original email. This is not proper protocol and individuals may be left off the email for a reason.

Not applicable

Can't think of one.

None

SIG monitoring. We posted all the required evidence online but continued to get questions that made it clear that monitoring staff did not bother to look at the posted evidence. Preferred to call and ask us to send the evidence is doubled our workload.

Have not had a poor experience

No response to emails or phone messages when staff is out in the field. Staff needs to be able to check email when in the field.

No examples.

None to report

Due to conflicting dates on memorandum sent, a request was made for funding availability with an additional letter stating the ending date of funds. I am fairly certain that [Name] and [Name] took the request to their supervisors, but we have not received the letter yet.

Our state was recently monitored, and we sent the monitoring materials ahead of time to USDE for review. During the monitoring visit, we were asked several times for materials that we had already submitted. Additionally, USDE did not review many of the materials that we had submitted.

It took an extremely long time to get SEA Application approval.

Q43. Please describe how ED can improve its service to you.

Respond to phone calls and emails within 48 hours--even if the message is 'We're looking into it and expected to have an answer by...'

More prompt return of emails from staff in certain offices.

Continued ready access to program administrators.

No thoughts at this time.

CUSTOM QUESTIONS

Q6. What can the Title I program staff do over the next year to meet your State's technical assistance needs regarding SIG?

Provide specific examples for meeting some of the SIG requirements. i.e. rewarding teachers

Gain a better understanding of the Title I, Part A legislation.

Provide one clear message and stick with it. Then provide the same message across to all states.

Check in frequently.

Provide a means to communicate state-to-state on SIG-related issues.

Continue with the 1-1 support. I appreciate the regular check ins with my program officer.

It would be helpful if there were regional or national opportunities for networking face-to-face. The Year 1 conferences were helpful to our team and I was disappointed that we did not have the opportunity to participate in such an event in year 2. Also, SIG directors don't always receive information about SIG specific events at meeting such as National Title I Director meetings and could miss critical information.

Get states together to discuss implementation.

Help us to refine our monitoring process to ensure we are collecting data that will best reveal the effectiveness of our programs.

Improve email contact when in the field.

We receive support and technical assistance from the US ED Office of School Turnaround.

Continue their personalized service and responses. I feel I can call directly at any time.

Q8. What can ED do to improve the application process?

Make it less cumbersome.

N/A

Separate the application from the required responses. I found it difficult to know what was written by USDE and what my state had written when I was revising the application.

Consistency between the first and second application reviews has improved the process.

Create the application with all required elements. SEAs could request adjustments if needed.

Reduce layers of review and requested revisions resulting from various levels of review and their conflicting expectations.

Provide more time for the LEA's to plan for submission of SIG application. Ideally, a planning grant would be available the year before the due date of application.

The most recent SIG application process was fine. The previous application took far too long (approximately 4 months). Specifically, USDE asked for numerous revisions, including revisions late in the process that they had not asked for earlier. This was very frustrating.

The PLA Definition process is complicated to navigate. The process for identifying a list of eligible schools should be simplified. Steps to determine eligible schools should be issued as there is limited flexibility in establishing a definition.

Q12. Please share any comments on how to improve the SIG onsite monitoring process.

N/A

Stick to your timeframe when providing feedback to SEAs every step of the way.

Clear expectations of what is needed prior to monitoring.

The USDE findings gave the state 'cover' to require districts to comply with SIG final requirements.

I thought the process was very effective. No suggestions at this time.

See previous comment about posting required evidence.

N/A

Our state has still not received its final SIG Monitoring Report even though we were monitored in March.

Feedback could be provided in a more timely manner.

I haven't had one yet, but I am expecting a positive experience based on the customer service I have received the past two years. The tone is a much more positive one that six years ago. I look forward to their visit.

We had collected and submitted a lot of materials, and it appeared that USDE had not reviewed these materials. It would be helpful to know in advance the specific materials that USDE does and does not need, so that we do not waste time collecting unnecessary materials.

Rural Education Achievement Program (REAP)/Rural and Low Income School Program

CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

You need to make sure the information required to be submitted is coming from a website that has it available or that the link works. The site for census is very cumbersome, another words not very user friendly. Very difficult to get information from.

Q27. What reporting system do you use for reporting accountability data?

MAX.gov

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Worked with staff to verify that a new SAU was eligible for funding. The staff member was clear on what to do and helped make it happen.

[Name] helped me with several issues with REAP eligibility. The MAX system is a good idea. 24 hour response from Enid Marshall via a email question for one of my LEAs.

The telephone monitoring of our program was professionally done and a pleasure to be a part of.

Had none.

Prompt responses to individual questions.

In some mix up, we realized we hadn't received the spreadsheets--USDE staff noticed and alerted me, got me the spreadsheets, and I was able to get the data input into the system within a few business days to make a deadline.

Webinars provided by U.S.D.E. have been most helpful.

I usually do eventually get a reply from the REAP team but it takes a while, sometimes a week or two to get a response.

Max.gov was a good pilot.

[Name] has rendered excellent service and is always professional, kind, courteous and patient.

Getting information from technical support on Duns numbers.

A phone call

A specific question was answered in ten minutes from the email with a follow up call to ensure that the information was complete

quick and accurate responses to email questions

REAP Team is very helpful, explaining MAX.gov

[Name] (REAP) promptly responds to calls and emails.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Did not have one

[Name] was kept on the web roster as our program officer long after she was reassigned. When anyone emailed her an automatic reply said she was reassigned and to contact another staff member. ED could have saved time, anxiety, and confusion by not listing [Name] as a program officer once she no longer performed those duties.

On the spot desk audit of my program with no prior knowledge that it was going to happen. It would have been nice courtesy to have it scheduled.

It's a run around. Discontinue the Department of Education.

All experiences have been at a minimum, beneficial, nothing negative to report.

Had none.

None

None. Our exchanges have always been professional, courteous and pleasant.

I've not experience 'worst customer service'.

When I email or call in a question, it is often a long wait before I get a response.

n/a

None Noted

NA

None to declare

NA

Did not have any

N/A

Q43. Please describe how ED can improve its service to you.

I verbally complained that [name] was listed as program officer after her reassignment, but did not lodge a formal complaint. ED issues information from the agency perspective - what the agency is experiencing - not from the perspective of LEA questions. The needs of a small LEA and a large federal agency are not the same. In the past couple years ED has made a concerted effort to be more attuned to the needs of the consumers of their services. [Name], Title IIA program officer, particularly, seems to be coming out of her ivory tower. The Title VI staff have made more effort than usual to meet SEA and LEA needs and have become good colleagues.

I believe the department should be dismantled to save money.

Provide funding status sooner and provide more funds.

Mostly, I would appreciate a quicker response to questions and concerns.

Continue to utilize technology and post information to website.

Continue with the professional and courteous service that you already provide.

I have no complaints with the REAP process, and the individuals I've needed to visit with have been professional and helpful. I give the current DE low grades in programs like 'Race to the Top' and even believe that the stimulus money for teachers was not helpful in that it was short term and required me to 'find' the money after a couple of years to keep teachers on the job. Thanks for asking.

N/A

Guidance that reads in a less technical flow

Increase ease of navigation of the Web site. Make it easier to find grant-specific guidance. Make all old and current 'Title I Policy Letters' letters available/searchable.

Safe and Supportive Schools Program CORE QUESTIONS

Q24. Please describe how ED could better use technology to deliver its services.

Conference calls should have clear objectives. Opportunities for interaction should be included. Website is not well conceived or helpful, very difficult to navigate through. G5 grant reporting system is somewhat complex and does not accommodate narrative information well. In summary, use of technology by ED could be improved in all of the above areas.

Q27. What reporting system do you use for reporting accountability data?

G5

G5

G5

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] moderated a panel discussion about our initiative at a statewide conference. It provided an opportunity for those at the state and local level to better connect with the work taking place as part of the initiative. Staff from the national TA Center for Safe and Supportive Schools ([Name] and [Name]) also facilitated an outstanding workshop about sustainability with our grant partners.

The project manager was very accommodating in allowing substitution of grant project participation due to school closings. He was also flexible in considering request for carryover of unspent funds. Very responsive to both requests made at the same time

[Name] site visit to Maryland was very helpful, which is not what one anticipates preparing for a site visit.

Having access to information to address the need and concerns as identified by our subgrantees.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I can honestly say that I have had no negative experiences.

No response to phone calls/e-mails in one period of time when a response was needed

Attempting to send performance report electronically

None

Q43. Please describe how ED can improve its service to you.

I think that ED has landed on the right amount of written, verbal, national meetings and webinar formats to meet the needs of a diverse group of stakeholders. The required reporting/ accountability is very manageable. Well done!

ED can improve its service to me by making navigating through the online systems more user friendly. The online systems are great resources, however, there prompts and options provided can be revised to allow for ease of usage.

**Elementary and Secondary School Counseling Program
CORE QUESTIONS**

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

Connections between Integration of Mental Health and Educational Systems grants with Safe Schools Healthy Students

There has been minimal contact with ED in relationship to the Elementary School Counseling grant. The Federal Project Officer and I have had very little contact so to discuss collaboration is difficult

Q24. Please describe how ED could better use technology to deliver its services.

There is little interaction with ED in relationship to the Elementary School Counseling grant. There could be a listserv or a way to communicate with other sites set up and establish a learning community. The only thing that has been sent is the Annual report and that is the extent of communication

Q27. What reporting system do you use for reporting accountability data?

G5

G5

G5

E-mail

G5 System

G5

Contracted assessment

Do you mean for annual reports? I use the system on G5.

Cannot create page if you delete it based on your tech support. Though I have been told by different tech person you can. Which brings up another issue is your staff are giving out different information

G5

g5

G5

G5

G5

Q36. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Working with the Federal Project Director when the award was given to us. Information that I needed to know was provided to me ASAP, when needed.

I have emailed my point of contact with TONS of questions because this is our first federal grant. She is completely patient and helpful and responds in a very timely manner.

My Program Officer has been very responsive and quick in returning emails, phone calls and making decisions so I can move ahead just as quickly.

The Program Contact has been very responsive via email to questions.

I only had the opportunity to work with our grant coordinator. I cannot recall a good customer service experience with her.

The help desk for online reporting was helpful however, when I continued to have problems I chose not to use it due to having to post a request to be contacted and then having to wait either on hold or for a return call.

[Name] has always been helpful when I have needed information. I began in January without the benefit of the fall meeting. When completing the online grant report, the support I received from the IT people was prompt and helpful.

I have had very quick responses on all emails when I have had questions. I did not have this in the past and still have emails that were never responded to. There is much improvement this year.

My program director who is always very responsive and very fast to answer any question I may have. Contact with our FPO

I contacted numerous staff members to assist with a accountability report submission issue. While we were not able to resolve the issue, each person responded within 24 hours and offered their assistance and support.

Quick response time from our FPO to questions about submission of reports and budget projections.

[Name] is always very attentive to my questions. It is greatly appreciated to receive timely responses.

Helpline staff have been knowledgeable and very helpful; responsive. Our Project Officer is helpful and competent.

[Name] is an absolute gem. She is always quick to respond and is always cheerful in doing so.

All e-mails and conversations have been receptive, responsive and helpful.

My designated Program Specialist is extremely responsive to my questions. She responds quickly and schedules appointments when I need them. She also made a site visit in September 2011 and was very helpful and pleasant.

Quick response to questions. Assistance with problem solving. Excellent communication from my program officer.

I have received accurate information in a timely manner.

None

As soon as my project director retired, I actually got great service, call backs, etc.

Responsiveness to questions through e-mail. Director's meetings and guidance in DC.

Request for information was responded to in a quick and comprehensive fashion.

Helping me with logging in process; also helping me identify grants that might be beneficial to my area.

Overall friendliness and helpfulness in this year of grant.

My consultant answered my questions in a timely manner.

Very good with FPO, but no technical assistance that I am aware of

I have not had very much interaction with USDE staff over the past year.

[Name] has responded promptly to all questions.

Once she returned from maternity leave she responded quickly

Someone responded to an email within a 24 hour period.

People on the end of the phone are very knowledgeable and patient.

I don't have a particular experience, however the program director personnel have changed a few times and all have been helpful and consistent. Communication has been very good.

The representatives responded quickly and guided me to the person that I needed to contact.

Q37. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Too many changes in Federal Project Directors going on.

I can't say I have had a bad experience.

Having us show up to a DC project directors meeting at 8 when it started at 9. This was a major inconvenience as I organized my flights to make the 8AM start.

It's sometime tough to reach folks by phone.

Our contact for the grant had extremely poor customer service skills. She did not return phone calls and the 'tone' of her emails were unprofessional.

When I received the grant for some reason I was not put on the consultant's email listserv. I called and the error was discovered. The 'fix' did not occur for several more interactions. The original consultant moved on and the new one missed me yet again. I am now on my third consultant who is covering for number 2 who is on maternity leave. It makes for long waits for answers to questions.

When an IT person said it was impossible to print out the on-line grant report---- but we figured it out!

None in the past 12 months.

None

We have had no bad experiences.

Have had no bad experiences.

None.

None

Trying to use the on-line reporting forms that had software glitches that made them unfeasible to use, after spending many hours trying to make it work.

Length of time in waiting for a response from other personnel.

The only frustration was in trying to get help with electronic system when completing the annual performance reports on line. There is a known 'glitch' in the system that makes the numbering wrong on our goals - it skips a number and there was not a fix.

I was expecting a report from our September 2011 site visit and I did not receive one. The Program Specialist told us as she left that there were no 'major findings' but I never received a further report. I did email several months later asking about the report, and she responded that there was no report prepared because there were no findings. I was very disappointed in this because I and other staff members spent a great deal of time preparing for the visit and also sent copies of information requested following the visit.

None

Some inconsistencies with different program directors.

Trying to complete APR on your website....horrible experience. Two different techs with two different answers..ended up emailing and mailing hard copy.

Very difficult personality in the project director, slow to respond, her affect was typically negative and sometimes perceived as irritable. Not someone who seemed happy to work for the US Dept of Ed or interested in helping the grantee.

n/a

None

Not any bad experiences this year. The previous year was a little frustrating. My new grant monitor is very helpful, friendly, and responds quickly.

None

None

Technical assistance could not change project director logins for the quarterly report. In turn, could not open report for electronic submission under new project director login.

Her 'sub' while she was on maternity leave was a joke - never got back with me - it was horrible.

This is a direct quote from an email I received from my program coordinator: 'When I need to be updated on something, I will contact you and you will respond. Only provide information when requested.'

Had a hard time finding the person in charge of the grant. The person identified by the email was not the person who took over the grant. I tried several times to find some help with no success. Finally I got an email from the right person and she was helpful.

n/a

I had to contact different people to answer my question. Maybe all representatives should have knowledge in all areas and not be specialized.

Q43. Please describe how ED can improve its service to you.

Helping to network with other Directors would help to expand our knowledge of effective methods to use to be successful

I am very satisfied. I can't say I know of an area that needs improvement.

Need to cut the response time in all aspects. Need to simplify all grant content and reduce the pages and pages and pages of wordiness and repetitiveness. Normally intelligent people respond to RFPs; I personally feel I need a law degree to get to the core of what is being asked. It always makes me shake my head in wonder when I read the paper reduction act. Often there is a limit of 20 pages to write a grant narrative and the directions ramble on for 40-60 pages.

Not sure--

The G5 System is very difficult to work with -- inputting data after we have used the federal forms that we are required to use -- is very time consuming. Maybe I am just not that tech-savvy.

We are currently satisfied with services.

Responding with a kind and caring approach. [Name] is a master at doing this. She sets the bar and sets the tone for how ED can and should operate.

Prepare a standard protocol for follow-up to site visits. Grantees should at least receive a formal letter from the Department indicating that the site visit was successful, etc. Since grantees are required to file very formal reports on their activities, it is certainly fair to provide information to us on our efforts during a site visit. I would also like to hear feedback on our annual reports. To this point, I have had no feedback, other than an email from the first year, saying we 'had made sufficient progress' and would be funded again.

The electronic format for the annual report would not accept certain data points. It would be helpful to have more options.

This year has been so much better than previous year. My grant monitor is helpful, friendly, and responds quickly.

Clearer directions for grant applications and annual reports. Letting us know about dates for required conferences in a timely manner (more than a month before the conference).

Offer their employees workshops on customer service.

Reporting back on the status of continuation grants within the promised timeline would be helpful. Waiting to hear if your grant has received continuation funding after school has already gone back into session is never comfortable.

The G5 system needs to be more user friendly. Perhaps, allow us to be able to print the entire report as a PDF instead of individual sections.

Historically Black Colleges and Universities (HBCU) CORE QUESTIONS

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

Don't know what that would look like; ED programs are so inconsistent.

Can't think of any at this time. The HBCU office has had an influx of changes over the past years. This has caused unrest with many of our grantees as we still feel that we do not have adequate guidance and consistency within this department.

The Department of Defense and NAVY.

A knowledgeable Program Officer sharing correct information to any and/or all schools who need relevant information. As oppose to a Program Officer who is not as knowledgeable of the regulations and/or issues at hand, but providing incorrect information to their community.

Q17f. How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

When I encountered problems in completing reports or documents, the contractors and /or staff responsible for feedback responded immediately. I rate their service as excellent.

Web services contractor were very prompt at addressing issues related to the Annual Performance Report system (incorrect budget summaries).

I received answers to my e-mails immediately.

Everyone was responsive; some were more timely than others. In some cases I would have found the answer to my problem if I had read materials provided or attended training sessions offered.

Okay

I have had excellent and timely service.

Very responsive.

Technicians expeditious handled all problems and/or concerns.

Contractors were most helpful in guiding me through the process of understanding the web site.

Contractors are generally able to provide assistance on e-grants when it is needed; however, the inability to call a human being and have a problem resolved quickly, typically results in delays in the preparation of the APR that could otherwise be avoided.

They have been very effective in returning phone calls and answering my problems or concerns.

They were extremely helpful and accommodating to the needs of the customer.

e-Grants: Somewhat effective (It has been about 2 years since I have used the service). Instructions in the system were a bit confusing or system did not operate as the instructions stated. Staff indicated I should contact program officer when the problem was technical.

Did not speak with contractors or staff concerning any problems.

My questions were answered within one day.

I'll interacted with G5 staff for assistance in getting an account established and they were great.

When they could be reached they were effective.

All staff were very efficient in handling any problems I've had.

Helpful

Each time that a contractor responded to a call that was initiated by me to them, the service response time was within the specified published time period and the answer was correct.

Very effective.

Excellent

N/A

Very effective

Quick response

Very helpful

I have not had any problems.

Very effective

Q17.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them.

Everything should be integrated so application, APR, etc. interact.

The Office of Sponsored Programs uses Grants.gov to submit a number of grants and they have found it to be very easy to use.

I would like all the systems to connect and only require one user id and password for all.

Make sites more user-friendly.

The content of the web site should be relevant to the subject matter. e.g. The website should indicate fields relevant to the objectives, performance indicators and Implementation strategies used on a daily basis.

Improve the questions being asked to be more relevant to the activities.

It would be helpful if you did not have to first input budget figures on the APR to be able to read the corresponding questions.

See comments to previous response.

Have no suggestions at this time.

Grants.gov is really dated. When the department was developing its own system for submitting grant proposals, it was much more user friendly than grants.gov.

Usually close to submission deadlines in the Grants.gov the system locks and there is difficulty logging on and saving data. We determined that this hindrance is a result of high volume of traffic fir report completion. Possibly the technicians can look into this matter for future reporting.

Have a person(s) respond to phone calls in a timely manner.

All staff have been more than efficient when any problems have occurred.

Helpful

I have no suggestions for the improvement of Grants.gov at this time.

n/a

Make sure the forms are label and user friendly.

N/A

No suggestions.

To the inexperience person, the web pages should be user friendly.

Q24. Please describe how ED could better use technology to deliver its services.

Everything (web info, etc) should be kept current. All components of grant process should interact.

Regular, topic-focused webinars would be helpful with regard to providing guidance to project activity directors. Information on developing appropriate measures of all four programmatic focus areas, project application process, and completion of various components of the APR would be helpful.

Keep an updated listserve of all grantees. Inform all grantees of changes and updates of matters pertaining to the entire HBCUs community by emailing or Skype.

OPE scheduled a conference call last week, and most participants had difficulty connecting. After learning what information OPE wanted to share, it would have been a more effective use of time and technology by simply sharing the message via email.

ED should test the conference call lines and make sure there are enough lines available to all. Maybe use online 'Go To Meeting'.

Make certain the technology will work before attempting to use it. Case in point, the experience Title III Directors had in trying to call in for a conference call on July 27. The 3:00 PM conference call finally had to be moved to 4:00 and a different call-in number because the original setup did not work. I, for one, was glad that I had changed my airline flight to later that evening, because I never would have been able to participate at the revised time.

Q43. Please describe how ED can improve its service to you.

Integration and timeliness, trained program officers, consistent application of regs

More timely posting of application, award, and reporting system availability.

My Program Officer is new and she is only learner I am trying to be patient. It is hard to get a response back from her.

1. Stop changing the Program Officer assigned to my grants. Some Program Officers for my grant program are not well information of the program and only provide very limited assistance. My assigned Officer continues to take temporary assignments in other departments resulting in several temporary Program Office assignment to my grant. I have had four Programs Officers over a five year grant cycle.
2. Require all Program Officers to response to emails and calls within 24 hours. There are some Officers who have been very responsive but there are some that do not follow-up on approval request and their directions are not clear nor are they based on regulations.
Increase the use of Webinars.

Provide feedback on proposals and reports submitted. Make Universities aware of changes in program officers and reassign program officers in a timely manner. Design a consistent application package that is web-based. Develop an assessment/evaluations process that will give feedback to institutions that can use the results for improvement.

Consistency and training in the HBCU Institutional Service department

A complaint was issued almost 1 year ago, when it was discovered that various institutions used an inappropriate methodology to calculate Phase 1 Data and USED did nothing to correct the matter prior to the Phase 1 deadline and initially ignored the inquiry from this institution.

MORE FIELD COLLABORATION AND DIALOGUE.

Responding to request in a timely manner. Every request sent to my Program Officer should not take up to 3 months are more to approve.

ED can improve its services to me by: Removing the redundancy in the application materials. If the information is not redundant then improve the clarity. Making sure that all of its program officers provide the same data to its constituent group. Being an advocate for its constituent group when complaints about various products do not work for all groups affiliated with ED, i.e., the APR, FPR, etc.

It would be helpful if there could be a faster approval on proposed requests. They request 30 to 45 days to give a written approval or disapproval. Oft-times needs arise which need written approval and it is needed before the 30-45 days. It would be nice if program officer could give a faster turnaround to requests.

Was very satisfied with my program officer and his assistance.

There has been a lot of turnover and staff changes in the Title III, part B area. When new staff come on board, they really need training about Title III and what is allowable under the program.

Title III directors share information with one another. It is quite frustrating when program officers give different responses to the same question. Program officers could acknowledge when they receive a question from us and an expected response time frame. DOE meetings should provide grantees with new information/ideas/updates instead of just rehashing old information

Most of the time the time frame in which reports are due is durable, other times it can be almost impossible. The time frame of reports being due need to be more consistent.

Send notifications when contractors will be directing a project in which the University must participate.

ED can improve on its service by clarification of their questions in the application.

My program officer, [Name] was the best. There was no room for improvement.

Follow-up with phone calls to notify that e-mails or important notices have been sent or are forthcoming.

Provide excellent customer service to the clients they serve.

Stop changing program officers. In Title III, we are about to have our fourth program officer in four years. Respond to e-mail and telephone calls in a timely manner. One of our program directors states that his program officer never responds to his e-mails or returns his telephone calls. Our current Title III program officer does not respond until contacted multiple times about the same issue. Make the web site more user friendly. Put a link on the home page to higher education programs other than Pell grants. Then put a link from the higher education introductory page to each Ed program available to higher education programs. Put a link to program specific regulations on each program home page (Upward Bound, SSS, etc) and LABEL IT AS SUCH, in plain English, not just in legislative English.

CUSTOM QUESTIONS

Q5. If you participated in the 2011 Institutional Service Project Directors' Conference, did you find it useful?

Yes, though could be more so

Yes, very informative

Conference was very useful.

Very useful! Conference should be continued.

Yes, some information provided added to my knowledge base.

The Conference gave good information although the program officers gave conflicting information regarding federal regulations in some sessions.

Yes.

Yes.

Somewhat.

Not as useful as it should be. Rather than using this forum as an idea exchange among grantee institutions, the Department should use the opportunity to provide technical assistance and guidance to the grantee institutions regarding various topics that have proven problematic over the years. On an unrelated note, it is difficult to respond to the prior question without a timeframe being referenced. While the current and most recent program officers serving this institution appear to be fairly knowledgeable, the institution has been assigned program officers whose knowledge of the program and responsiveness was less than appropriate to operate an effective program.

SOMEWHAT.

Yes

Yes it was very informant and insightful.

Yes

Yes, it was very useful. Having all constituent groups together helps us to learn from one another and it gives us more persons to network with to gather ideas that would benefit our programs and the students they serve. The presentations from the other departments and agencies also provided useful information that could benefit all students.

The 2011 conference was very helpful and provided information that is not normally shared by program officers. More communication throughout the year from program officers and quicker response times or responses at all on questions would be much appreciated.

The IS Project Directors' Conference was extremely useful.

It is useful to interact with other Title III/V directors.

Yes

Yes.

The Best Practices sessions were informative.

NA

Very useful.

Yes. It gives you the opportunity to network with the other programs that serve different ethnicities.

Very Useful

Yes

The conference was useful. However, it would have been much more useful if some of the officials in charge of such areas as compliance, etc. had been present.

Somewhat useful

N/A. There was no conference.

Yes

Yes, the topics presented were very helpful. However, it may be useful to have a session dealing with specific and unique problems that are exclusive to one's own institutional issues.

Yes

Yes, very much so.

Yes. However, I think that at the beginning of a new Project Director's tenure of service, there should be some formal training by the Department of Education. There is so very much to learn about administering the grant. It would be helpful if the Department would step in to provide appropriate training.

Q6. With respect to the Annual Performance Report form. Are the instructions clear? Do the questions relate to your project's activities? Do the statistics requested provide an appropriate picture of the achievements of your grant? What are your suggestions for improving the annual report process?

The instructions for the Annual Performance Report form are very clear. The questions in the Report relate to the College's Title III - Part B activities.

This is a useless exercise for the institutions. Integrate the application process and the APR so data collected is relevant and serves HBCUs as well as ED.

The 'impact statement' for each activity is the only place where the true measure of the success of the grant can be expressed. The statistics requested do not reflect the activity on the grant, and are outdated in terms of measuring quality (e.g. 'number of wired classrooms' in an age of ubiquitous wireless internet?).

Yes, all aspects of the Annual Performance Report are clear.

Some of the instructions are not clear and there are questions that do not relate to the project's activities. The statistics requested somewhat provides an appropriate picture. Suggestions for improving the annual report process is something that I would have to think about and address at a later time.

Instructions were clear. Statistics requested provides an adequate picture of achievements. Including of qualitative assessments as well as quantitative assessments

The data requested is relevant; however, each grantee should be allowed to create at least three additional questions or data elements for unique grant.

Instructions are clear. Some of the questions do not relate to our activities.

Eliminate or reduce similar questions pertaining to program outcomes and focus areas.

Instructions are clear however many of the questions do not relate to my grant activities. The impact statement help paint a picture but are not Quantifiable. Request more standardize data collections to report for all colleges and universities. i.e. for retention - require best practice task measurements with space for innovative new methods.

The questions do not always relate to the project's activities.

The instructions are clear; however, the questions do not relate to or allow you to show the impact that Title III funding is having at the institution as a whole. When preparing the APR, questions should be geared toward what is actually beneficial to HBCUs.

Instructions are clear, however a 'yes/'no' answer could never give a clear picture of the achievements of any grant. I suggest that ED hire a service/consultant that is an expert in developing assessment tools for grants and programs. Look at the National Science Foundation's use of Systemic Research, Inc for HBCU-UP and WEB-AMP for LSAMP. ED must be willing to invest in order to show success of this and all programs.

The instructions are clear in reference to the APR. The questions, for the most part, relate to my activities. The data requested can provide an accurate picture of the achievements of my activities. I have no recommendations for improving.

The instructions are clear. 2. Most questions do relate to the project activities; however, possibly in an effort to relate to a broad spectrum of projects that may be in place at HBCUs, some questions are not relevant. The option to add questions and provides responses give opportunity to cover related

information that better covers the project. 3. In part, the statistics requested do provide an appropriate picture of achievements of my grant; the option to add narrative allows for additional statistics as needed.
4. No suggestions at this time.

No the instructions are not clear and does not relate to all of my activities. The statistics does not reflect an appropriate picture of the achievements of my grant. I suggest that the department revisit the HBCU APR and take into consideration the MANY suggestions given over the past 5 years.

NO!!! The NAHCUT3A attempted to assist the Department of Education in its revision of the Annual Performance Report in 2010, and even requested that the APR not be changed until the 2012-17 grant cycle. Nevertheless, the Department proceeded to revise the document with little consideration of the input provided by the organization. One of the keys to program effectiveness is the ability of the program to demonstrate impact in the four focus areas—fiscal stability, institutional management, student services and academic quality. The current Government Performance and Results Act (GPRA) indicators that have been adopted by the department for program assessment are limited to only one of the four focus areas—academic quality. There is a need for the Department to establish objectives and performance indicators across all four focus areas so that the impact of the program may be adequately assessed. These measures should then be incorporated into the APR so that program effectiveness may be adequately reported and independently verified.

SOMEWHAT NEBULOUS.

As stated previously, the APR should reflect how we monitor our activities on a day-to-day basis. As the APR has been written, the instructions are clear for its current setup. Some of the questions asked does not relate to our activities, the statistics does not provide a clear indication of achievements of the grant. The Annual Performance Report does not representative a clear picture of the success that has been achieved with Title III funding. Also some of the questions asked do not pertain to HBCU's at all.

Questions and statistics requested do not always related well to HBGI activities.

The questions are not always clear in relationship to the activity being achieved. However, the open ended questions allows for some discretion in defining your accomplishments.

No the questions and statistics requested do not always relate to what we are doing on our campus.

The instructions are clear. Questions are relative. I am not sure about the clarity of the achievements. Less repetitiveness of the questionnaires.

Yes, the instructions are clear, but need clarifying, i.e., technology training -- how can you show increases or decreases in number trained when you're training the same individuals (faculty, students or staff) but on different techniques or modules? Or with student technology training -- how can you show increases in the number of students trained when there was a decrease in enrollment, i.e., if you are providing training on a learning management system to new freshmen and the freshman class enrollment decreases. The numbers will be less than the previous year so you cannot show improvement. There are some questions that do not relate to our project's activities because some results cannot be measured numerically, which makes it difficult to provide a response. There simply isn't a one size fit all solution. For example, with renovation and construction -- one institution may replace a roof on an academic facility of X sq.ft. while another may replace flooring of Y sq. ft. If X is greater than Y, then how do you compare the two or generalize the sq. footage improvement for academic facilities across all of the funded programs? Because the projects are germane to each institution, I have no suggestions for improvements for consistency sake, but it would be helpful if the due date was not while institutions are on Christmas break.

Instructions are clear. Questions do not always related to project activities although Title III covers a wide range of activities so developing an annual report to fit everyone's needs and activities will lead to questions that are not always applicable to each project.

None at present. It would be nice to ask this question around the APR time because I presently cannot remember a lot about the APR.

No to all the above questions. A team of end users should be assembled to provide guidance on the Annual Performance Report form, questions, and format of report.

The annual performance report is still not much better than when I first started this work. Given the technology available, the report should be tailored more to individual program needs.

The Annual Report should have a section to report the overall impact for each activity.

More space needs to be provided to allow for the inclusion of questions that are not included in the formatted report.

These are significant questions and very relevant to the Annual Performance Report process. However, as a suggestion a forum consisting of grantees and fiscal managers will probably better serve Institutional Services in receiving salient factors regarding the report process. Another suggestion is to include sessions in future Institutional Services Conferences to address pertinent matters of this nature. For the sake of this survey, yes, the instructions are clear in some areas and ambiguous in others. There is lack of consistency in what is being asked in the reports and how the application is submitted to DOE for approval. The questions do not directly relate to the projects activities.

Most of the questions do not adequately address my activities so I have to create questions that relate to my activities. Provide a training session on the APR. This could be done through webinars or a face-to-face session.

The APR form is somewhat easy to navigate. I do have a hard time trying to print the information out prior to inputting it into the system. I wish it was more clear on how to do this.

I am a relatively new Title III officers and I have not yet had the opportunity of completing the report. However, I have heard other Title III Administrators complain about the process.

Yes

I'm a new Title III Coordinator and I haven't had the opportunity to complete.

The Annual Performance Report is clear as it relates to projects and activities.

Yes

No. See the full report from the Title III Administrators Association that explains in detail the fallacies of the APR.

While the information may be useful to the DOE, it would be nice to be provided the data and stats with the grantees. No, the instructions are not clear. From past experience with the APR, the general consensus is that grantees are doing what we've done in the past. The instructions could be more specific. Provide your expected outcomes, which will assist us in responding with the end in mind. A training should be held on the APR for end users.

The instructions are clear. The questions relate to the project about 60% of the time. The statistics provide a limited picture. Hold regional sessions that will allow individuals to give you questions relative to a given activity. It is very difficult to develop a group of questions that fall into the 'One Size Fits All' category.

Yes. No. No.

The instructions are somewhat clear, but sometimes they don't always fix to show the appropriate picture of the achievement of our particular grant. For improving the annual report process, it would help if you left space for explanations for the questions and why it was answered the way it was. Sometimes we would like to give an explanation and there no room for that.

Some questions in Section 3 do not relate yo project activities. Input on the selection of questions should involve project directors.

The instructions are clear and relate; however, the statistics requested do not provide and appropriate/clear picture of the achievements of our grant. Perhaps the department should begin reviewing HBCUs' project activity objectives and provide feedback in a timely fashion as regards the ability to measure the effectiveness of the activities with respect to the APR.

The questions are related to project activities. However, the statistics requested will not allow the total picture of the achievements. Revise the APR form so that we are able to provide details that will better represent our achievements.

The APR needs a lot of revamping done to it.

Provide a separate document that spells out changes to the process or the information being collected

There is room for improvement. Performance should align with the services provided under an activity that meets the need of that activity.

Instructions are clear. Not sure how great the data that is requested and captured really and truly reflects how well the program has done over a 12-month period. I think that the section that deals with speaking to the impact it has had for a department or program has been able to assist with detailing how grant funds are able to assist the institution is so many ways.

More user friendly inputting system

The instructions are getting better; however, we still need work with the actual application and the workbook. Some questions are confusing and difficult to interpret. The statistics provide an average picture. I think the statistics could be more detail and more specific as they relate to achievements. Some responses do not fit into the various categories.

Instructions are clear but not necessarily applicable to my project's activities. No, the statistics requested do not provide an appropriate picture of the achievements we have made on our grant.

The instructions are clear. It appears that the questions do not relate to the project's activities as well as they could.

Q7. What more can Institutional Service or specific Divisions within the area do to meet your technical needs? (For example: improved communication through social media use, webinars, analysis tools, etc...)

Message boards where questions can be answered quickly might be helpful.

Making the application and reporting requirements known earlier would be very helpful. The grant is interwoven throughout the institution and preparing the application and reports can be very time consuming.

Institutional Services does a good job on communicating with us.

Provide better guidance in application materials.

I think in this area the Department of Education does a great job.

Current services meet current needs.

More training and FAQ webinars. Newsletters/brief with common problem solutions.

Increase the use of Webinars.

Increase Webinars.

I believe that the added communication through email assists in addressing problems and issues.

More webinars

One of the most important improvements to the program would be the establishment of a calendar at the beginning of the grant year that would provide the due dates for all required submittals (Annual Performance Report, Phase I Formula Grant Worksheet, and Phase II Grant Work Plan). Posting this on the Institutional Services web site would allow Title III administrators to effectively plan those tasks associated with the requirements. Additionally, and more importantly, the USED should schedule annual training workshops which address the requirements and operation of the Title III program, and should post notice of scheduled workshops on its web site at the beginning of each grant year to facilitate planning. The recent implementation of an annual Project Directors' Workshop is laudable and may be enhanced by the scheduling of pre- or post-conference workshops that provide the opportunity for hands-on training on such matters as the collection of Phase I data for formula grants or preparation of the electronic Annual Performance Report.

MORE WORKSHOPS!

Use more webinars to cover pertinent content matter.

Need to email updates on changes in the legislation if any and any new updates or interpretation of the regulations.

The webinars have been very informative when communicating requirements and data needed. I would suggest the webinars as they also provide written documentation which serves as a useful tool.

Maybe more webinars.

Webinars and/or conference calls on sticky issues or problems have been helpful and should be continued.

Any additional communication whether through social media or webinars would be appreciated.

Provide a little more friendlier technical service. Let us feel like they are there to work with us and not against us. Try to be understandable when a quick reply may be needed. Instead, you may be reminded that they have 30-45 days to respond to requests. While this may be true, no one purposes wait the last minute to request approvals; many times activity directors' needs arise spontaneously and the Title III Director has to prepare the request for written approval.

The Annual Performance Report could use some updates.

To improve communication, Institutional Service should have more webinars and workshops. Also, the Program Officer should reply within 48hrs.

The telephone conferences are good. Program Officers could have more contact with grantee institutions

Given the nature of the strengthening programs, it is essential that the lines of communication remain solid between Institutional Services, University Presidents and Program Directors. Continued conferences with invitations sent directly to university Presidents, webinars have been a good form for training and updates relative to effective management practices. However, more training/insight on the analysis tools is necessary to ensure grantees remain within compliance of DOE and specific provide meaningful reports to Institutional Services.

Notify grantees prior to the implementation of a new electronic product and then offer training (e.g. videoconference, webinar).

NA

NA

Improve communication through media use.

N/A

All of the above

Webinars

Just make sure that the web-site is user friendly.

More webinars.

Improve communication through continued teleconferences.

No suggestions.

Ensure that all Program Officers respond in a timely manner to requests and to conduct themselves in a professional manner at all times.

Technical needs are being met

Improved communication is always a need. In addition, turnaround time it takes for a program officer to provide assistance. It would be great to have either quarterly webinars and/or conference calls that could be used as a vehicle to address ongoing questions or concerns that the schools may be having each year.

just maximize and improve on what's currently available

More training via webinars and more consistency with responses.

No good ideas at this time.

Specific training on administering the grants would be extremely helpful.

Q8. What additional services can the Division in which your grant is administered make available to you?

Provide an FAQ of questions/responses from grantees. For example, our auditors did not understand the grant matching requirements as described in the legislation and regulations. A clarifying statement addressing their question (which we eventually were able to receive) posted on an FAQ would have been very helpful.

I can't think of any additional services at this time.

Schedule annual visits to Washington D.C. to meet with the assigned Program Officer.

New program Officer with stability.

No additional services are required at this time.

more contact from the division with updates.

Publish the due dates of specific reports at least three months prior to the actual due dates.

Assessment tools.

None.

No response at this time

See above.

LASTEST REGUGLATIONS AND ALLOWABLE COSTS WITH DEFINITIVE INTERPRETATIONS.

Skype

More information sessions and Webinars

Step by step instructions for each question that needs to be completed. There are some questions without an explanation on what data is needed and I had to call the program officer for clarification.

No suggestions at this time..

I think they are doing the best they can with their current circumstances. It would be better for all of us if the program officers were not changed so often, and when changes occur, notify the impacted institutions immediately. Oftentimes we do not know if we have a program officer or not, unless a problem arises and we contact the office.

Can't think of anything at present.

None.

Updated EDGAR

Given the myriad of changes affecting the strengthening programs, it would be of great benefit to all institutions if representatives from the Division could make periodic visits to assigned institutions to discuss/address funding trends, legislative decisions and other pertinent matters relative to the administration of the grant. Representation from the administrative unit adds credibility to the work of Program Directors across all the Strengthening Programs.

NA

NA

Satisfied with services provided.

N/A

More TA meetings

Hold more sessions at the conferences that give technical information relative to allowables, budgeting, etc.

At this particular time I do not know.

N/A

Open forum discussions on the ED Website.

None identified at this time.

Additional training

Publish a list of allowable/unallowable costs for various programs--one that is simpler to reference than A-21 Prepare a FAQ for each program

How funds are awarded based on the formula

On-line version of EDGAR with a quick search/answer to Program questions.

It appears that the program officers have very heavy loads as it relates to schools in their respective regions. This perhaps is the reason for delays in responses. Some requests are critical and some can be table, but timeliness in response and consistency are very critical to the effectiveness of the administration of the programs.

Specific training on administering the grants would be extremely helpful especially to new Project Coordinators. Perhaps small group training workshops could be offered in Washington to small groups of new Project Coordinators. This could be a 'How to' type of workshop.

Tribally Controlled Colleges and Universities (TCCU) CORE QUESTIONS

Q17f. How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

Good

e-Logic report group has never opened up their grant reporting system

Excellent response

Most of the problems were on Grants.gov and the help desk was very good

They were very helpful, with technical problems and questions, accessing the website.

Sometimes, G5 is difficult to access. It may be on our side, but it may not be. It would be nice to be able to access G5 without lags. Again, it could on G5's side or on our side.

Very effective

For the most part, our issues were answered in about 2-3 days (average) after submitting the problem. The main issue was dealing with database upgrades and dealing with the kinks afterwards, but overall, the communication to and from is satisfactory.

Q17.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them.

N/A

None

Field reader process: streamline

It would be nice if the title II reporting module would open a little sooner so that we have ample time to upload the data for the report.

Training or tutorials on their importance and relevance to work or grant performance.

I would suggest training on getting into the web site

Could be more user friendly

N/A

Try not to make becoming certified so stringent, particularly, when a new employee needs access to any of the systems dealing with the Dept. of Education. Security is key, however, the amount of time to make changes does seem a tad long.

Q43. Please describe how ED can improve its service to you.

More responsive/quicker response to email questions would be a big help.

More minority grants

Providing more webinars and online conferences for those institutions in the far west.

Earlier notification of funding opportunities that would directly impact Tribal Colleges and sooner launch of reporting module for Title III reporting.

No comment, the services were good

Improve the timeliness of responses. Simplify processes.

CUSTOM QUESTIONS

Q5. If you participated in the 2011 Institutional Service Project Directors' Conference, did you find it useful?

Yes we did participate. It was useful in understanding the changes taking place with the program.

Yes, I think it is a necessary conference and should be repeated every year. The information learned through this conference and the networking is very valuable for the grantees.

Never received the participation notice and I sent the Ed staff a question about it. I did not know there was one

Yes. 10 years between conferences is a bit long, though, so there was almost an overload of regulatory information

It was useful however the sessions devoted to tribal colleges were quite limited.

Yes, it is helpful to network with others and see how they are handling different challenges

The conference was very useful, updates on regulations, what to do and what not to do with the grant, etc.

Yes...the face-to-face time was much more valuable and productive than emails and phone calls. It is important to know staff people and for them to know you.

Yes

This was excellent. Much easier to communicate one-on-one.

Did not attend.

Yes, the conference was very helpful and useful. The individual school meetings with the grant coordinator was helpful as specific questions were answered with no interruptions.

I did not attend the 2011 Institutional Service Project Directors Conference. I just came on board.

Q6. With respect to the Annual Performance Report form. Are the instructions clear? Do the questions relate to your project's activities? Do the statistics requested provide an appropriate picture of the achievements of your grant? What are your suggestions for improving the annual report process?

It works for us so leave it alone

The instructions are clear for the APR. Some of the questions relate to our grant activities while some do not. Some of the questions are repetitive within the layers. I would have to review the APR step by step to offer any concrete suggestions for improvement.

Many of the questions are relevant but leave no area for comments on particulars. Some sections are really thought out and allow for a narrative style response but other areas provide a yes/no response which is fine and easy but giving the institutions greater narrative response can also assist DOE in its mission. Dialog is always beneficial

There is a level of redundancy. It took me a couple years before I really understood the process (technology vs. answering questions/required information). The statistics do not always provide an appropriate picture of achievements. I've been answering the same narrative/executive response questions for years. they need to be changed or revised so that responses reflect the current state of the projects as well as the long-term.

We are able to report our projects activities using the format provided.

For the most part the reporting system is good, and the resultant data statistics is easily retrieved.

Some questions don't really relate

Yes, but if you only have one activity like construction you have to sort of be creative.

The instructions were clear, no suggestions

The instructions are clear.

It is very complicated and often times does not relate with the day-to-day activities that make up broader objectives and goals. One size does not fit all.

The instructions are clear, printable and online

Cumbersome...one size does not fit all. The statistics requested do not provide an appropriate picture of grant achievements. There is a disconnect. Objectives and outcomes that are funded are what should be measured.

Yes, to all the above. No suggestions at this time.

The questions sometimes didn't correlate with the project activities which is essence didn't reveal a true picture when statistics were asked to be entered. It was somewhat confusing however, having completed an APR in the previous year, it was familiar.

Yes

Q7. What more can Institutional Service or specific Divisions within the area do to meet your technical needs? (For example: improved communication through social media use, webinars, analysis tools, etc...)

None

Webinars and analysis tools would be great. Any other technical ideas would be welcome.

Definitely, all the above mentioned. We need options in the west

Webinars are always helpful as they can be viewed at a time convenient to me. I cannot realistically participate in more social media ventures. Everyone wants to use this venue, but I have little time to devote to it when compared to other tasks (writing proposals, preparing budgets, for example, that are the antithesis of the brief communication styles in social media use.)

Webinars and publications are very helpful. I would like to see more attention made toward qualitative analysis of data.

The reporting module is really quite good as it stands now.

Yes, that might be helpful

more communications through webinars will be useful

It would be nice to have webinars or training on how to improve budget management for Title III funds. What is allowable what not allowable, etc is.

Be aware that one size does not fit all!

Yes, webinars and social media will be useful

Need more time on job to determine.

For now, the system seems to be working for us.

Q8. What additional services can the Division in which your grant is administered make available to you?

None

None.

Already mentioned above

I think the services to TCCUs is fine and appreciate focus and attention to this unique group of institutions.

I have a concern about missing a reapplication date. If my program is involved in a 5 year grant cycle shouldn't we not only be notified to reapply, but a response should be necessary from the grantee to the grantor indicating receipt of notification. Prompt us before we miss a deadline and miss out on the grant.

It would be nice to know if the Program officer actually reads the messages sent via email on the same day that they were sent.

Seems to be working fine, but a lot of what is offered seems to be off my radar

No comment

Perhaps share examples and best practices that can be implemented.

Chat services?

Perhaps a site visit in order to better understand what programs are all about.

Immediate training, live or on-line, for new employee directors, PI's, etc.

Maintain the requirements of the TCCU grant as it definitely helps when not competing with bigger colleges and universities for the well needed grant funds.

Just started work with grant, so have not been able to fully utilize any of the services.

Hispanic Serving Institutions (HSI)

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 think of one

Instead of waiting for one program officer to answer one question it would be more efficient to have a generic email that is answered by the next available program officer. They could rotate monitoring that email and answer simple procedural questions very quickly. Waiting 30 days to hear from the assigned program officer really bogs down the process. If the question is too involved it could be forwarded to the appropriate person but more simple things could be taken care of very quickly.

Centralized data and resource information

HSI-STEM and Title V have built funding models that grasp the importance of building multi-layer STEM infrastructure in communities. By addressing not only the need for students with STEM baccalaureates

and higher degrees but also the need for students with STEM technical degrees the practice takes on the holistic approach that better meets the needs of industry and builds healthier communities.

TRIO and HSI collaboration would be helpful and provide a broader range of services/activities and flexibility in serving students

Interaction between FIPSE and Title V.

Cooperative Title V grants collaborate with two or more institutions to reach an overarching goal together. They compromise and change existing relationships for the benefit of students. Good examples of collaboration start with 'why' it would benefit and move to working together, not starting from the outside and working towards 'why'. In other words, good collaboration is a united effort of believing the work is for a shared purpose.

Q17f. How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

Somewhat effective

very efficient and timely

No experience with this

I have only asked for assistance once and my question was resolved very quickly.

Very effective

The one time that I encountered a problem in relation to my annual report, the problem was resolved within 24 hours.

N/A

Very effective

Never replied

Great technical assistance!

We needed some corrections made to our Annual Report and the issue was fixed quickly and we were notified in an e-mail.

Effective once we connected by telephone to ask specific questions

N/A

I had no problems in using the Grants.Gov site.

N/A

Adequate and relatively timely.

Very responsive.

Extremely effective.

N/A

Fairly effective, and always friendly!

Useful

N/A

Quite effective.

Technical assistance was provided in a timely manner

Contractors were immediately responsive, courteous, and accurate.

I have had no problems

They solved the technical problem within 24 hours.

It is effective. We had a good experience with the support staff.

The accessibility of staff to assist with the problem is good. Simplified directions for individuals who may be new at their jobs would help.

Very effective, they always try to solve this situation immediately.

N/A

Instructions and access to uploading grant on to grants.gov has been challenging for not just HSI grant but other dept. of ed grants as well. I am not certain if it is our institution or grants.gov, but it is always a nervous process.

I did not have problems.

Service assistants were excellent in resolving issues/assistance. It is always a wish list item to have immediate gratification.

Very effective.

Difficulties were encountered with grant submissions using grants.gov. Assistance was not very good.

Minimally

NA

N/A

Q17.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them.

NA

Grants.gov should follow the design of Fastlane of NSF. The current method for submission is cumbersome, clumsy, and unresponsive. Uploading every document at the end leads to confusion and problems. It is very poorly designed.

Improve help section in eGrants

Try to have consistent reporting systems for all programs (similar to NSF's Fastlane).

The rules, reg, legs and circulars are very difficult to navigate. It would be nice to have an index where we could search by topic and find all of the relevant information. For example, we could click on 'contract services' and read all of the rules about contracts. As it is organized right now you can't tell what the most recent rules are for any subject.

No recommendations come to mind.

My main challenge has been navigating to the information that I need. There's so much information that sometimes it takes me quite a bit of time to locate the specific page that I'm looking for. It would be nice if the web pages contained smart tools that could guide you (or at least get you closer) to the information that you're trying to locate.

Any recommendations.

N/A

A need for real time answers

Most are a little busy. They are sometimes hard to find what you are looking for quickly.

n/a

n/a

Currency of information on awards would be helpful, and regulatory guidance that goes beyond just posting the documents would be even better.

n/a

The questions in the annual report are too generic sometimes and hard to explain if it deviates from yes to no.

The updates to EDGAR were not easy to navigate and find the ones pertinent to Title V grants, if any. The online access to EDGAR and other circulars is great but it would be great if the updates could be incorporated rather than on separate pages by date as they were when I last used them. Thank you.

No suggestions

Keep it simple, as you have been doing.

None

n/a

Make the ease of navigating grant regulations and policies easier for the end-user. Post online videos or webinars for grantees on how to do a draw downs, interim and annual report information, etc. to provide users with a training for first-time or as a refresher.

I have not had much direct experience with the online systems other than grants.gov, and I find it a little difficult to navigate.

None

The systems have been useful.

Opening the file to get the database was difficult. Needed help from the staff.

N/A

None at this time.

It would be helpful to be able to 'search' a topic or for information according to 1) topical organized categories then to have a 'Just ask...' to refine search term/ topic.

Minimally

Q43. Please describe how ED can improve its service to you.

I do not feel knowledgeable about ED's use of technology to deliver services. Information about or advertisement of listservs and websites related to ED services would be helpful.

I'm not sure technology is the issue. The conference calls and webinars are simply reiterations of what's in the published documents, and they are often delivered by staff with poor communication skills.

More webinars -- and PDFing existing PowerPoint 'help documents' for placement on appropriate pages.

ED needs to be more responsive to questions, concerns. They are too caught up in the 'company line' and that often doesn't translate into the 'real world' of student services and/or grant implementation. There always seems to be a disconnect between being awarded a grant and implementing that grant in the best manner for the moment and for students.

It would be nice to have 'skyped' interactive conference calls when new information is forthcoming and/or for workshops.

A webinar was cancelled and there was NO COMMUNICATION, ONLINE, BY EMAIL, OR FROM OUR PROGRAM OFFICER.

There are too many acronyms and language that is specific to the Federal government (I guess). Please use clear, simple language. When doing the Annual Performance Report, for example, I find that I am often asking myself, 'What does that mean?'

More functional, easier to use systems; more informative presentations in webconferences.

More training

CUSTOM QUESTIONS

Q5. If you participated in the 2011 Institutional Service Project Directors' Conference, did you find it useful? (Open end)

NA

No.

Yes. It was very helpful regarding grant opportunities and administration of US funds.

I found the parts of the conference that were presented by the Dept of Ed very useful. I especially enjoyed the session about preparing for an audit and came away with a better understanding of ways to streamline my record keeping. The session presented by other institutions were nice and I always enjoy hearing about best practices. However, because we are already committed to activities in our grant those great ideas always get put on the back burner as possibilities for the next grant applications. I prefer the

sessions that were relevant to the grant that we are working with now. Networking with others who have similar activities is great and I enjoyed meeting the program officers in person.

Yes, it was useful. I found attending the workshops and hearing what other programs were doing and learning ways to improve our campus procedures to be immensely helpful!

Regular!!!!

The 2011 IDUES conference (April 19-21, 2011) was substantially helpful to me as a grant program director.

The room distribution is not conducive to a better learning. I did not find this meeting useful.

I have been to several of these conferences and they all provide the same information, so it was not useful.

Satisfactory for networking, meeting personnel, learning about projects successes and setbacks.

It was very useful to be able to attend and meet our Program Officer and to receive the information that we did.

I did. A lot of helpful information and interactions were provided in a professional setting.

Yes. At the conference we had the opportunity to attend sessions focusing on reporting expectations, budgeting, best practices, and national initiatives. We also had an opportunity to meet our program officer and discuss our progress.

Yes. Very.

N/A

Not particularly. It was primarily run by and focused on the needs of the HBCUs, with only marginal concerns for other MSIs.

N/A

didn't attend

It was extremely useful! I have learned so much from the two conferences I have attended! I was disappointed not to have one in 2012.

N/A

Very useful. I believe the one-on-one interaction/meeting with program officer is priceless. Also, attending 'best practices' workshops from colleges and universities are very important for our own growth and development.

Yes

Yes. It should be given more often. Especially the contacts with the Program Officers and the financial responsibilities of a Project Director

I found the 2011 Institutional Service Project Directors' Conference extremely useful as a first year grantee project director, although I had served a project director on previous Title V grants. All of the presentations I attended by OPE officers were extremely informative, prompting questions I might not thought to have asked. I especially appreciated the opportunity to meet my program officer in person

although we had had several phone conversations. [Name] put me at ease and answered all my questions. I also appreciated the opportunity to attend other college and university presentations and network with project directors with similar projects.

Some was useful but not necessarily in a good way. I learned negative lessons when dealing with Dept of Ed employees but there were some good lessons from non-government employees. It is sad that the main lesson was - don't rely on your Program Officer.

Yes! Please host a Conference annually!

Yes.

Yes. Able to obtain valuable information to help our institution prepare to submit a grant proposal, opportunity to interact with representatives from other institutions, and most importantly and invaluable, opportunity to meet with Program Officer.

N/A

N/A

Did not attend.

Useful due to ability to meet with other directors and grant managers personally and networking

Very. I really appreciated having the opportunity to learn from my colleagues and the time I was able to spend with my Program Officer. I hope that these conferences will continue in the future.

n/a

The one-on-one appointment with the Project Officer was very useful. The concurrent sessions by Title III/V practitioners were useful because they give insight of current practice. The quality of the Federal presentations need improvement. Some of the sessions were rushed or lacked handouts. Some of the sessions, such as the one focused on APR, should be allotted more time and be delivered in a workshop format. The same goes for the session on A-133 Audit Finding. These topics are useful and practical for directors.

N/A

Yes it was very useful.

Absolutely. The information and opportunity to network was extremely helpful. Loved it!

I did not attend, I don't know when it was. I came on board at my institution in August 2011. I am the 3rd project director, and I expected and greatly need a relationship with my Program Officer.

Scheduled time with my Program Officer 2. Sessions conducted by other Project Director's on best practices 3. General assembly speaker who provided resources for HSI & Minority Professional Organizations

1. Speaker at general session who spoke about professional organizations for minorities and provided an exceptional handout 2. best practices workshops provided by project directors

No.

N/A

The 2011 Conference was useful but I think that should include conference orientations about available grants and how to apply to them.

As a new Title V/HSI Project Director this conference was both useful and essential to me. The workshops were pertinent and helpful. I particularly appreciated being able to meet face-to-face with the Program Officer.

N/A

Yes, it was very useful and I think it should be offered every year.

I felt it was very important to be able to meet with my Program Officer and I appreciated the opportunity to meet with [Name]. I was a little overwhelmed by some of the presentations. It would have been beneficial to be able to meet with other grantees whose projects are similar to my projects. I did not find other school who are starting new programs. Overall I found the conference informative and enjoyable. Thank you for having it.

Parts of it were genuinely useful, as with the meetings with structure personnel. Others were not strongly relevant to problem solving.

Yes, we participated in the Project Director Meeting and interacted with our Program Officer.

Absolutely! The 2011 Project Director's Meeting restored my faith in ED and the direction our country was going to improve higher education! It was well organized; presentations and speakers took this event to a new level of 'professionalism'.

I was not able to attend

Extremely useful. It should be offered every year!

Modestly

N/A

N/A

Q6. With respect to the Annual Performance Report form. Are the instructions clear? Do the questions relate to your project's activities? Do the statistics requested provide an appropriate picture of the achievements of your grant? What are your suggestions for improving the annual report process? (Open end)

I haven't yet done an APR

The questions are not very relevant to project activities, the metrics/categories provided by which to catalog budget expenditures are limited and somewhat esoteric. It can be difficult to demonstrate real or actual progress using the reporting mechanism.

No. The instructions are not clear. The questions do not relate to our activities. We had to create our own. Yes, the statistics help create an overall picture of the grant. The instructions should be written in a more precise manner. The APR does not include questions that are qualitative. Quantitative data is good, but needs to be supported by qualitative data. Numbers have no meaning if they are not in a pertinent context.

Some areas of the new Annual Performance Report were not clear. I find the APR too long, it should be condensed. Some of statistics are repetitive.

The questions do not relate to our projects activities and are difficult to answer for that reason. Are they necessary? It would be easier to provide statistics and a short report for each objective instead of having to answer these questions. The instructions are clear though.

I have not done an annual report.

The narrative questions are fine and the instructions are clear. The other questions are completely irrelevant because they have nothing to do with the activities at our institution. I understand why you have them when each grant is so different but they are so off the topic it is ridiculous. Why do you care if we have more books in the library if the grant activities have nothing to do with making improvements in the library. Even the questions that might cover one of our activities miss the mark because they don't have measurements that work. The dollar amounts in section 3 are impossible to calculate using the options on the list. For example, the funds to pay tutors could be supporting two different activities. How do you split the cost between multiple activities in an accurate way?

The APR instructions are clear, but only half of the questions relate to our project's activities. The first budget breakdown is not reported any other place in such an illogical manner--many people play a part in many aspects of the grant. This section could be omitted. Also, section 3A's objectives, the 'standardized' ones, could also be omitted as these don't pertain to our individual projects. The narrative areas do provide an opportunity for us to paint a picture of our achievements, but I have never gotten the impression that any portion of the grant with 'words' actually gets read. Giving the impression that these items are being reviewed and have an impact would be beneficial to those of us doing the work.

The accounting classifications used in the grant differ from my institution's classification, creating some awkwardness. There is nothing I know of that you can do to address this.

I have two comments on the APR. First, in some questions, I had a difficult time determining whether or not I was answering the question that was asked. In other words, the questions were unclear. Second, the report feels more like a tax return than an evaluation of an educational program. The report focuses so much on numerical outcomes (which, in some cases, require the application of arbitrary calculations) that the big picture can get lost.

Regular!

APR documentation is helpful and the instructions are clear and relate to activities; however, the statistics and 'Focus Areas' (outcomes) section is constraining. The reporting of expenditures across multiple category groups (e.g., activities versus administration, LAA, Focus Areas, and Activities) is particularly challenging and could benefit from re-evaluation from a project director's standpoint.

It is OK.

In some instances it is difficult to report. Ex. Results are in percent, and the form does not accept percentage, or on the contrary, requires percentage and the results are difficult to present as a percentage.

The APR questions should be taken into consideration when designing Project so the data collection meets the requested in APR

It is different from the IPR, so I recommend that you continue to encourage people to take the APR training on line.

Not all of the questions relate nor are they entirely clear. Allow activities to feed directly from grant language to better coincide

Instructions are clear for the APR in IDUES. However, form ed524b instruction's are not clear and hard to interpret to report, specifically mid-term outcomes or progress. The form is not a user friendly report

format and does not accurately reflect project outcomes. As for the electronic APRs, the format works and instructions are clear but often interpreted differently. A suggestion may be to allow for additional 'other' outcome fields rather than just two per section.

Instructions for Interim Reports are not clearly differentiated from that of an Annual Report

The instructions are complex to follow. The questions do not always directly relate to our activities -- especially in terms of how expenditures are categorized. The statistics do not provide as clear a picture of our achievements -- rather, we try to provide this picture in the executive summary. It would be helpful if the APR process was more directly related to the way grant proposals are organized.

I think that given the variety of the projects the current APR is an attempt to capture what we are doing. I think the opportunity to provide the narrative gives us an additional means to express and explain our progress.

More user-friendly forms. Formatting the multi-page Word document was challenging. Budget forms are similarly problematic.

The instructions are clear and questions relevant. The only suggestion is to receive constructive feedback to the reports.

The measurements are sometimes difficult to produce (i.e. questions on library books). these are many times not relevant to the grant goals.

Yes.

We had a few questions on the presentation of the data for our interim report that was due on April 15th. And it turns out that when we raised the question it was not only responded to right away; but the program officer also noted that it would be helpful to other grant recipients and was enthusiastic about sharing it as appropriate while thanking us for raising the question. The question was: First, If the target for a performance measure is a raw number (rather than a ratio or percentage), can we use 'N/A' in the target format that do not apply to the target or actual performance data? Or, do we need to report the target all formats (i.e., raw number, ration, and percentage)?

The directions for the Annual Performance Report are clear. The some of the project's activities relates to the questions however I find myself needing to use more 'Other' questions in the Process Measures category. In the Process Measures category, I find that the measures are not in line with the project activity measurable outcome. I would recommend providing more 'Other' questions to allow for those activities that go beyond the statistics requested.

The format is artificial and doesn't seem relevant to our specific program. The format could be streamlined and less contrived.

Yes. Instructions are clear. The questions relate to my project's activities. The statistics requested are appropriate. No suggestions for improvement.

The instructions are fairly clear, but the statistics requested and forms provided do not make sense. Percentages cannot be entered.

No problems

Yes, no suggestions for improvement

Smaller amount of questions but more tailored to specific grantee projects. Allow for explanations in areas where you just a number to report or a yes or no.

The instructions are clear. The questions relate to the activities, but don't always target what we consider to be the project's best outcomes. The executive summary allows me to provide a more clear picture than the questions in the other sections.

n/a

Some of the LAA Categories are difficult to process. In many cases, we feel there is no 'one-size-fits-all' responses. The best part perhaps is responding to the narrative/mission/goals, unexpected outcomes, measurable outcomes, and budget narrative portions. These areas explain and reflect better the development and implementation of our projects.

No comments, the APR is clear as to requirements

I consider that they are related to the project.

N/A (have not submitted an APR)

I have only completed one interim report. It was very confusing to know whether I even needed to do the report because the names of the reports are not consistent. Instructions about the amount of financial information were vague. Please improve the grammar - i.e., the question to which I am responding now begins with a sentence fragment...

The instructions were clear and the questions related to my project's activities. Most of the statistics requested provided an appropriate picture of the achievements of our grant. The only problem was that the IPEDS information populated on the APR form was clearly incorrect and required additional statistical study by our Office of Institutional Research and Planning. After we had submitted our report, I did receive an email explaining the error, but I do hope it doesn't happen again.

N/A

The statistics requested do not provide an appropriate picture of the achievements of my grant. Each grant is specific to the grant application that was submitted so until each grant is exactly the same then pre-described statistics will always be difficult to fit into a unique grant.

While I understand the need for consistency between programs (Title V, CCRAA, etc.), it would be helpful to have a form that mirrors the RFP, rather than using a stock form for many programs.

Most questions in which data was requested did not relate to my project's activities. The statistics requested provide a very narrow picture of the achievements of the grant. Is there a way to more clearly report on the specific activities of the grant?

APR instructions are clear. Questions are broad enough and related to our activities. I would suggest a Webinar on how to complete the form for first time grantees.

Instructions are clear. No, very often the questions do not relate to our activities. No, the statistics requested do not provide an appropriate picture of the achievements of our grant. Sometimes I feel we're trying to fit a square peg in a round hole when it comes to the APR. The detailed reporting on such things as 'number of computers, number of tutors, etc and relating that to a specific budget amount is cumbersome and not very reflective of our actual grant activities. The most relative aspect of the APR comes at the end when we report grant objectives and provide a narrative explanation of how we're doing. I don't think the obsession with what we bought, and where personnel expense is associated with services provides a realistic and reflective picture of how we're doing. The HSI grants have been transformative for our institution however, that story does not get communicated in the current structure of the APR.

Yes, the instructions are clear. I think the report represents our grant's work.

Overall, satisfied with the format.

Have not completed one yet.

The questions and instructions are clear and can be related to the project. In order to improve the APR, there may be more room available for comments if the institution needs to provide an explanation for the statistics. For example, the questions in the beginning allow an institution to describe a challenge they may have incurred during implementation. However, when the statistics are provided there isn't space available to provide a comment if the institution feels they need to explain that this is the area that the challenge affected.

N/A. We are still in the first year and have not yet completed an APR.

The instructions are clear, but questions are open to a huge range of interpretations. For example, consider the question 'Did the number of students reached increase?' 'Reach' could mean anything from one contact at a special event to daily contact in a special program. Without guidance regarding the meaning of 'reached,' respondents will answer in idiosyncratic and widely varying ways. IRS instructions offer short scenarios as examples to help individuals with their tax-filing decisions. Something similar would help customers complete APRs and, I would hope, provide the Dept. of Ed. with more meaningful data.

Instructions somewhat clear. Generally questions relate to activities and grant

The instructions are clear, but I do not feel that some of the questions are a good measure of success. For example: answering yes to having more instructors is not a good measure of success. If I hire more adjunct instructors to each teach one class is not better than hiring fewer adjunct instructors to teach several classes.

Instructions were clear. Some questions were not related to the project activities. The requested statistics data was not flexible at all making it very difficult for our institution to fill this section. Suggestion: Please allow to present the statistics data in different ways. The report needs to be a little more flexible in terms of reporting the activities vs. expenses.

Instructions were not always clear

I have not completed one yet, but the form seems appropriate

Some of the questions are limited and may not reflect the services, such as the following: "Did the number of tutors increase?" It is important to see the increase in the number of tutors, especially when each tutor receives mandatory training, but the increase in tutors does not necessarily translate to increase in services. The total number of hours worked by tutors shows the true increase. The same concept applies to the question that asks, "Did the number of students using tutoring services increase?" At most institutions, the increase is assessed by taking into account total enrollment in a tutoring center (count of unduplicated students), total visits to a tutorial center, and total contact hours student had with tutors. Also, terms such as "retention" vary from one institution to another. The APR should provide a hyperlink with a reference explaining the definition of retention or the grantee should be required to define the term. The question about GPA has no merit for students in developmental courses that don't generate a GPA because of Credit/No Credit grades, which may only apply at 2-year institutions.

I like the process and feel it is sufficient.

The instructions are clear and we have no problem responding to your questions.

Nothing at this time.

The STEM grant (both CCRAA and STEM and Articulating Grants) have not used electronic submission. We have just completed the ED524B forms and sent them via email/snail mail to our program officer/ [name] in the past. I actually prefer this format because it offers us the opportunity to expand upon what has been done. I think this offers the program officer the opportunity to assess quantity and quality of success.

APR instructions are not clear AT ALL, the questions are not relevant, and the stats requested do not provide a picture of our grant program's achievements. Very frustrating! Improvements include tailoring EACH APR to each institution's actual proposal format.

The instructions are clear. The questions relate somewhat to our activities. Statistics can provide information - but a narrative is needed to give a more complete, fuller picture of achievements. In talking to other Project Directors, I learned that there are more than one way to complete the report. Since the questions selected like to a hierarchy of fields, a sample of an exceptional report would be most helpful.

Not all the questions relate to our project. Some of the tables were too general and we felt like we could not provide information that clearly reflected our accomplishments. It was too broad.

Yes instructions are clear. 2. It would be helpful to have information on what to expect in the APR so we can from day 1 make sure we are gathering appropriate data. 3. Have a sample of what an exceptional annual report contains. 4. And if there is a cumulative report, what an exceptional cumulative report contains.

No. There is no place for us to describe the evaluation we have done and the evidence that we have gathered to show that we are in the process of meeting our outcomes.

The instructions could be clearer and easier to understand. In some cases, it will be easier use percent and not numbers, as well to be more personalized.

N/A. Have not an HSI report.

The questions ask about specific objectives but did not bring the Project Director the opportunity to be more specific.

I needed clarification on how the term objective was used in the questions where I was asked to provide the start and end number for the year's activities. I assumed that the question related to my activity objectives (e.g. 1.2, 1.3) when in fact it did not. My monitor was very helpful in clarifying this for me; however, I think that the term objective needs to be changed.

The instructions are clear and very helpful. The questions and requested statistics are appropriate. I have no suggestions for improving the APR process.

Have not completed the report yet

Instructions and statistics request is not as clear as it could be. I guessed on what the form instructions were asking for and aligned it to the objectives of the grant.

Section 3 is very confusing. Grantees who have not worked with the report in the past assume that they have to answer every section. I think the format and instructions could be improved.

I have only completed one Annual Performance Report and I felt the instructions were clear. I do not have suggestions.

Yes. The existence of a more extensive faq would be helpful.

In the APR the instruction and questions were clear. All information requested were appropriated.

I have not yet submitted an annual report.

Everything was fine.

No, not really clear. The budget directions were difficult to follow.

Sometimes it could be repetitive. Te guidelines should be available earlier, during the project year, in order to gather data as requested by the APR.

APR Feedback: The purpose of the APR is to allow federally funded projects to report and highlight achievements and goal successes of their project. The tool therefore must be structured to allow for 'comparisons across projects' that all receive federal support. Statistics used to report achievement and success don't and cannot tell the whole story, so the APR allows each PI to 'personalize 'project success stories through the limited narrative section. One use I've found for the APR aside from required federal reporting it to identify an objective (statistically reported) that you feel would benefit from in-house faculty/ admin dialogue in order to glean interpretative differences and raise awareness at the institutional level. What is 'student success' to an academic advisor it means one thing, to the calculus instructor who looks at a student's performance through not only quizzes and test scores but through the questions the student asks in an email or tutoring session it becomes a PB (personal best) perspective with a goal for the student's future success at the course or program level. APR can function beyond reporting and simply a requirement. Efforts made to gather and report data deserve to be used to inform practice and build understandings of issues at the higher education level.

While this will be my first ED annual report, the instructions appear reasonable and satisfactory.

The instructions are clear. I have no other suggestions for improvement.

The APR is in need of a complete overhaul. Instructions are clear, but the purpose is not. Stats for the various objectives do not match our project's objectives, this we have to guess a lot, and often mis-report data due to confusion. I think you should form a group long time PDs to help you design a better and more meaningful system.

Yes

The APR form is awkward and makes it difficult to describe the practice and impact of our programs.

No suggestions at this time.

The APR is organized to allow a variety of activities to be highlighted and to give focus on what works. I appreciate that. It would be nice to have input on the focus of the report to continue to give ED information that captures all best practice and impact on the institution.

Instructions are clear. Yes, the questions relate to the project's activities. It captures the achievements well and allows for elaborating narrative.

n/a

I suggest to revise the narrative. Too extensive and repetitive information.

The instructions and forms are clear.

Q7. What more can Institutional Service or specific Divisions within the area do to meet your technical needs? (For example: improved communication through social media use, webinars, analysis tools, etc...) (Open end)

Webinars would be a very effective way of training us on reporting requirements and processes.

N/A

Improving information on USDE webpage and providing more webinars.

Make consistent reporting systems (similar to NSF Fastlane).

I would like to see interactive webinars presented at key points in the year. For example, you already have a quick webinar when the RFP is out to let people know how to apply. How about another one after the awards are announced to help new grantees know what they can expect? How about a webinar explaining how you want the annual report done? At other times you could present on specific topics: communicating with your program officer, preparing monthly reports and time and effort statements, budget record keeping, etc. At this point we are pretty much thrown in the deep end and have to figure things out. It would have been great to have some guidance on what is expected and it seems it would greatly improve the end product and make life easier on your side as well. Tell us what we need to know and we won't have to bother you with questions.

Providing webinars in layman's terms to newly awarded grantees would be beneficial. It would be nice to have a 'new grant director' series to help new directors understand some of the most FAQ's. These could even be recorded and located in some type of email 'welcome packet.'

My top recommendation here is improved communication. I would like to see more of a mentoring relationship between the Department of Ed and its grantees. I'd like to feel that the Department is nurturing our success. I'd like our contact to extend beyond the cold confines of the annual APR.

Other media!!!

The annual meeting should provide information on how to institutionalize your project or find additional funding.

In my experience, communication has been excellent through email.

Social media use should definitely contribute to sharing experiences and solutions.

Perhaps less telephone conferences and more on-line conferences.

More webinars, more interactions with project directors, more training

Bringing back the Director's meeting is critical and very helpful for PDs!

Use of often-updated websites and notifications via social media use or listservs would be helpful.

Coordinating more network opportunities with other grantees would give us the ability to collaborate and possibly partner in future grants.

See above

We are satisfied

What about training videos posted on YouTube?

Send information on specific topics.

It would be helpful to me to have access to webinars or presentations, such as those from the IDUES - HSI related. The 'Voices from the Field' email I received was a wonderful way for me to outreach to local institutions to discuss project related activities and ways to improve connections among the HSI institutions regionally.

Focus on helping us communicate with each other so grantees can share expertise.

None

Webinars describing how to input the data.

podcasts/vodcast

NA

Analysis tools...statistics which can be used as comparisons.

Social media would be a great way to communicate quickly! Webinars are helpful for more technical information. It would be wonderful if IS could facilitate communication between colleges with similar projects, similar demographics or within regions.

More webinars on various relevant topics and analysis tools for our specific programs are always welcome

Perhaps social media such as Facebook groups. However, email communication with program officer has served extremely well.

No suggestions

Webinars would be good.

Nothing so far

Webinars are an effective way to provide information.

None

Improved communication through social media and webinars!

Use of social media (listserves, blogs, webinars, etc) may be a good way to disseminate information to grantees as well as for sharing information about best practices.

Answer phone and e-mail communications more expediently.

No improvements needed.

Using Facebook or a listserv as a platform for updates, info. on webinars, etc. that would be helpful to HSIs would be great. The email updates from the Program Officers are great and should be continued. This year the Program Officer sent useful information through email without overwhelming the institutions he covered on webinars, etc. that would related to the HSI grantees' work.

Perhaps 'How to...' Slide shows or recorded videos on the website.

Webinars on completing the apr would be beneficial. Web site for completion of apr is cumbersome in budget section

Webinars would be useful.

No comments.

I thought the webinar for the interim report was very helpful. More training similar to the webinar would help.

Offer a series of webinars that provide training for directors on topics like requesting a change to a project, time and effort reports, allowable/unallowable activities, and other workshops that have practical use.

N/A

N/A

Nothing at this time.

My program officer is so great - [Name]. He has been there for every question and/or concern. I sincerely appreciate his promptness and assistance. Perhaps if several of us are asking the same questions it would be more time efficient for him to have semi-annual webinars related to the common questions or concerns from all of his grantees.

Conduct the webinars that are actually scheduled, as well as more webinars about various subjects. Stay away from social media, use email and the telephone like it should be used.

None we can think of right now.

A query and reply section of frequently asked questions would be great!

Take into consideration that all individuals may not be tech-savvy.

I think that is find.

The webinars have been excellent. At the 2011 Project Director's Conference I received a link to a Project Directors Training which was very helpful, but needs to be updated to match the information given at the Training.

N/A

Clear expectations of the type of data that is important and what it will be used for. This is helpful not only to provide summative and formative evaluation but to provide data that can be easily added to a national data storage and retrieval for HSI progress. The national data would be helpful for promoting individual programs and garnishing additional support at the individual institution

I think pre-recorded and live webinars would be useful. For example, one of the program officers regularly asks grantees to send questions about allowable activities. She compiles the questions and provides ED's opinions about each item. Then they are sent to all grantees. This practice is something that I think ED should adopt as a department and make the content available to all grantees on their webpage.

No suggestions.

Technical concerns have been minimal and/or assistance was available.

We need technical support many times in the webinars.

No complaints.

I would like to see a section in the ARP that addresses the importance of dissemination. This could be a 'fixed' 1-page template, sort of like a newsletter front page, that allows annual highlights to be shared pictorially with captions. This could be counted as 1 narrative progress questions within the ARP.

I would like to visit with other STEM Directors to understand their programmatic problems and successes.

It would be good if data on similar projects being administered by other PIs and institutions could be compiled in ways for us to learn about each other's successes. NSF has contracted with an outside party to build a common data base and reporting tool for projects like the one I am overseeing for these purposes.

None

More careful and effective training of proposal reviewers. More timely responses to questions. More lead time on proposal availability announcements.

None

I would like to see more use of social media, educational webinars, best practice

Webinars for grant coordinators

Maintain annually meetings with directors and staff to maintain up-to-date information

Q8. What additional services can the Division in which your grant is administered make available to you? (Open end)

More communication between grantees.

Regional workshops

Centralized system for submitting proposals, checking status of proposal, reporting, etc. (similar to NSF Fastlane).

When a new program officer is assigned (I am on my 4th)it would be nice to have them introduce themselves and let us know their preferences. Some like phone calls and others prefer emails and some don't answer either. Let us know what you want and it will make life easier for all of us. Don't get angry because we didn't read your mind.

Bring back the annual meeting. I think it could be done a lot more cost-effectively, if this was the reason it was not provided in 2012. Most directors want the meat of the meeting, not the fluff--it would be nice to have this collaborative environment back.

I'd appreciate having periodic consultations with the Program Officer. This would give us the opportunity to discuss successes and challenges, gain insight into alternative strategies, and plan for future grant opportunities. Also, it would be nice if there were more opportunities to network with other grantees to share experiences. This might involve an electronic network or more opportunities to meet face to face.

Continue to provide live webinars or host a webinar library for self-serve; including audio and video content.

Occasional regional webinars or virtual meetings to update and review regulations, procedures, experiences. Provide on line seminars/courses for certification for new and experienced directors and Project staff and also institutional, external resources and accounting staff who need to be knowledgeable of regulations, laws, etc.

So far they have met our needs completely.

More training, more opportunity to network and collaborate with other project directors

At least one visit per grant period (over the 3 to 5 years) that is not because of a needed site visit or audit, but to meet with the project staff, Colleges, students, and highlight program and activities.

An increased use of technology would be helpful. I will note, though, that I work with a Program Officer who makes all facets of grant administration easier for me.

Updates on new grant availability and timelines for submission. If college is currently awarded a multi-year grant, what new grants can be applied for during those years.

n/a

A training module for project directors.

None

Earlier announcement of RFP

Consider establishing a 'Help Desk' for calls about proposals, rather than requiring response from high-level individuals in Title V. They could coordinate to get the answers from the appropriate person, and streamline the load on people like [Name], while tracking and expediting responses. The current system works fine, but this could be more efficient and possibly more timely. (Sorry if this relates to overall. Program officer is awesome. Nothing more could be done there.)

Can't think of any.

It would be nice to continue with the grantees conference. If the conference isn't possible, it would be good to have webinars available with some of the conference topics related to grant administration, at least.

A general database of best practices w/ the ability to relate to outcome data. Data 'dashboards' of performance measures would be nice!

Just easier access to available grants.

Maybe a newsletter would be a good idea.

None so far

None that I can think of.

More information for first-time Project Directors such as on Expanded Authority.

Just a thought, but what about quarterly WEBINARs or a chance to use technology to connect with both ED staff and Project Directors around the country.

Training specific to Title III HSI STEM.

E-newsletter for HSIs. Webinar or workshop for grantees on quarterly draw downs, regulations, APR, etc.

webinars/training on completion of apr

No comments.

Maybe offer the opportunity to talk to others who have completed similar grants for first time directors.

Via email or webinars, provide periodic updates on the funding status Title V:HSI and the development of awards for the upcoming year.

N/A

N/A

Nothing at this time.

I believe that you are doing a fine job albeit we could use a little more time to prepare an application for submittal. The typical 30-45 days goes very fast if you have several levels of approval to go through in the College District prior to submitting it to the Feds. when a grant competition is announced.

I can't even think of what else can be done, since the absolute basics are not being done at all. I don't need my hand held, but I should have my calls and emails returned, and my questions answered CORRECTLY.

I'd like to see a description of the final cumulative report on the webpage. It would be helpful in planning time needed for post-award closeout of grant activities.

Have program directors initiate contact on a regular basis to encourage communication and a sense of connection. At this time we only get a few emails here and there with information that does not always pertain to us. Communication is brief and not inviting.

None.

n/a

No comment.

N/A

The website is difficult to draw information and data tables from. IT would be great if we had access to more data regarding the priorities of the grant so we could use that data as benchmark and analysis of individual program data.

No suggestions.

It is often harder to refine a question than to ask a question. I feel that a lot of time is lost trying to 'ask the right question', and I can't help but think that a more extensive faq would help with this (and be universally applicable for different programs). Probably easier said than done.

We recommend a document that can explain to people who have not worked in Federal Proposals (Chancellors, Deans, Administrators), some of the most relevant rules when handling a proposal, to understand the importance of following the guidelines.

Orientation in budget management.

No problems.

I would like to see bi-annual PI meetings held within our institution's Special Projects and Grants division. Federal Grants require the PI to know federal regulations as well as institutional policy, these meetings would allow PIs and institutional administration to acknowledge the important role federal \$ play in supporting and improving higher education standards.

Ok with available services.

None that I can think of at the moment.

Additional Training for Project Directors and Staff

None

The annual meeting 2 years ago in Wash. DC was very useful for networking, sharing of best practice, fantastic speakers and access to national presenters in the fields of retention, persistence, STEM, diversity. It offers a chance for colleagues to share with each other and adopt best practice. It also allows the chance to build a relationship with program officer.

None at this time.

N/A

Strengthening Institutions Program (SIP)

CORE QUESTIONS

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

Better communication between the staff

I would recommend that the USDE Title III Strengthening Institutions program provide the support that enables grantee institutions to successfully implement the programs and services the funding is meant to develop. At this time, I have not seen or been a part of any collaboration between programs and offices.

Dear USDE, A good example of collaboration would be to return phone calls and/or e-mails. I have never had one phone call returned or e-mail request response in the last 12 month. I was hired in April, 2011 to administer the Title III grant for Portland Community College in Portland, Oregon. I have made multiple phone calls as well as e-mails to my USDE grant contact. I finally had to ask our college grant office to get in touch with a higher ranking administrator at USDE to get a response in order to update the grant GAN to denote the change in the college's administration for the grant. I have received e-mail requests from my USDE contact in the last 12 months. These are requests for information or notifications of a webinar, etc. These requests for information have been sent one day prior to the date when the webinar was scheduled or when the information was needed. I have given up asking questions or seeking information from USDE, as there has not been one response in the last year.

Q17f. How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

When I had questions regarding some inconsistencies on the APR I got conflicting directions from technical support and my program officer

Some responded quickly to the phone calls and online requests. Staff there was helpful. Others took over 2-3 days to respond.

I was told 'there is no e-reporting for your grant'

Very effective and helpful

Not applicable

No problems.

Very

Very

Did not need to contact anyone

Support has been excellent.

n/a

N/A

N/A

They were very responsive and helpful.

Grants.gov staff were very helpful and prompt in responding

No concerns.

For the most part staff and contractors have been very helpful ... the only time I felt the response time was slow was immediately following the retirement of my education program contact

I have not had any issues.

Have not encountered any problems.

Excellent technical assistance.

I found that there was a lack of responsiveness to issues that needed to be addressed.

NA

G-5 phone representatives all gave different answers. I am still having challenges in being able to get the information I need as a program director

I have not had any problems with online grant reporting or other electronic data collection processes.

I had no issues or problems.

n/a

I have not had to complete a yearly report as we are just in month 9 of getting the grant. I'll have a better feel for things after we have submitted the first annual report and attended an annual meeting.

When I have problems understanding the annual report form or inputting information into the form, they have responded promptly and effectively.

Effective.

Staff promptly responded to an issue that I encountered while attempting to input the Annual Performance Report.

Excellent

The staff at Grants.Gov was very helpful in responding to my questions.

N/A

We found several instances where the printed instructions and online instructions/fields do not match. It's as if the written instructions have been in place for years and have not been updated to coincide with the online entry systems. Also, if each system were built / developed to have consistency in navigation, look/feel, operations, it might be less confusing to users.

I haven't contacted anyone in the past 12 months.

Q17.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them.

N/A

Grant announcements are too short-dated. Often the due dates coincide with other academic deadlines that make it impossible to apply for grants by the due date. This in effect excludes small colleges and/or those that have not had prior opportunities to participate in grant initiatives.

No suggestions

None

N/A

G5 is used by mostly by my business office staff so my experience is mostly second hand (the business office has an issue ...) The annual report is difficult because it does not flow from a report writer perspective. It is difficult to determine an effective sequence to complete the report.

No problems

No suggestions

The Institutional Service Web pages are fairly accurate and provide information for questions. The e-grants system can be confusing and time consuming. I find the Grants.gov site to be very useful with resources for important information for grantees. The Institutional Service web pages provide basic information but it would be an asset to have more resources available such as additional contact information for questions arising for the management and compliance oversight of federal grants. The only one I used is the submission site for my annual reports. I have no issues with it.

I am still having difficulty in getting the information from G5 that I need as a Title III program director. I've talked with three different phone representatives and all three have told me different things.

I wrote many suggestions in the annual online report for Title III regarding how the data collection system was structured. I noted some weaknesses of the reporting system, such as there is not an ability to

report a grant activity that had no expenditure via grant funds. This is a weakness in terms of accountability, since the online reporting system does not allow an activity to be entered that had no expenditure. There is a lengthy description of ideas regarding the order of the online grant reporting information for Title III. This information can be found in the Title III Report for Portland Community College's (Portland, Oregon) year one annual report- submitted in January, 2012.

no suggestions to offer

The annual report form is adequate. Can input tables, etc.

No suggestions

e-grants and Grants.gov should be combined into one system, or made to be more consistent. There are some key differences that make them confusing for users. For example, when uploading applications into grants.gov, the narrative is one attachment. In e-grants, each section of a narrative is an attachment.

The most important thing I look for is information on upcoming grants and deadlines. Too often over the years (and recently) I have not seen a date for submission or notice of a new grant until it is too late to apply. It would be much more useful to have a set schedule and be able to see detailed information on each grant, its requirements, and deadlines one to two years ahead so proper planning can take place.

no remarks

N/A

None at this time

NA

Q43. Please describe how ED can improve its service to you.

Webinars on grant management. Perhaps a webinar refresher course each year before annual reports are due

Offer more than one time for webinars. Instructors who are teaching classes do not have flexible schedules.

We attended ED sponsored conference on Title III SIP Directors in 2011 that was expensive and had a lot of irrelevant information and speakers. ED could have been addressed the important issues by webinar. I would recommend more frequent webinars on important, practical issues rather than large meetings in DC.

Respond to emails, voicemails, and messages in a timely manner. Train grant officers in all aspects of grants so that multiple respondents to questions do not give different answers (when they respond at all). Incentivize quality/user satisfaction.

Specifically referring to the Strengthening Institutions Program, it would be helpful if we would have some webinars or phone conferences during the year to share relevant information. Since the departure of our previous Program Officer ([Name]) we do not hear from the department and we do not receive timely response to our inquiries. Even if the technology was response by e-mail, it would be an improvement.

More timely notification of opportunities available.

I have not had any experience with the ED using technology such as video conferencing or any other resource. This has not existed. I have managed to view key webcasts that address the management of federal grants but this has required extensive research online. I have also found information on how to

develop a grant proposal in PowerPoint yet this is not beneficial when the grant has been awarded. More information on post-award activities and guidelines would provide the resources necessary to be able to present to others in the college community. To date, as the project director, I have to develop such resources which is time consuming and counterproductive for the management of the grant. More resources for educating college administrators would be an improvement such as webcasts, video conferencing, online meetings.

I would like to be on a listserv about important updates regarding the Title III SI program. Additionally, I would like to know how to contact fellow institutions that are TIII recipients.

Offer service to let customers know and understand services that are available. Then, how to use the services. A pilot of using the services before an actual report is sent would be helpful.

Webinars would be helpful. Meetings with Program officers via Skype. A listserv for Project Directors.

List-servs are fairly new and infrequent. An e-newsletter could be useful sharing reminders and highlighting similar programs. What is provided and how to make the best use of programs available is either somewhat of a mystery or buried in manuals. A more user friendly approach to information via technology would be great.

CUSTOM QUESTIONS

Q5. If you participated in the 2011 Institutional Service Project Directors' Conference, did you find it useful?

As a new project director I found it very useful. There were sessions that I wanted to attend that were full which was disappointing. I was looking forward to attending this year and disappointed when I the conference was not scheduled.

Very much so. I was disappointed it did not happen in 2012. I really liked the opportunity to meet face to face with my program officer.

Yes.

Our award was in 2011 Oct and there has not been a conference

Yes, very much useful

Somewhat but not as much as I had wished

Yes. I was disappointed there was not one offered in 2012.

I did not participate.

Yes, very useful

I am not sure if I have another place to state this, but an earlier program officer was very difficult to deal with. The current program officer is terrific.

Some of the information was helpful. The keynote speakers, some of whom were interesting, were largely irrelevant to the work of Project Directors. The final day could have been eliminated entirely.

Yes, it was extremely useful. The ability to meet with the program officer and other project directors gave me the chance to learn about projects at other colleges. It was a great return on investment. We took the ah-ha from one of the presentations we attended and added it to what we were already doing. I am disappointed we did not meet in spring 2012.

n/a

Very useful.

One of my employees attended; he brought back information that was useful to me.

Still waiting on responses to multiple queries (email, phone calls) several months later. Had to take 'best guess' at appropriate data reporting methods. Strong impression that program officer is not particularly concerned about our project, perhaps any individual project.

I found the break-out sessions extremely useful for a first year grantee. It really jump started my leadership of the grant on my campus.

Yes, I did and I found it VERY informative.

Yes, Very useful.

Yes

Very useful! I found the networking and the opportunities to gain insight into other programs especially helpful.

Yes, much better than the previous year - more practical, better presentations

Extremely useful. It should continue to be an annual event.

I found the Director's Conference to be very useful, and I have put in place some of the suggested activities to prepare for a site visit.

Yes. It was very helpful since we were in our first year.

Yes, I found the conference very useful particularly in regards to the issues with submitting the annual report. We were in our first year of the grant and sessions that focused on the annual report were helpful. We also met with our Program Officer and were pleased with her and her response at the meeting. But, we've had a serious issue arise regarding a portion of the grant and have sent multiple emails to our program officer with no response whatsoever - not even to acknowledge receipt of the emails. We have attempted to call our program officer and left voicemails also with no response.

Did not participate.

Yes, the conference was helpful.

Yes - I was not the original project director so having the opportunity to meet with ED staff and discuss issues was very important.

I did and I wish the conference would return. It provides excellent face to face time with our program officers. Furthermore, we are able to hear and learn timely update information from key players on the national scene, all the while, gaining insight and support from our peers.

Yes. I think the conferences should be continued on a regular basis.

No, I didn't. I have looked for this opportunity for 2012 and have not found it.

Very much. As a first year director at that time, it was extremely valuable to hear the speakers. I received many pointers on what to do and what not to do. Networking with both experienced directors

and new directors such as myself was also very helpful. The sessions gave me some great ideas as well for our projects.

Very useful!

Marginally

I am a newly hired project director and had not yet been hired so I did not attend.

It was useful but I don't think an annual conference is necessary? Every three years sounds about right!

The Program Officer has always been very, very kind and courteous. The only issue is timeliness.

I did not even know that this director's conference existed.

As a new grant project director I found it very helpful.

I did find the event to be very useful, especially the session on site visits--it was very informative and went through the process step-by-step, outlining expectations.

Extremely so. Excellent opportunity to meet Federal Director of Title III grant, meet other grantees and network, participate in breakout sessions to learn better practices and become more informed on changes in regulations. It was also a wonderful opportunity for the Business Manager to participate in breakout sessions and to network with other Business/Finance attendees. By allowing two people to attend, there is someone else from the college who is learning, hearing, and experiencing information pertinent to grantees. There should be a conference this coming spring to introduce all of the new staff in the Department of Higher Education.

Yes. The conference doesn't provide much lead time, but the information and ability to meet other project directors is invaluable. Regarding overall experience with Program Officer. I managed two Title III programs. The 'strongly agree (10)' responses relate to my AANAPISI Program Officer. My experience in working with my other Title III Program Officer has been unsatisfactory.

Yes! The conference was of great value. In fact, it is the most valuable service of the IS program. I was deeply disappointed to learn there was not a 2012 conference.

No, we didn't get the grant until October 2011.

I was there, but most of the plenary sessions seemed like filler information. The Title III representative who spoke (who I believe has retired) said things that were inconsistent with what individual program officers were telling grantees, which caused a lot of confusion for everyone. The best part was sitting down with our program officer and having a good opportunity for discussion.

Yes, it was a great networking tool mostly. However, the presenters could have been much more useful. It seemed much more time was spent on recognizing individual accomplishments and giving Bios on participants rather than discussing useful/applicable experiences.

Yes, the Project Directors' Conference last year was very useful. I learned a lot.

The conference was extremely useful. Past program officers were not as responsive or helpful. The current program officer is excellent.

Yes. The networking events helped me to identify colleagues who are doing the same type of work and can share their experiences in student success.

Unable to attend - Spring is a VERY difficult time for colleges to attend conferences. Could you consider doing this during summer?

Did not participate

Yes. It was improved from the previous year. However, some of the general sessions were either geared to specific groups or not especially relevant. Providing access to keynote speakers on trends or innovations in higher education would be more relevant for general sessions than the head of the US Patent Office (fine but not relevant). Offering the conference every other year would be fine. The first one was not anticipated in our budget and the second was noticed so late that it was difficult to plan attendance. Again, deciding on what, when, and how much a year or more ahead would be useful.

Yes. Sessions were informative and it was a good opportunity to interact with colleagues.

Did not participate. Did not know about it.

Our Program Officer has been replaced. Our former Program Officer was very difficult to deal with.

I found it to be very helpful, hearing from other projects and ED staff, especially as related to regs and legs/compliance issues.

Yes - good sessions on compliance

As a first-time Project Director, and as it was the first year of the project, I found the Conference extremely useful. General navigation is difficult when first starting out, so both the contact with the Program Officer and a chance to connect with other Project Directors and see their projects is invaluable.

Yes, it was excellent!

It was good to meet our program officer and other grantees, but I would have preferred it be done as a virtual conference with all sessions archived. Then we could catch sessions we missed or wanted to review. Additionally we could have saved time and travel money and we could add meet colleague sessions.

I was newly hired in Nov/Dec 2011 so I did not attend in 2011. There was not a conference in 2012 - therefore, I have no point of reference except that my role feels very disconnected since my only communication is unanswered emails and phone calls. If there is a conference in 2013, it will be 1.5 years after I assumed this role. If I am 'off-track' at that point I may have completely derailed the entire project because there has been no point of reference.

Did not participate.

N/A

Q6. With respect to the Annual Performance Report form. Are the instructions clear? Do the questions relate to your project's activities? Do the statistics requested provide an appropriate picture of the achievements of your grant? What are your suggestions for improving the annual report process? (Open end)

Sometimes difficult to fit our activities into the report format. More flexibility to provide metrics that fit the activities of our grant would be better.

Yes.

The first time doing it. was a bit complicated and unusual, but I think I was able to do it right.

It would be helpful if the system had a spell check feature.

Requirements unnecessarily complicated. Provide an example

Yes. As we move forward - data like this creates continual improvement. It is necessary and a functional part of what we do.

Some of the questions do not seem to match well with the project's activities

Instructions are somewhat clear. The necessity of reporting expenditures in 2 different methods is very time consuming. I don't believe that the questions asked always accurately reflect our work with the grant.

I feel the APR completion should be accompanied by one or two sample ones where each section is clearly explained, especially where budgetary items are involved

The APR is outdated and does not collect 'soft' data that might be more relevant than actual enrollment numbers. The grant activities do not allow for enough flexibility to respond to immediate needs in developing successful programs.

It is often difficult to make our grant achievements 'fit' into one of the reporting options. This is why it is helpful to have the 'other' questions at the bottom which allow us to create our own outcome statements.

Yes, the instructions were clear

It has been difficult to fit all our activities into the categories utilized in some parts of the Annual Performance Report form, but otherwise it's been ok.

It was relatively easy to use once I understood how to maneuver around it. One area of concern: in the student demographics area, the categories did not match IPEDS but we were instructed to use IPEDS data.

The budget form does not match with our internal budget form, but that is to be expected. Some of the statistics provide support for what we are achieving, but we need to add our own; the report provides a place for that. It would be nice to get feedback to know that it is received.

Very helpful.

The structure is quite confusing and needs to be streamlined.

Please have the report forms available sooner. In the first year of our grant the forms were not available for several months after the reporting period ended. While we waited there was no communication from our contact person.

I didn't have any problems with the APR. I appreciated the fact that the deadline for submitting it is later now than it used to be.

No. Clearer directions required. Opportunities for dialogue with well trained program officer would help.

I frankly have trouble relating many of the statistical questions to the objectives of our grant program.

While the instructions are clear, it is often difficult to give an adequate description of our activities given the statistics requested. The narrative section is the best place for us to describe the impact of the funding we've received.

Instructions are very clear. The scope of the questions and statistics requested are appropriate for our project.

I find that it is difficult to mold the APR into a product that reflects our project accomplishments. I do not have any great suggestions for improvement.

Yes, directions are clear.

provide a training webinar in advance of the APR

If DOE already has certain statistics for our institution, i.e. student demographics, I wonder why it is required that I enter in the APR those same numbers. Moreover, the instructions say the numbers will be entered automatically...but this does not happen.

Yes.

No suggestions regarding the annual report.

Quite clear.

Instructions are clear. Not all questions relate to our program. Narrative sections are the best indicator of program achievements.

Yes, instructions are clear for APR.

It is very difficult to align the annual report to our project activities as it appears the grant and the annual report were written from perspectives. The directions are reasonable but I have had to request clarification to complete the report. The statistics provide a fairly accurate picture of our achievements but it requires some effort to accomplish in the current format. The annual report needs to flow from report writer perspective and not an IT perspective.

For the most part, instructions are clear. Sometimes it is a bit difficult to tell in which category some achievements should be placed. Overall, the online reporting process is well done.

Instructions were fairly clear - the examples were very helpful. Some of the budget/expenditure reporting categories were confusing - Haven't heard back so I assume I did them correctly. I preferred the format of the interim report where we had the opportunity to evaluate and then share information on each of our institution's specific objectives as opposed to using standardized measurements that were not always as relevant. I am hoping there is variability in opening 'essay' question topics (pick two to write about) between 2011 and 2012 as it would be difficult for me to answer the same questions without be repetitive.

I find the APR very easy to use overall.

The form does not clearly reflect the activity, goals and objectives of our project

The instructions are clear, but the forms where data is requested may not present as accurate picture of the grant's achievement as might be stated.

Instructions are clear. Some of the standardized process measures and focus area outcomes are related to our grant activities; others are a stretch. The statistics do not provide a complete picture of our accomplishments--some of the most important are not easily quantifiable.

The instructions are clear in the APR. Overall, the APR serves simply as a summary of activities instead of an instrument to effectively monitor the grant. The questions present in the APR ask the grantee to report on events that happened in the prior year yet does not rise to the level of accountability that is

necessary to accurately assess the effectiveness of the grantee's program. In addition, the budget summary does not clearly identify areas such as overexpenditures in travel or the possibility of mismanagement of funds in other categories. It does not tell the whole story; instead it allows grantees to summarize activities that may or may not show compliance with federal regulations. There is no feedback on the APR nor is there any guidance on how to resolve any concerns raised as challenges to the implementation of grant activities and programs. It is a statement rather than a report. There should be more questions related to the accountability of spending funds in budget line items that require federal approval for changes. An example would be to direct the grantee to explain any over expenditures in travel, contractual and training. There should also be questions related to purchases not specifically covered in the grant. This will allow USDE personnel to intervene and provide proper monitoring for the continued compliance of the grant with related regulations and OMB Circulars.

I don't like the LAA portion of the APR--that isn't how we keep our grant records. Consequently, I have to re-figure everything, in order to fill in that portion of the APR.

I have only completed an interim report, but found the instructions to be clear and relevant.

I gave specific information about how to improve the annual performance report form and process in our annual grant report for Portland Community College (Portland, Oregon).

I did find some differences from the instructions to the actual website. I was also found it difficult to match up some of the objectives measures in our application with the APR.

The instructions are clear. The questions do not relate well to project activities. The requested statistics do not provide an appropriate picture of the achievements of the grant. It would useful if metrics could be customized.

Yes instructions are clear.

For the most part.

I have completed many APR's and IPR's so the instructions are clear to me - having experienced the struggle with the electronic report in its early introduction. The statistics do not give an adequate picture of the achievements related to our project activities. My preference is the IPR format that allows us to fully tell our story as it relates to the progress made on our own campus' unique challenges.

The general statistics requested were difficult to relate to some grant achievements due to other variances affecting the same statistics. Although some grant achievements could be tracked by cohorts, the statistic totals may not reflect the grant achievements because of other factors that may have had more impact on the statistics.

Have not submitted annual report yet

Are the instructions clear? Somewhat Do the questions relate to your project's activities? No Do the statistics requested provide an appropriate picture of the achievements of your grant? Yes What are your suggestions for improving the annual report process? Pre-populate IPEDS data

Haven't done it yet.

The instructions are OK but not great. The requirement that we quantify the dollars spent on legislative priorities, while probably required by statute, requires contortions and estimates, and can't be very meaningful.

Sometimes I feel like I am trying to fit a square peg into a round hole, although I realize this may be necessary to a certain extent for ED's reporting of results for all institutions. The questions are not always

well related to our grant activities and results. The instructions do a good job of explaining how to approach the questions.

Yes. The instructions are clear. The form is quite good as is. I would not change it.

The IDUES Annual Performance Report User Manual provides instructions for SECTION 4: Budget Summary that would be more beneficial if the examples were re-written. For our Title III Grant, we receive \$400,000 per year. If the amounts for 'ACTUAL BUDGET' and 'NEXT YEAR'S ANNUAL BUDGET' were \$400,000, the example would be more realistic.

Yes to all questions.

Haven't done one yet. We are in our first year.

The questions are somewhat related to our project but do not allow for a clear picture of the improvements and benefits.

Yes, the instructions are clear and provide an accurate picture of my grant.

Instructions are somewhat clear. Questions do not always relate to our project activities. Statistics requested only partially provide an accurate picture; some are good, others are irrelevant. Suggestion - let us determine what statistics to provide that best fit our projects.

The annual report process online was very good, however some of the metrics were not related to our award or application and it would be better to report quantitative numbers based on your grants goals and objectives and have grantees tie them to legislative categories for ED reporting and effectiveness assessment reporting for congress and other external stakeholders.

Have not done one yet

Instructions are basically clear. No the questions do not relate to our project well and do not easily reflect the scope and quality of what we do. No the statistics do not provide an appropriate picture of our achievements. Perhaps developing the metrics for evaluation (within a provided framework) submitted either with the evaluation or better yet, revised one to two years ahead of submission of each APR, would be ideal. It is very frustrating to be told at the conference that the 'application is our contract and must be followed to the letter' when it is written years ahead of implementation and the technology or methods of providing the strategy for improvement is no longer the most appropriate. While I have heard mixed messages (repeatedly) on the ability to making changes, there should be an ATTITUDE of openness to accountable innovation and adaptation within the broad scope of the initial grant application. Due to the economic downturn, our college needs flipped 180 degrees and while absolutely critical to address, our projects were focused on the needs in 2007 when the needs assessment was done.

There are a number of questions that do not relate directly to our grant activities. Replying to all of them complicates the process and takes time. It would be helpful if there was a way to reply to a category instead of to individual questions. I believe the statistics do provide a picture of our achievements.

I was not involved in its preparation.

We are preparing to write our first report.

Overall I find the report to be an accurate reflection of activities conducted under our SIP grant—especially when I find questions relating to my project. However, the LL portion of the report can be cumbersome and confusing.

Process is clear. Could be streamlined by requiring lists rather than narrative.

Instructions were clear. Questions related well. The statistics requested did provide an appropriate picture of achievements, when combined with the qualitative assessment that the report also asked for.

Clear and relevant.

Instructions are clear, questions generally relate to our project activities, statistics generally provide a means of reporting grant achievements (and where we fell short of targets).

At first it seemed confusing, but after attending the annual conference, it became apparent the intent and therefore the approach to complete the report was purposeful. The statistics are somewhat appropriate but by allowing a few open fields to ask and answer questions it allows the grantee to focus more closely to their goals and objectives.

As mentioned previously, the printed instructions and online instructions seem to be contradictory or confusing. It takes a long time to get through all the information and to try to be sure we are answering properly.

No, the instructions are not clear. No, the questions do not relate to the project's activities. No, the statistics requested do not provide an appropriate picture of the achievements of the grant. Suggestions include: - Clarify what is meant by 'activity.' I assumed that we had multiple activities as part of our project - when in fact it is considered just 'one grant activity.' - There are too many questions that don't relate to the project's activities. It would be better to list a few example questions and let us write out the question utilizing the sample questions. - In a five-year grant award, true statistical changes are not realized until Year 3. If statistics are not 'positive' in the first three years there should be space to comment and indicate the appropriate picture of the achievements of the grant that demonstrate progress toward the institution's objectives that were outlined in the grant.

The set questions from the DOE on the form do not always match what my grant is doing so I have to add customized questions.

The instructions are clear. Only some of the questions relate to our activities, but we will respond to the appropriate questions. We are beginning to identify additional statistics that more closely relate to our activities, a 'drilling down' from the overall retention goal. We haven't yet completed the annual report process, so my comments are incomplete at this time.

Instructions are clear; opportunity to discuss progress above and beyond what is specifically asked in questions would be of help.

Yes. No suggestions.

Q7. What more can Institutional Service or specific Divisions within the area do to meet your technical needs? (For example: improved communication through social media use, webinars, analysis tools, etc...) (Open end)

Just improved communication with phone and email

Provide webinars of pertinent changes or valuable resources

Increase Webinar presence.

All of the above

Webinars as a refresher before the reporting cycle would be beneficial.

More webinars a month or two prior to the opening of the APR website

I receive very few emails from USDE. I am not aware of any social media or regular publications from USDE.

It would be helpful to receive e-mails in a more timely fashion. We often receive notices of webinars a day or two before they occur. At this late date, we often cannot rearrange our schedules to participate in the webinars.

More frequent communication

Webinars.

Provide a webinar to explain any changes.

Sample forms.

Currently, there is very little communication from our contact person unless we initiate it. It would be nice if there were updates to each institution that has a grant.

Require program officers to respond to queries within a reasonable amount of time.

Nothing.

None.

Help foster collegiality and sharing among Directors. Perhaps IS could host webinars focused on specific topics such as budget monitoring, reporting, and successful strategies to institutionalize the activities.

Occasional webinars to enable directors to share knowledge and ask questions in a group setting throughout the year would be helpful

Improved communication through social media- definitely.

My needs are met.

Not Applicable

We would just like our program officer to respond to our emails.

Have not needed any technical assistance.

More webinars, possibly listservs with other institutions who hold similar grants. Possibly even use scheduled chat sessions with program officer(s).

Analysis tools would be helpful especially for areas that ED is looking for 'standardized' data.

Webinars that explain better how performance results should be reported would be helpful.

Very satisfied

There needs to be vast improvement in the communication of the USDE with grantee institutions. Mandatory development activities such as attendance at webinars and online meetings would greatly improve the communication of grantee institutions with the USDE. Analysis tools would also be beneficial for institutions lacking the capacity to implement grant activities. For such institutions, to understand how to analyze ways to improve would provide the level of support necessary to avoid large available balances and unauthorized expenditures.

I like webinars--I think that's a good way to disseminate information, especially if they are interactive and not just listen-only--and they are cheaper than traveling.

I would really appreciate a return phone call from my grant officer. I have given up trying to contact that person as I have not had one returned phone call or e-mail in the past year.

Using social media and webinars to address issues would be helpful.

Okay as long as they keep up with technology

[NAME] does an EXCELLENT job. He is responsive, informative, and makes himself available where and when his grantees meet.

Webinars would be good for new directors, to provide instructions for preparing Interim Report and APRs, as well as explaining how best to select the best reporting criteria for the grant achievements.

Sample reports which meet or fall short of requirements

I am unaware of any communication tools with regard to the TIII program. It would be very beneficial if there were such tools.

I'd like to have an annual conference or webinar. I think a model annual report would be helpful too so that the report hits the quantitative and qualitative needs.

Fine now.

No, not necessarily. The current structure is just fine.

Webinars on best practices project management and budget.

Allow a trial or pilot before we do an actual performance report.

No suggestions

I recommend more opportunities to communicate with other project directors - maybe monthly conference calls that share promising practices.

Webinars

None we have experienced.

Being more proactive in terms of clarifying what services are available and how to access them via the technology mentioned would be valuable.

The existing services are adequate for our needs.

Provide a list of possible evaluators.

Additional webinars for new project directors would be very helpful as related to project management, compliance, regs/legs, etc.

Webinars; more timely communication

Prompt responses through email were sufficient.

Webinars would be useful for: collaboration on successful approaches underway at other institutions; updates on the overall program; topics on sustainability; different ways to collect and analyze data; and future funding focus

How about refresher webinars for completing the APRs? It would also be helpful to have forums for grantee communications. We could share ideas about how other institutions have managed their grant activities, issues, and questions.

A dedicated web space that contains webinars and other resources that are easily accessible/viewable. And that the Institutional Services staff can upload new video tutorials or updates quickly and easily. Also, a listserv that has all the grant recipients (by category) so the project directors/administrators can share resources and provide support to one another.

I'm not in a position to answer yet.

None

Q8. What additional services can the Division in which your grant is administered make available to you? (Open end)

Technical Assistant Webinar.

N/A

A disclosure of where recipients have commonly made errors on their APR's as well as those example of having done well

Announcements and instructions on how we can obtain additional funds to continue and/or expand our program past the initial grant period.

Opportunities to engage in dialogues with other institutions with Title III funding

It would be nice to have a twice yearly phone conference with our program officer. It seems that as officers retire, more colleges are added to the current officers' lists. Response has been non-existent from our new officer. Our last officer [name] was rude, intimidating, and belittling. We were happy to see her retire.

none.

Nothing comes to mind. I find my program officer very easy to work with and very helpful.

None.

Provide the program officers with more time or incentive to connect with their program directors. And maybe some customer service training.

Nothing at this time.

None at this time.

None at this time.

At this point, I cannot think of anything.

No additional services needed.

Very satisfied

The Division can offer professional responses made in a timely manner for any questions or requests. It is also imperative to make sure that conferences are offered to grantee institutions to make sure that accurate information is provided for such institutions to implement the grant. Overall, there needs to be better communication and monitoring of federal grants by the USDE. Otherwise, there is the risk of grants not meeting the objectives or achieving necessary goals to fulfill the basic goals of the Title III program to increase academic quality, improve fiscal stability and improve institutional management.

The DoE could make sure that all program officers are on the same page with regard to any changes in guidelines for the grant. That's my pet peeve about the whole thing. Otherwise, I'm very happy with the way DoE has taken care of things.

I would like an e-mail regarding Grant Director's annual meetings. I did not know this existed.

When the grant was first awarded it would have been nice to have an initial conversation to clarify the goals and objects as our grant was awarded by points a year after it was submitted.

Connection to related funding opportunities and resources.

Develop listservs, webinars, social media, analysis tools, share best practices, and data collection/reporting methods.

A better primer on the do's and don'ts, instead of just referring one to EDGAR and masses of other regulations. Some of the power point type slides were very helpful at the beginning, but didn't cover enough.

None. I am quite happy as is.

No suggestions

Keep having annual conferences (I was able to attend in 2010 and it was very helpful); consider having regional conferences or rotating location so sometimes there is one on the west coast.

None

Take more of a service/client/mentor approach to support improving/strengthening institutions rather than a compliance/authoritarian approach. Even the title, 'Program Officer' sounds authoritarian. While individual POs have taken a friendly, supportive role, they are stretched way too thin.

None

No suggestions.

Periodic conference calls to see how the projects are coming and to exchange ideas with the grant officers.

A yearly overview of what's expected by the institution's to keep 'in the loop' with the DoE. For example, a reminder about the Institutional Service Project Director Conference dates and relevant information, reminder about the annual performance review, and that a mid-year performance review is only required in the first year. Also, define what is needed from the External Evaluators and what expectations the institutions are 'beholden' to the External Evaluators. For the most part, the External Evaluators are a waste of the funds if we are suppose to follow the structure provided by the DoE (Strengthening Institutions) and provided more regular updates. Also, a listserv that has all the grant recipients (by category) so the project directors/administrators can share resources and provide support to one another.

We are in Year 1 of our grant. There was no Washington, DC T-III conference this year, which would have been helpful to acclimate us to the larger picture and the whole process.

None

Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2011 to 2012 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.