

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

Fiscal Year 2013 Grantee Satisfaction Survey

Final Report
December 2013





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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 33 programs participated in the FY 2013 Grantee Satisfaction Survey for the U.S. Department of Education. Five of these programs are participating for the first time, while 28 programs have been measured previously.

Data Collection

Each of the 33 participating programs provided a list of grantees to be contacted for the survey. Data were collected from June 21, 2013 to September 3, 2013 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 1,131 valid responses were collected for a response rate of 40 percent. Response rates by program are shown on the following page.



Response Rates by Program

| Program | Valid Completes | Invites | Response Rate |
|---|-----------------|-------------|---------------|
| Native American and Alaska Native Children in School Program | 4 | 22 | 18% |
| National Professional Development Program | 51 | 110 | 46% |
| Adult Education and Family Literacy to State Directors of Adult Education | 34 | 56 | 61% |
| Carl D. Perkins Career and Technical Education State Directors | 37 | 58 | 64% |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 77 | 150 | 51% |
| Educational Opportunities Centers (EOC) | 69 | 124 | 56% |
| Minority Science and Engineering Improvement Program (MSEIP) | 37 | 54 | 69% |
| Predominately Black Institutions | 20 | 58 | 34% |
| Fulbright-Hays Group Projects Abroad | 14 | 26 | 54% |
| State Directors of Special Education (Part B) | 27 | 61 | 44% |
| Lead Agency Early Intervention Coordinators (Part C) | 27 | 58 | 47% |
| Vocational Rehabilitation Program | 28 | 80 | 35% |
| Improving Teacher Quality State Grants | 50 | 99 | 51% |
| 21st Century Community Learning Centers | 34 | 68 | 50% |
| Teacher Incentive Fund | 49 | 93 | 53% |
| Striving Readers | 9 | 25 | 36% |
| Mathematics and Science Partnerships | 35 | 52 | 67% |
| Payments for Federally Connected Children (Section 8003) | 59 | 194 | 30% |
| Payments for Federal Property (Section 8002) | 56 | 215 | 26% |
| Race to the Top – Early Learning Challenge Fund | 3 | 7 | 43% |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 66 | 200 | 33% |
| Migrant Education Programs (Title I, Part C) | 22 | 46 | 48% |
| High School Equivalency Program – Migrant Education | 29 | 46 | 63% |
| Safe and Supportive Schools Program | 7 | 11 | 64% |
| Carol White Physical Education Program | 72 | 197 | 37% |
| Elementary and Secondary School Counseling Program | 48 | 141 | 34% |
| School Improvement Fund | 31 | 58 | 53% |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 22 | 53 | 42% |
| English Language Acquisition State Grants (Title III State Formula Grants) | 27 | 52 | 52% |
| Education for Homeless Children and Youth – McKinney-Vento | 33 | 56 | 59% |
| Neglected and Delinquent State and Local | 20 | 53 | 38% |
| Rural Education Achievement Program – Rural and Low Income School Program | 19 | 95 | 20% |
| Rural Education Achievement Program – Small, Rural School Achievement Program | 15 | 200 | 8% |
| Overall | 1131 | 2818 | 40% |

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 2013, there were no changes made to the core set of questions. However, there were new programs participating in the survey this year. Each program has the opportunity to ask a unique set of questions in addition to the core questions.

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 B, there is an explanation of significant differences in reporting.



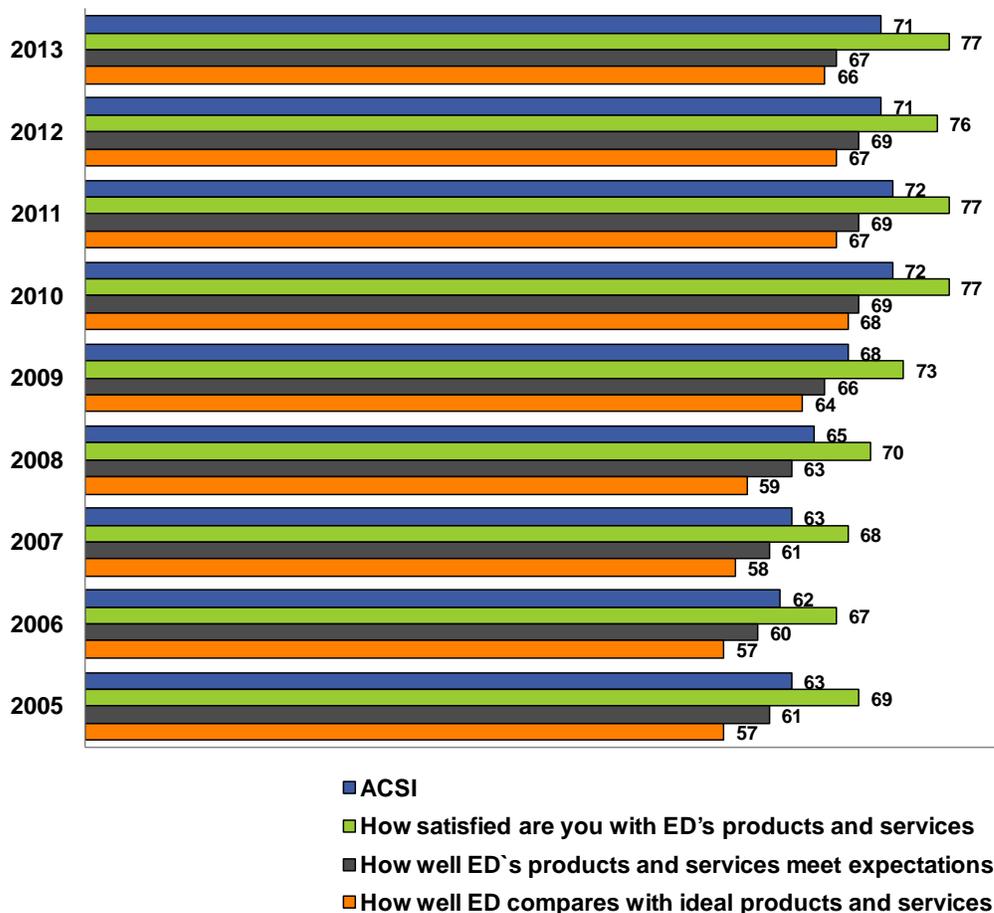
Chapter II Survey Results

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 2013 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 as indicated by the CSI has been steady over the past four years as the measure has either been 71 or 72 during that time.

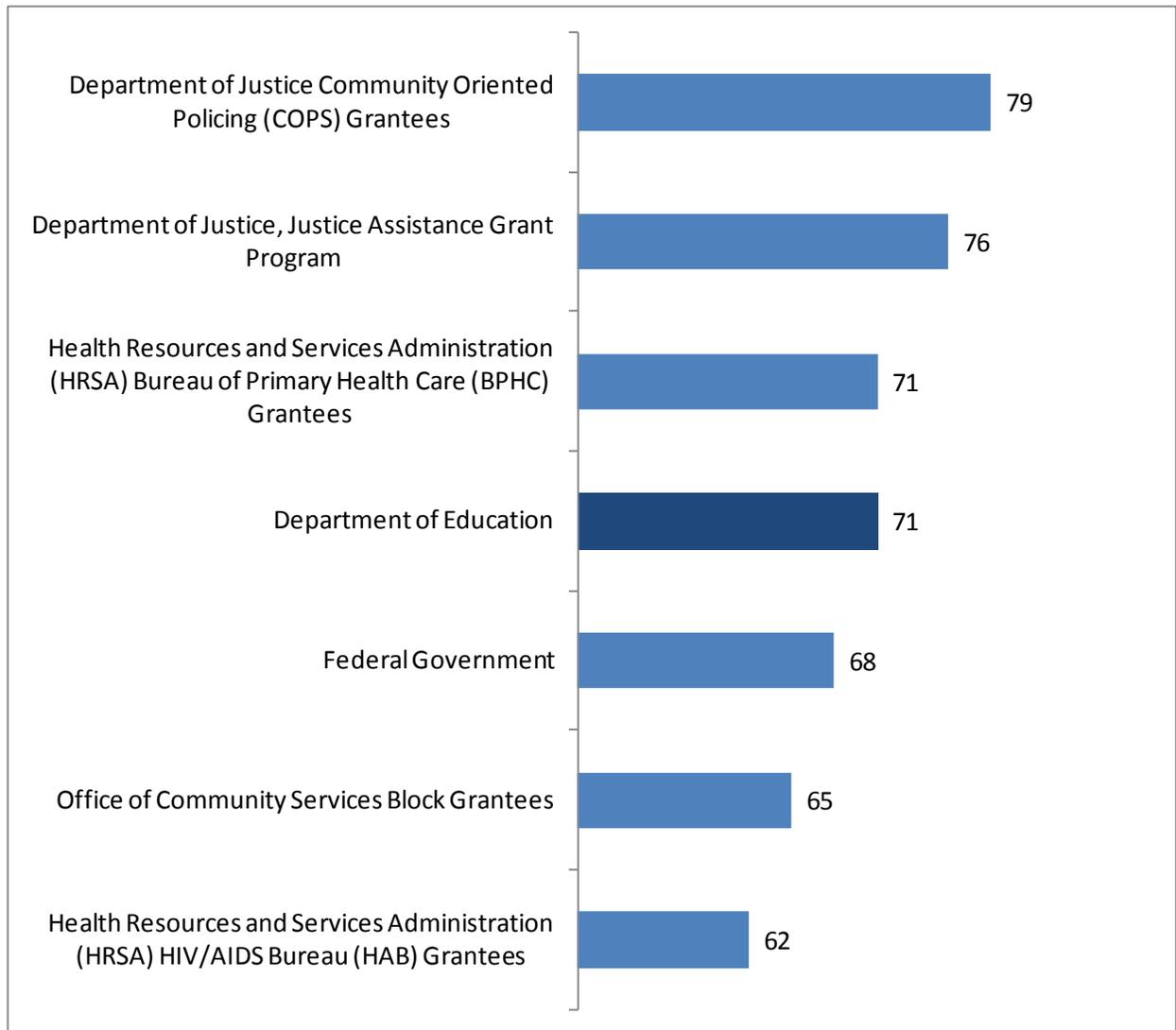
Customer Satisfaction Index 2005 - 2013





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 2013) annual overall federal government average. The Department is three points above the federal government average (68).

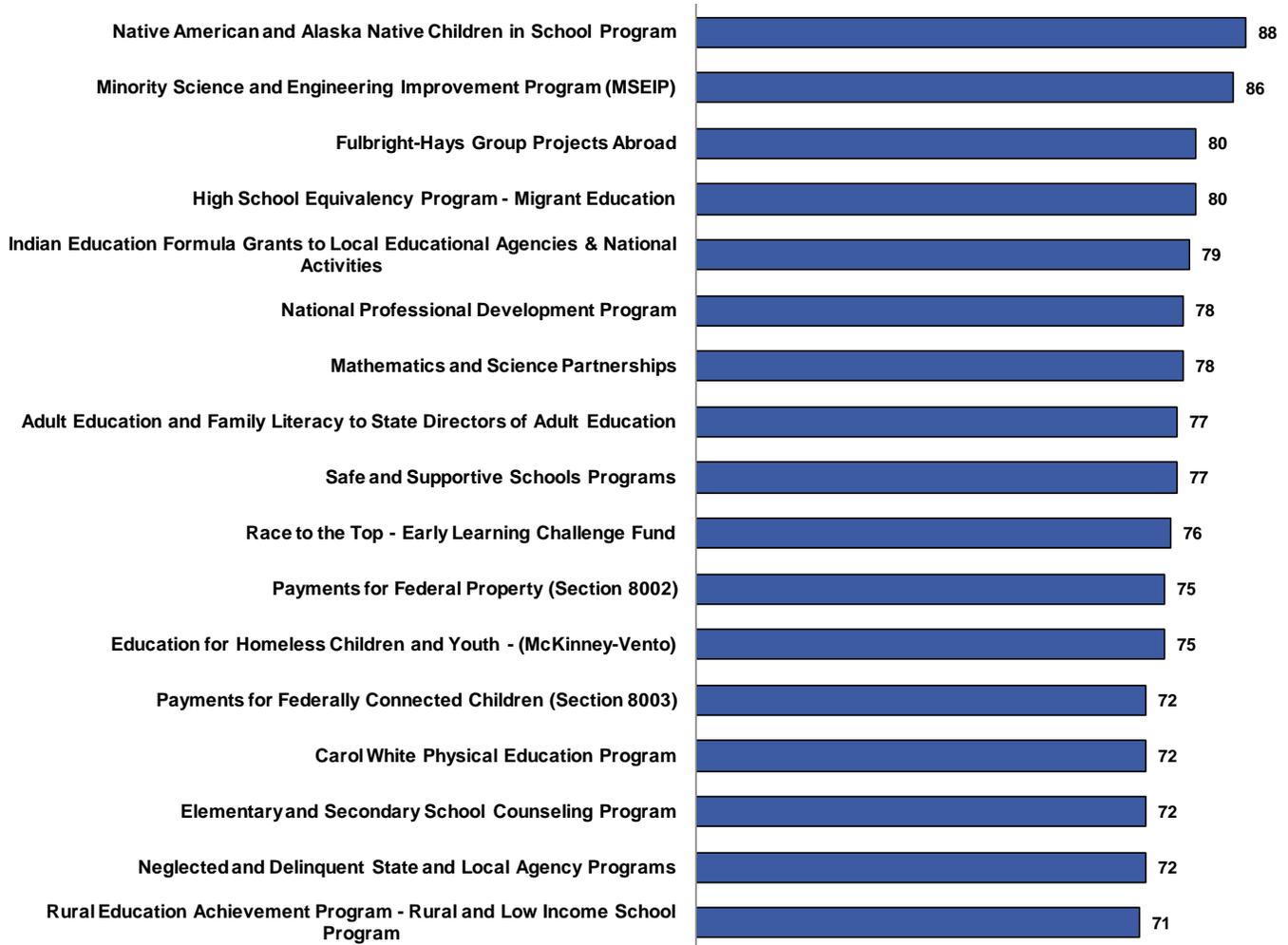
Satisfaction Benchmarks





On the next two pages are satisfaction scores by program. There are four programs scoring in the 80s with Native American and Minority Science and Engineering Improvement Program (MSEIP) the highest at 88 and 86, respectively.

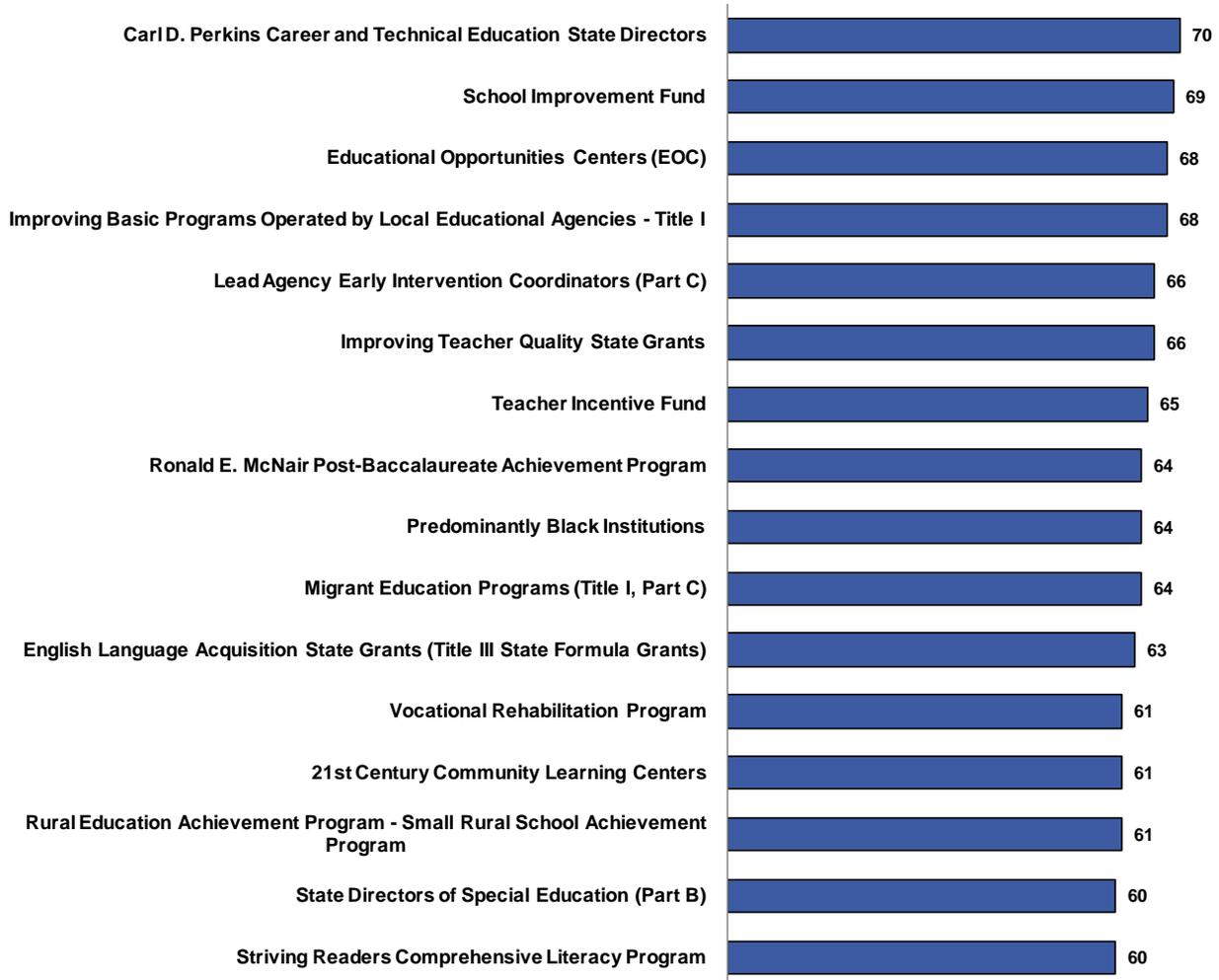
Customer Satisfaction Index - Scores by Program





Programs in the chart below score below the Department overall score of 71. Two programs, State Directors of Special Education and Striving Readers Comprehensive Literacy Program, score the lowest at 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) on the right. 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.

2013 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 (77 to 82), the Customer Satisfaction Index would increase by the amount of its impact, 1.2 points, (from 71 to 72.2). *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 0.9

Technology continues to increase this year after a two-point gain in 2012. The Department's effectiveness in using technology to deliver its services holds at 78 and remains the highest scoring area. Effectiveness of automated process in improving states/LEA and Expected reduction in federal paperwork both increase by one point. ED's quality of assistance climbs a significant four points.

Technology - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|---|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 1,248 | 1,112 | | |
| Technology | 73 | 74 | 1 | - |
| ED's effectiveness in using technology to deliver its services | 78 | 78 | 0 | - |
| ED's quality of assistance | 73 | 77 | 4 | ↑ |
| Effectiveness of automated process in improving state/LEA reporting | 72 | 73 | 1 | - |
| Expected reduction in federal paperwork | 64 | 65 | 1 | - |

** Statistically significant difference from 2012 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 60, for Race to the Top Assessment, to 87, for Minority Science and Engineering Improvement Program (MSEIP). Nine programs have ratings in the 80s and 12 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. Another 12 programs rate in the 60s or lower. For these programs, Technology should be an area of focus.



Technology - Scores by Program

| Program | Technology |
|---|------------|
| Minority Science and Engineering Improvement Program (MSEIP) | 87 |
| Fulbright-Hays Group Projects Abroad | 85 |
| Mathematics and Science Partnerships | 84 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 82 |
| Native American and Alaska Native Children in School Program | 81 |
| Adult Education and Family Literacy to State Directors of Adult Education | 81 |
| High School Equivalency Program - Migrant Education | 81 |
| Education for Homeless Children and Youth (McKinney-Vento) | 81 |
| National Professional Development Program | 80 |
| Payments for Federal Property (Section 8002) | 79 |
| Rural Education Achievement Program - Rural and Low Income School Program | 78 |
| Payments for Federally Connected Children (Section 8003) | 75 |
| Educational Opportunities Centers (EOC) | 74 |
| Safe and Supportive Schools Programs | 74 |
| Carol White Physical Education Program | 73 |
| Improving Teacher Quality State Grants | 72 |
| Carl D. Perkins Career and Technical Education State Directors | 71 |
| Striving Readers Comprehensive Literacy Program | 71 |
| Improving Basic Programs Operated by Local Educational Agencies - Title I | 71 |
| Migrant Education Programs (Title I, Part C) | 70 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 70 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 69 |
| Vocational Rehabilitation Program | 69 |
| Elementary and Secondary School Counseling Program | 69 |
| Lead Agency Early Intervention Coordinators (Part C) | 68 |
| Teacher Incentive Fund | 68 |
| School Improvement Fund | 68 |
| 21st Century Community Learning Centers | 67 |
| Neglected and Delinquent State and Local Agency Programs | 67 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 66 |
| Predominantly Black Institutions | 64 |
| State Directors of Special Education (Part B) | 64 |
| Race to the Top - Early Learning Challenge Fund | 60 |



Documents

Impact 1.2

The component, Documents, is the top driver of grantee satisfaction and has an impact of 1.5. Although no significant changes occur this year, Documents rates positively (77). Respondents continue to give high ratings to Documents being relevant to their areas (79). Relevance in areas of need falls one point to 79. Clarity also drops one point to 77 after gaining two points last year. As in past years, the comprehensiveness in addressing the scope of issues that grantees face (75) remains the lowest rated Documents' attribute, and is considered the most difficult to improve upon.

Documents - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|---|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 991 | 903 | | |
| Documents | 78 | 77 | -1 | - |
| Clarity | 78 | 77 | -1 | - |
| Organization of information | 79 | 79 | 0 | - |
| Sufficiency of detail to meet your program needs | 77 | 76 | -1 | - |
| Relevance to your areas of need | 80 | 79 | -1 | - |
| Comprehensiveness in addressing the scope of issues that you face | 75 | 75 | 0 | - |

** Statistically significant difference from 2012 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 21st Century Community Learning Centers, to 88, for High School Equivalency Program-Migrant Education. For many programs Documents is an area of strength, as eight programs rate it 80 or above. Another 18 programs rate Documents in the 70s and only two programs fall below 70. Please note that these questions were not asked of Office of Postsecondary Education (OPE) respondents.



Documents - Scores by Program

| Program | Documents |
|---|-----------|
| High School Equivalency Program - Migrant Education | 88 |
| Mathematics and Science Partnerships | 87 |
| Education for Homeless Children and Youth (McKinney-Vento) | 86 |
| Native American and Alaska Native Children in School Program | 83 |
| National Professional Development Program | 82 |
| Adult Education and Family Literacy to State Directors of Adult Education | 81 |
| Improving Basic Programs Operated by Local Educational Agencies - Title I | 81 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 80 |
| Elementary and Secondary School Counseling Program | 79 |
| Rural Education Achievement Program - Rural and Low Income School Program | 79 |
| Carl D. Perkins Career and Technical Education State Directors | 78 |
| Improving Teacher Quality State Grants | 78 |
| Safe and Supportive Schools Programs | 78 |
| Neglected and Delinquent State and Local Agency Programs | 78 |
| Payments for Federally Connected Children (Section 8003) | 77 |
| Payments for Federal Property (Section 8002) | 77 |
| Carol White Physical Education Program | 76 |
| School Improvement Fund | 75 |
| State Directors of Special Education (Part B) | 74 |
| Vocational Rehabilitation Program | 74 |
| Teacher Incentive Fund | 74 |
| Migrant Education Programs (Title I, Part C) | 74 |
| Race to the Top - Early Learning Challenge Fund | 73 |
| Lead Agency Early Intervention Coordinators (Part C) | 71 |
| Striving Readers Comprehensive Literacy Program | 70 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 70 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 68 |
| 21st Century Community Learning Centers | 63 |



ED Staff/Coordination

Impact 0.8

ED Staff/Coordination remains static at 83 and continues to be rated as a strength by Department grantees. Its impact on satisfaction remains relatively high at 0.8. Three attributes, Sufficiency of legal guidance (82), Collaboration with other ED programs or offices in providing relevant services (81), and Consistency of responses with ED staff from different program offices (80), increase by one point. Accuracy of responses fell one point this year. Both Knowledge of relevant legislation, regulations, policies, and procedures and Responsiveness to your questions had no change.

ED Staff/Coordination - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|--|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 1,274 | 1,112 | | |
| ED Staff/Coordination | 83 | 83 | 0 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 86 | 0 | |
| Responsiveness to your questions | 81 | 81 | 0 | |
| Accuracy of responses | 86 | 85 | -1 | |
| Sufficiency of legal guidance in responses | 81 | 82 | 1 | |
| Consistency of responses with ED staff from different program offices | 79 | 80 | 1 | |
| Collaboration with other ED programs or offices in providing relevant services | 80 | 81 | 1 | |

** Statistically significant difference from 2012 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix*

For the area of ED Staff/Coordination program level scores remain very strong with many Staffs excelling. Native American and Alaska Native Children in School Program scores 98 for ED Staff/Coordination. Six programs are rated in the 90s for this component and another 10 programs score at least 85. Thirteen programs are rated between 75 and 85. Only four programs rate ED Staff/Coordination below 75 with the lowest score of 69 for Predominantly Black Institutions.



ED Staff/Coordination - Scores by Program

| Program | ED Staff/Coordination |
|---|------------------------------|
| Native American and Alaska Native Children in School Program | 98 |
| Minority Science and Engineering Improvement Program (MSEIP) | 95 |
| Education for Homeless Children and Youth (McKinney-Vento) | 94 |
| National Professional Development Program | 93 |
| Mathematics and Science Partnerships | 93 |
| Adult Education and Family Literacy to State Directors of Adult Education | 91 |
| High School Equivalency Program - Migrant Education | 89 |
| Fulbright-Hays Group Projects Abroad | 88 |
| Improving Teacher Quality State Grants | 88 |
| Neglected and Delinquent State and Local Agency Programs | 87 |
| Rural Education Achievement Program - Rural and Low Income School Program | 87 |
| Carl D. Perkins Career and Technical Education State Directors | 86 |
| Improving Basic Programs Operated by Local Educational Agencies - Title I | 86 |
| Payments for Federally Connected Children (Section 8003) | 85 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 85 |
| Elementary and Secondary School Counseling Program | 85 |
| Striving Readers Comprehensive Literacy Program | 83 |
| Payments for Federal Property (Section 8002) | 83 |
| Race to the Top - Early Learning Challenge Fund | 83 |
| Carol White Physical Education Program | 82 |
| Lead Agency Early Intervention Coordinators (Part C) | 79 |
| Safe and Supportive Schools Programs | 79 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 78 |
| State Directors of Special Education (Part B) | 77 |
| Teacher Incentive Fund | 77 |
| School Improvement Fund | 77 |
| 21st Century Community Learning Centers | 76 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 76 |
| Migrant Education Programs (Title I, Part C) | 75 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 74 |
| Educational Opportunities Centers (EOC) | 72 |
| Vocational Rehabilitation Program | 71 |
| Predominantly Black Institutions | 69 |



Online Resources

Impact 1.0

Online Resources is down a significant two points in 2013 after gaining two points in 2012 and continues to remain one of the lowest rated areas, with a score of 72. Ease of reading the site and Ease of finding materials online each drop a significant two points to 73 and 69, respectively. The remaining attributes each dropped one point. Online Resources has a high impact of 1.0 on customer satisfaction and is an area of opportunity for improvement.

Online Resources - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|--|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 1,263 | 1,111 | | |
| Online Resources | 74 | 72 | -2 | ↓ |
| Ease of finding materials online | 71 | 69 | -2 | ↓ |
| Ease of submitting information to ED via the web | 78 | 77 | -1 | - |
| Freshness of content | 75 | 74 | -1 | - |
| Ability to accomplish what you want on the site | 73 | 72 | -1 | - |
| Ease of reading the site | 75 | 73 | -2 | ↓ |
| Ease of navigation | 71 | 70 | -1 | - |

** Statistically significant difference from 2012 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 Minority Science and Engineering Improvement Program (MSEIP) (84) rating it the highest. For 18 programs the component, Online Resources, rates in the 70s. These scores indicate adequate performance in the area overall. However, there likely is opportunity for improvement for a many programs. Eleven programs are rated in the 60s or lower. For these programs, Online Resources should be more of a focus. State Directors of Special Education (Part B) rate Online Resources the lowest at 56.



Online Resources - Scores by Program

| Program | Online Resources |
|---|------------------|
| Minority Science and Engineering Improvement Program (MSEIP) | 84 |
| Native American and Alaska Native Children in School Program | 83 |
| Mathematics and Science Partnerships | 83 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 83 |
| Race to the Top - Early Learning Challenge Fund | 78 |
| Payments for Federally Connected Children (Section 8003) | 77 |
| Payments for Federal Property (Section 8002) | 77 |
| National Professional Development Program | 76 |
| Adult Education and Family Literacy to State Directors of Adult Education | 76 |
| High School Equivalency Program - Migrant Education | 75 |
| Elementary and Secondary School Counseling Program | 75 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 75 |
| Educational Opportunities Centers (EOC) | 74 |
| Carl D. Perkins Career and Technical Education State Directors | 72 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 72 |
| Fulbright-Hays Group Projects Abroad | 72 |
| Carol White Physical Education Program | 72 |
| Education for Homeless Children and Youth (McKinney-Vento) | 72 |
| Striving Readers Comprehensive Literacy Program | 71 |
| Predominantly Black Institutions | 70 |
| Teacher Incentive Fund | 70 |
| School Improvement Fund | 70 |
| Neglected and Delinquent State and Local Agency Programs | 69 |
| Improving Teacher Quality State Grants | 67 |
| Rural Education Achievement Program - Rural and Low Income School Program | 67 |
| 21st Century Community Learning Centers | 66 |
| Vocational Rehabilitation Program | 64 |
| Safe and Supportive Schools Programs | 64 |
| Lead Agency Early Intervention Coordinators (Part C) | 63 |
| Improving Basic Programs Operated by Local Educational Agencies-Title I | 61 |
| Migrant Education Programs (Title I, Part C) | 60 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 60 |
| State Directors of Special Education (Part B) | 56 |



ED-funded Technical Assistance

Impact 0.2

ED-funded Technical Assistance, down one point to 84 this year. Four attributes have significant decreases from 2012; however, all of these remain the highly rated. Grantees continue to rate ED-Funded Technical Assistance high for their knowledge of relevant legislation, regulations, policies and procedures (84). 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 in the mid to low 80s. Although the lowest rated attribute, Sufficiency of legal guidance, still scores well at 81.

Despite a 0.2 impact, ED-funded Technical Assistance should not be thought of as unimportant to grantee satisfaction. This 0.2 impact simply means that an improvement in this area will not significantly improve satisfaction at this time.

ED-funded Providers of Technical Assistance - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|--|------------|------------|------------|------------------------|
| | Scores | | | |
| | 622 | 551 | | |
| ED-funded Technical Assistance | 85 | 84 | -1 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 84 | -2 | ↓ |
| Responsiveness to your questions | 87 | 86 | -1 | |
| Accuracy of responses | 87 | 85 | -2 | ↓ |
| Sufficiency of legal guidance in responses | 84 | 81 | -3 | ↓ |
| Consistency of responses with ED staff | 85 | 83 | -2 | ↓ |
| Collaboration with ED staff in providing relevant services | 85 | 83 | -2 | |
| Collaboration with other ED-funded providers of technical assistance | 85 | 84 | -1 | |

** Statistically significant difference from 2012 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. Sixteen programs rate this area 85 or higher with nine of those in the 90s or above. Only nine programs rate this driver lower than 80 with Predominantly Black Institutions score the lowest at 66.



ED-funded Providers of Technical Assistance - Scores by Program

| Program | ED-funded Technical Assistance |
|---|---------------------------------------|
| Minority Science and Engineering Improvement Program (MSEIP) | 98 |
| National Professional Development Program | 96 |
| Education for Homeless Children and Youth (McKinney-Vento) | 96 |
| Mathematics and Science Partnerships | 95 |
| Native American and Alaska Native Children in School Program | 93 |
| Safe and Supportive Schools Programs | 93 |
| Elementary and Secondary School Counseling Program | 93 |
| Adult Education and Family Literacy to State Directors of Adult Education | 91 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 91 |
| Payments for Federal Property (Section 8002) | 89 |
| High School Equivalency Program - Migrant Education | 88 |
| Carol White Physical Education Program | 88 |
| Payments for Federally Connected Children (Section 8003) | 87 |
| Neglected and Delinquent State and Local Agency Programs | 87 |
| Lead Agency Early Intervention Coordinators (Part C) | 86 |
| Race to the Top-Early Learning Challenge Fund | 85 |
| Carl D. Perkins Career and Technical Education State Directors | 83 |
| Rural Education Achievement Program - Rural and Low Income School Program | 82 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 82 |
| Fulbright-Hays Group Projects Abroad | 81 |
| State Directors of Special Education (Part B) | 81 |
| Improving Teacher Quality State Grants | 81 |
| Migrant Education Programs (Title I, Part C) | 81 |
| Educational Opportunities Centers (EOC) | 80 |
| School Improvement Fund | 79 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 79 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 78 |
| Improving Basic Programs Operated by Local Educational Agencies - Title I | 77 |
| Vocational Rehabilitation Program | 76 |
| 21st Century Community Learning Centers | 75 |
| Teacher Incentive Fund | 75 |
| Striving Readers Comprehensive Literacy Program | 71 |
| Predominantly Black Institutions | 66 |



OESE Technical Assistance

Impact 0.9

This component was asked of the 21 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 0.9. Of the two OESE Technical Assistance attributes, scores fell two points for the effectiveness of OESE in helping programs implement grant programs. Usefulness of OESE's technical assistance services as a model decreases significantly. The score is down three points to 70.

OESE Technical Assistance - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|--|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 571 | 580 | | |
| OESE's Technical Assistance | 76 | 74 | -2 | - |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 76 | -2 | - |
| Usefulness of OESE's technical assistance services as a model | 73 | 70 | -3 | ↓ |

** Statistically significant difference from 2012 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. Five of the programs rate OESE Technical Assistance as a strength with scores in the 80s or above. Indian Education Formula Grants to Local Educational Agencies and Education for Homeless Children and Youth - (McKinney-Vento) provides the highest ratings for OESE Technical Assistance with a score of 83. Conversely, only five programs rate OESE Technical Assistance below 70 with State Directors of Special Education (Part B) scoring it the lowest at 63.



OESE Technical Assistance - Scores by Program

| Program | OESE's Technical Assistance |
|---|-----------------------------|
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 83 |
| Education for Homeless Children and Youth (McKinney-Vento) | 83 |
| Race to the Top - Early Learning Challenge Fund | 82 |
| Mathematics and Science Partnerships | 81 |
| Safe and Supportive Schools Programs | 80 |
| Neglected and Delinquent State and Local Agency Programs | 79 |
| Improving Basic Programs Operated by Local Educational Agencies - Title I | 78 |
| High School Equivalency Program - Migrant Education | 77 |
| Payments for Federally Connected Children (Section 8003) | 76 |
| Carol White Physical Education Program | 76 |
| Rural Education Achievement Program - Small Rural School Achievement Program | 75 |
| Vocational Rehabilitation Program | 74 |
| Striving Readers Comprehensive Literacy Program | 74 |
| Payments for Federal Property (Section 8002) | 74 |
| Elementary and Secondary School Counseling Program | 73 |
| Rural Education Achievement Program - Rural and Low Income School Program | 73 |
| Improving Teacher Quality State Grants | 71 |
| School Improvement Fund | 71 |
| Lead Agency Early Intervention Coordinators (Part C) | 70 |
| Migrant Education Programs (Title I, Part C) | 68 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 68 |
| 21st Century Community Learning Centers | 67 |
| Teacher Incentive Fund | 64 |
| State Directors of Special Education (Part B) | 63 |



Information in Application Package

Information in Application Package questions were asked to the Office of Postsecondary Education (OPE) program office. Scores remain high, showing a two-point gain this year overall. Thus with scores in the 80s or above, Information in the Application Packages continues to meet grantees' needs across all of the areas listed in the table below.

Information in Application Package - Aggregate Scores

| Responses | 2012 | 2013 | Difference | Significant Difference |
|---|-----------|-----------|------------|------------------------|
| | Scores | | | |
| | 243 | 205 | | |
| Information in Application Package | 84 | 86 | 2 | - |
| Program Purpose | 84 | 87 | 3 | ↑ |
| Program Priorities | 84 | 84 | 0 | - |
| Selection Criteria | 82 | 85 | 3 | ↑ |
| Review Process | 80 | 81 | 1 | - |
| Budget Information and Forms | 81 | 83 | 2 | - |
| Deadline for Submission | 86 | 90 | 4 | ↑ |
| Dollar Limit on Awards | 87 | 86 | -1 | - |
| Page Limitation Instructions | 85 | 88 | 3 | ↑ |
| Formatting Instructions | 83 | 84 | 1 | - |
| Program Contact | 87 | 84 | -3 | - |

** Statistically significant difference from 2012 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

At the program level, scores indicate that information is meeting the needs of all programs. Minority Science and Engineering Improvement Program (MSEIP) rate Information in the Application Package the highest (93), while Educational Opportunities Centers (EOC) rate it the lowest (82).



Information in Application Package - Scores by Program

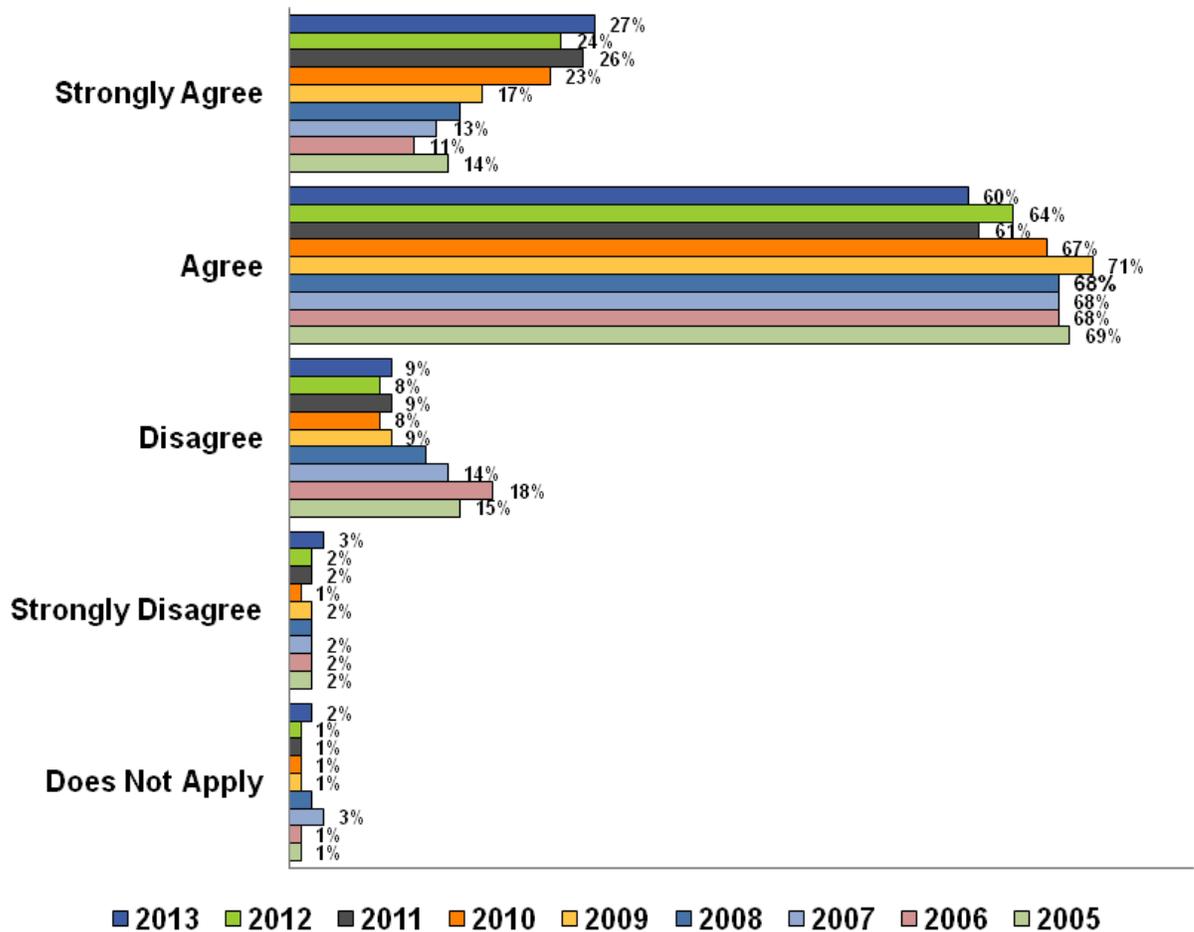
| Program | Information in Application Package |
|--|---|
| Minority Science and Engineering Improvement Program (MSEIP) | 93 |
| Fulbright-Hays Group Projects Abroad | 88 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | 85 |
| Predominantly Black Institutions | 83 |
| Educational Opportunities Centers (EOC) | 82 |



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 87 percent respond ‘Agree’ or ‘Strongly Agree’. This is down one percentage point from 2012. Only nine percent disagree and just three 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 three years, only one percent of all respondents report that they formally complained to the Department within the past six months.

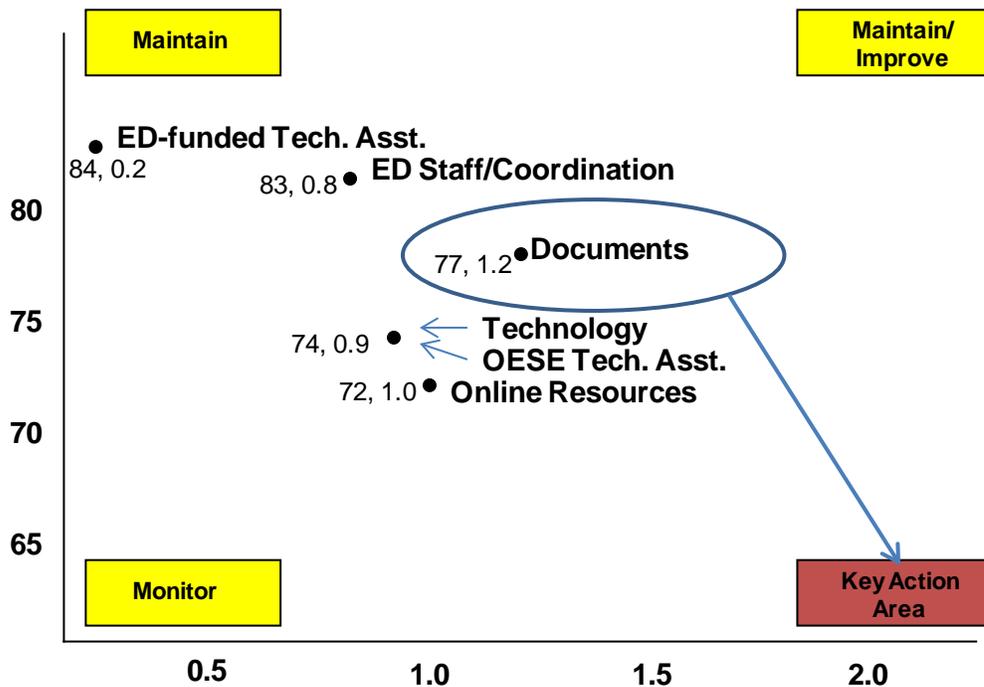


Chapter III Summary and Recommendations

Satisfaction with the Department has remained stable over the past four measures, this year it holds at 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 scores. 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 scores is shown on the horizontal axis with the impact representing the expected improvement in the satisfaction index given a five-point improvement in that area.

Circles and arrows indicate recommended action for each area based on score and impact values. For example, Documents (77, 1.2) should be a key action area. By improving the performance of Documents by five points (from 77 to 82) a 1.2-point gain in the customer satisfaction index (from 71 to 72.2) 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's 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 1.2. The score (77) 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 (74) is also a key driver for those grantees working with programs in the OESE Office with an impact of 0.9. For many OESE programs, this was recommended as an area of focus.

Maintain/Improve

With a score of 83 overall and an impact of 0.8, ED Staff/Coordination is a higher-performing, higher-impact area. For those programs where scores were generally in the 70s or lower, improving those attributes is recommended as a priority.

Monitor

Technology (74) improves one point overall with a four-point gain in quality of assistance. With an impact of 0.9, improvements will have a moderately high impact on satisfaction. Programs where scores are in the 60s or lower in Technology should focus on improving their performance in that area.

Despite dropping two points, Online Resources (72) scores relatively well. With a high impact of 1.0, this area should be watched, but not necessarily a focus at this point in time.

Maintain

ED-funded Technical Assistance (84) is the highest rated driver overall, but also has a low impact (0.2). 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

Office of English Language Acquisition (OELA)

Native American and Alaska Native Children in School Program

This is the second year that this program participated in the satisfaction measure and Native American and Alaska Native Children in School rates as one of the highest scoring (88). However, it should be noted that very few responses were collected as only four grantees responded for this program. Scores are quite high across all drivers with ED-funded Technical Assistance (93) and ED Staff/Coordination (98) being recognized as relative strengths. Technology (81) is the lowest scoring driver. However, its score is still above the Department's average for this component. The reduction of federal paperwork is the only item rated low (64) and may be an area of focus for the program.

National Professional Development Program

Grantees' satisfaction score with the National Professional Development Program is up three points to 78 in 2013. As would be expected with a program that has a satisfaction score slightly above the Department's average, most drivers are around or slightly above the Department's scores. ED Staff/Coordination (93) rates as a strength as does ED-Funded Technical Assistance (96). Technology drops three points to 80, but still remains higher than the Department's average. However, the effectiveness of the automated process in improving reporting is an opportunity for improvement. The area of Online Resources (76) is on par with the Department's score. Ratings for Documents (82) jumps four points, indicating that this program is well-organized, detail oriented, and information is relevant to grantee needs. Higher-performing Online Resources attributes include freshness of content holding at 81 and ease of finding materials online at 77. Both ease of submitting information and ease of navigation/finding materials online improve this year after being areas of focus in 2012.

Office of Vocational and Adult Education (OVAE)

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

The satisfaction measure for Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA) drops two points to 77 yet still remains among the higher-rated programs. It outscores the Department by four to eight points across all driver areas. ED Staff/Coordination (91) and ED-funded Technical Assistance (91) continue to be program strengths. Staff and ED-funded Technical Assistance are highly knowledgeable, responsive to questions, and deliver accurate responses. Documents (81) and Technology (81) are also strengths for AEFLA. Documents are well-organized and relevant to areas of need. Technology provides high quality of assistance and is effective in delivering services. Online Resources appears to be the best opportunity for improvement with a score of 76; these resources are meeting users' needs but navigation and ease of finding materials score low relative to other areas. Overall, 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

The satisfaction index declines seven points to 70 for Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed, which puts it nearly on par with the Department's average (71). ED Staff/Coordination (86) rates the highest of the drivers with ED-funded Technical Assistance (83) continuing to score relatively well despite a seven-point decrease this year. ED Staff are rated as highly knowledgeable, responsive and accurate in their responses. However, collaboration with other ED programs has a significant decline (74) and should be an area of focus. Documents (78) are well-organized, clear and sufficient in detail. Online Resources (72) performs best in ease of submitting information, as most of its attributes score relatively well. There is one item of note; freshness of content slips eight points (70) indicating revisiting content may be an action item. Technology (71) is rated as relatively effective in delivering services and providing quality assistance. Reduction of federal paperwork continues to be the lowest scoring item in this area, falling another seven points this year.



Office of Postsecondary Education (OPE)

Ronald E. McNair Post-Baccalaureate Achievement Program

This is the first year that this program is measured as OPE opts to include five new programs in the 2013 survey. With a satisfaction measure of 64, the Ronald E. McNair Post-Baccalaureate Achievement Program grantees rate their satisfaction seven points below the Department's average. ED Staff/Coordination (74) rates nine points below the Department's average with responsiveness and consistency of response with other program offices the greatest opportunities for improvement. ED-funded Technical Assistance (78) also rates below the Department's average with consistency of responses with ED Staff and collaboration with ED staff in providing services potential areas to target. Online Resources (72) are rated on par with the Department's average and while likely meeting grantees' needs, scores indicate that freshness of content could be improved. Similarly, Technology (69) could be used more effectively in delivering program services. In lieu of rating Documents, OPE programs rated Information in Application Package. The Ronald E. McNair Post-Baccalaureate Achievement Program rates Information in Application Package (85) higher than any other area. Information on such items as program purpose, selection criteria, deadline for submission, dollar limit on awards and page limitation instructions are among the highest rated areas of information – all score 85 or above. Only information about the review process (79) rates below 80.

Educational Opportunity Centers (EOC)

This is the first year that this program was measured. Educational Opportunity Centers (EOC) grantees rates their satisfaction 68, which is three points below the Department's average. ED Staff/Coordination (72) appears to be the biggest opportunity for improvement. It is the lowest rated area for the program, which is unusual compared to the other programs. For most programs Online Resources or Technology, and not ED Staff/Coordination, tend to be the lowest rated. While responsiveness (67) may be the lowest rated ED Staff/Coordination area, improvements could be targeted across all of its attributes. Opportunities for improvement include: knowledge of relevant legislation, regulations, policies and procedures; more accurate and sufficient guidance in responses and more consistency with responses from other ED programs. ED-funded Technical Assistance (80) rates closer to the Department's average as their responsiveness, knowledge and accuracy of response appear to be meeting grantees' needs. Online Resources (74) actually rate above the Department's average. Scores indicate that grantees could find materials online and submit information to ED without issue. Freshness of content (69) may be one area to address as it is the only Online Resource attribute scoring below 70. Similarly, the program rates Technology (74) on par with the Department's average. Information in the Application Package (82) also appears to be meeting users' needs. Nine out of 10 questions concerning Information in the Application Package rate in the 80s; only review process (77) falls short of 80.

Minority Science and Engineering Improvement Program (MSEIP)

This is the first year that this program was measured. With a score of 86, MSEIP has a satisfaction score among the highest rated programs. As would be expected with such high program satisfaction, grantees rate all driver areas very highly. ED-funded Technical Assistance (98) and ED Staff/Coordination (95) receive the highest scores. Staff are highly knowledgeable, responsive and provide accurate, sufficient responses. The program is also rated as being highly consistent with other program offices in their response and highly collaborative with other ED programs. Similar findings hold for ED-funded Technical Assistance; each of these areas has all attributes rated in the 90s. Online Resources (84) are also rated well above the Department's average. Scores indicate that content is fresh, materials are easy to find and users can easily accomplish what they want. Technology (87) is also rated highly in terms of the program effectively using it to deliver services. Lastly, Information in the Application Package (93) is highly rated across the board with all 10 types of information scoring in the 90s. Overall, the biggest challenge for the Minority Science and Engineering Improvement Program will be maintaining these very high levels of performance as there is no obvious area to address based on scores.

Predominantly Black Institutions

This is the first year that this program was measured. With a score of 64, Predominantly Black Institutions grantees rate their satisfaction seven points below the Department's average. Both ED Staff/Coordination (69) and ED-funded Technical Assistance (66) are rated well below the Department's averages. Responsiveness is a particular issue with ED staff with a score of just 56. Sufficiency of legal guidance in



response (70) and consistency of responses with other program offices (68) are other lower-rated areas, and should be areas of focus. With ED-funded Technical Assistance, the accuracy of responses (61) and sufficiency of legal guidance (58) are most problematic. Online Resources (70) are rated nearly on par with the Department's average. Navigation and ease of submitting information via the web are among its highest rated attributes. However, the general use of technology in delivering services (64) may also be an area for the program's focus. Lastly, Information in Application Package (83) is the highest rated area and appears to be meeting grantees' needs. All 10 types of information rate 80 or above.

Fulbright-Hays Group Projects Abroad

This is the first year that this program was measured. The Fulbright-Hays Group Projects Abroad grantees are among the most satisfied with a score of 80. ED Staff/Coordination (88) is highly rated as staff are viewed as knowledgeable and responsive. Responses are accurate and sufficient in their legal guidance. ED-funded Technical Assistance (81) rates slightly lower than ED Staff/Coordination with knowledge of relevant legislation, regulations, policies and procedures (67) a potential opportunity for improvement. Online Resources (72) scores on par with the Department's average, with ease of navigation another potential area of focus. However, Technology (85) is rated highly in its use to deliver services so the focus should be more on the website rather than general use of technology. Information in the Application Package (88) is one of the highest rated areas indicating that all areas covered are sufficiently meeting the grantees' information needs.

Office of Special Education and Rehabilitative Service (OSERS) State Directors of Special Education

Despite a nine-point gain this year, State Directors of Special Education (60) remains one of the least satisfied of all programs as indicated by CSI. Although driver scores of satisfaction for this program are below the Department's average, three areas: ED-funded Technical Assistant (81), ED Staff/Coordination (77), and Documents (74) are relatively high scoring. Documents posts an 11-point gain with all attributes (e.g., clarity, organization, relevance, etc.) scoring in the 70s and appearing at least to be meeting users' needs. Technology (64) also has an 11-point gain from last year. However, Technology and Online Resources (56) are among the lowest rated and highest impact areas and should be areas of focus. Technology's low score is driven by not meeting expectations in regards to reducing federal paperwork (47). Online Resources need to improve navigation and make it easier for the user to find materials and accomplish what they want.

Lead Agency Early Intervention Coordinators

The satisfaction measure is down three points for Lead Agency Early Intervention Coordinators (66), keeping it slightly below the Department's average CSI (71). ED-funded Technical Assistance (86) once again rates the highest for this group, where responsiveness to questions and knowledge of legislation, regulations, policies, and procedures each edge up two points. ED Staff/Coordination (79) remains in the high 70s with a slight gain in the accuracy of responses, and a slight decline in the sufficiency of legal guidance in responses. Documents (71) decreases due to the lower ratings given to organization of information and sufficiency of detail to meet needs. These should be areas of focus. Additionally, the lower scoring areas of Technology (68) and Online Resources (63) should continue to be targeted for improvement. In the case of Technology, the effectiveness in using technology to deliver services and the reduction in federal paperwork are two areas of opportunity. Improving navigation and the ability to find materials online are areas of focus for Online Resources.

OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program

The satisfaction index for OSERS' Rehabilitation Services Administration (RSA) Vocational Rehabilitation Program grantees is 61, which ranks it among the lower scoring programs. This is the second year the program participated in the survey. Relative to overall ED scores, the areas of Technology (69) and Documents (74) are the closest to the Department's scores. Ratings indicate that technology provides quality assistance and effectively delivers services to grantees. Documents remain relevant and organized. ED Staff/Coordination (71) is a relative shortcoming compared to the Department's average score of 83. The focus should be on improving accuracy and consistency of responses from ED Staff as well as more sufficient legal guidance. Online Resources (64) remains the lowest scoring area for the



program also making it an opportunity for improvement. Scores for Online Resources indicate that navigation, search and even freshness of content are opportunities for improvement.

Office of Elementary and Secondary Education (OESE)

Improving Teacher Quality State Grants

With a 10-point decrease, this program's satisfaction score is now five points below the Department's average at 66. Still, ED Staff/Coordination (88) remains the program's greatest strength with highly knowledgeable, responsive, staff providing accurate responses. Responses are consistent with other program offices and collaboration with other ED programs in providing services is viewed positively. With a six-point drop this year, ED-funded Technical Assistance (81) is slightly below the Department's average. Responsiveness and accuracy remain as positives. However, collaboration with ED Staff slipped 12 points (77) and should be a focus. Technology (72) has a five-point decrease from last year with effectiveness of automated process in improving reporting dropping seven points (66). Documents (78) remain well-organized, relevant and clear although clarity slips seven points (77). The area of Online Resources (67) continues to be the program's biggest opportunity for improvement. In particular, navigation ease and the overall freshness of content, which dropped nine points, should be targets for improvement. OESE's Technical Assistance (71) rates highest for its effectiveness in helping grantees learn to implement programs but overall this area falls nine points.

Race to the Top (Early Learning Challenge Fund)

This is the second measure of satisfaction for Race to the Top (Early Learning Challenge Fund). It should be noted that the number of responses is very small with just three respondents. The satisfaction measure increases to 76 after debuting in the low 60s last year. Based on their ratings, those three respondents appear to be relatively satisfied with most areas measured. ED-funded Technical Assistance (85), ED Staff/Coordination (83), and OESE's Technical Assistance (82) rate the highest of all drivers. Online Resources (78) is six points higher than the Department's average with high ratings given to ability to accomplish what you want on site and the overall ease of reading the site. Documents (73) post solid scores, with clarity of the documents a possible area for improvement. Of all areas measured, Technology (60) may be an issue, especially in areas of assistance, automated processes, and federal paperwork reduction. OESE's Technical Assistance is rated as effective and useful with a score of 82.

21st Century Community Learning Centers

21st Century Community Learning Centers scores improve slightly – with CSI up four points from last year, but it remains among the lowest rated programs. ED-funded Technical Assistance (75) and ED Staff/Coordination (76) are the highest rated areas, but scores lag behind the Department for both drivers. One positive is that grantees rate ED Staff/Coordination significantly higher for their sufficiency of legal guidance. However, consistency of responses with other ED programs in providing services remains an issue. With a score of just 63, Documents is now the lowest rated area and is 14 points below the Department's average. The focus for the program should be to provide clearer, more comprehensive documents that have enough detail to meet the users' needs. Online Resources (66) could provide fresher content and site navigation and search could be improved as well. In the area of Technology (67), respondents rate the effectiveness of the automated process in improving state/LEA reporting higher, but the expected reduction in paperwork rates lower this year. Lastly, OESE's Technical Assistance also is rated well below the average for OESE by the 21st Century Community Learning Centers grantees.

Mathematics and Science Partnerships

The satisfaction measure for Mathematics and Science Partnerships slips one point (78) but still remains among the higher-rated programs. ED-funded Technical Assistance (95) and ED Staff/Coordination (93) are outpacing the Department's average by more than 10 points. ED Staff/Coordination and ED-funded Technical Assistance are highly knowledgeable, responsive and provided accurate, sufficient guidance. Both also perform well in collaborating with other ED programs. Technology (84) remains highly rated as the program is effectively using it to deliver services and provide quality assistance. Online Resources (83) outscore the Department by more than 10 points as well. Information remains easy to find and the website easily allows the users to accomplish what they want. OESE Technical Assistance (81), while not receiving a rating at the levels of ED Staff or ED-funded technical assistance, still receive strong ratings



for their helping grantees learn to implement grant programs. The focus for Mathematics and Science Partnerships should be on maintaining these high levels of performance. Current scores do not indicate any particular area to target for improvement at this time.

Striving Readers

Striving Readers has a five-point drop in their satisfaction score (60), placing the program among the lowest scoring ones. Only nine grantees responded for the program, so the results should be interpreted with some caution. ED Staff/Coordination (83) is recognized as a strength; staff rate as being highly knowledgeable, responsive and provide accurate responses. Comparatively, ED-funded Technical Assistance (71) rates lower. Consistency with ED staff and collaboration with both ED staff and with other ED-funded providers are among the lower rated questions in ED-funded Technical Assistance. Online Resources (71) are in line with the Department's average. However, ease of finding materials online may be an area to address with scores remaining in the 50s. Technology (71) also rates just below the Department's average with all items scoring in the 70s. These scores still indicate technology is meeting users' needs. Documents (70) may be a target for improvement, particularly for their clarity. Striving Readers rating of OESE's Technical Assistance matches the OESE average (74) for its usefulness in serving as a model and helping implement grant programs.

Teachers Incentive Fund

The satisfaction measure for Teachers Incentive Fund has a two point dip from last year to 65, which is six points below the Department's average. ED Staff/Coordination rates the highest (77). However, it scores six points below the Department's average; scores indicate that knowledge of legislation, regulations, policies and procedures should be a focus as well as improved consistency with ED staff from difference program offices. ED-funded Technical Assistance lags nine points behind the Department's average with responsiveness dropping off 10 points from last year and sufficiency of legal guidance another area for focus. Online Resources (70) and Documents (74) score close to the Department's average. However, within Online Resources freshness of content and ease of finding materials online are down from last year and may be opportunities for improvement. Technology (68) is the lowest rated area for the Teachers Incentive Fund with lowest ratings for the effectiveness of the automated process in improving state/LEA reporting and the expected reduction in paperwork. The program's grantees rate OESE's Technical Assistance 10 points below the OESE average with usefulness of services as a model (57) its lower rated attribute.

Payments for Federal Property (Section 8002)

Payments for Federal Property (Section 8002) has a three-point gain in their satisfaction measure to 75 and is among the higher scoring programs. In three areas, Ed-funded Technical Assistance (89), Online Resources (77) and Technology (79), the program outcores the Department's average by five points, while ED Staff/Coordination (83) and Documents (77) are on par the Department's average. ED-funded Technical Assistance is rated as being knowledgeable, responsive and accurate in response. Ratings indicate that they are strong collaborators with both ED staff and other ED-funded providers in providing services. Similarly, ED staff receive strong ratings for their knowledge, responsiveness and accuracy. However, they are rated highest on their collaboration with other ED programs in providing services. Online Resources provide fresh content and allow users to accomplish what they wanted. The program is effective in using technology to deliver services and provides quality assistance through technology, according to grantees' ratings. Their ratings of OESE's Technical Assistance are on par with the OESE average (74). Overall, Payments for Federal Property should continue to focus on its current levels of performance in delivering services to grantees.

Payments for Federally Connected Children (Section 8003)

Satisfaction for Payments for Federally Connected Children (Section 8003) slips three points to 72, which is just one point above the Department's average. ED-funded Technical Assistance (87) rates the highest with a score three points above the Department's average. Likewise, ED Staff/Coordination (85) rates two points above the Department's average. ED Staff rates highest for its accuracy and responsiveness, while ED-funded Technical Assistance also rates highest for responsiveness, but also scores highly for consistency of response with ED staff and collaboration with both ED staff and other ED-funded providers. With a score of 77, Online Resources outperform the Department's average by five points. The



program rates highest for the freshness of content (81) and ability of users to accomplish what they want to (80). Likewise, Payments for Federally Connected Children is very effective in using technology to deliver services (82). Expected reduction in paperwork is the lowest rated attribute (65) and a potential opportunity for improvement. Documents are clear, organized and sufficient enough in detail to meet users' needs. The program's grantees rate OESE's Technical Assistance slightly above the Program average for OESE with a score of 76. There does not appear to be any high priority areas for the program to address at this time. Keep providing clear, comprehensive documents and use technology to improve reporting and reduce paperwork for grantees.

Indian Education Formula Grants to Local Education Agencies

Scoring 79 for CSI, Indian Education Formula Grants to Local Education Agencies remains one of the highest rated programs within ED. The program's strengths relative to other ED programs continue to be Online Resources (83) and Technology (82). Despite some significant score drops in Online Resources, the program still outscores the Department's average by 11 points. Ratings indicate that submitting information to ED via the web is very easy for users and they can easily accomplish what they want to on the site. With respect to Technology, the program is rated as being highly effective in using technology to deliver services (84) and providing high quality assistance (83) with its technology. ED-funded Technical Assistance (91) is the highest rated area with highly knowledgeable and responsive assistance provided. Program grantees rate ED Staff/Coordination (85) slightly above the Department's average. Staff are knowledgeable, response and provide responses consistent with ED staff from different offices. Documents (80) are clear, well-organized and sufficient in detail. While the program's score for Documents still outpaces the Department's average, its score did slip a significant five points from last year. OESE's Technical Assistance (83) is also highly rated by the program. There does not appear to be a priority area for Indian Education Formula Grants to Local Education Agencies to address, but rather maintaining the current levels of performance in all key driver areas should be targeted.

High School Equivalency Program (HEP) – Migrant Education

With a six-point increase to 80, High School Equivalency Program (HEP) – Migrant Education is now among the highest rated programs. Excellent ratings in the key-driver area of Documents (88) appear to be a contributor to the grantees' high satisfaction score. In this area the program outscores the Department's average by 11 points. Documents are very relevant, organized, clear, and comprehensive. The programs' highly effective use of technology in delivering services also helps drive satisfaction. Technology (81) outscores the Department's average by seven points and most notably program grantees rate the expected reduction in federal paperwork 82; for many programs this item tended to be one of the lowest scoring. ED Staff/Coordination (89) and ED-funded Technical Assistance (88) also receive very strong ratings. Both are rated highly in all attributes, including consistency of response and collaborating with other ED programs, which tended to be areas where high scores were difficult to achieve. Online Resources (75) appear to be meeting users' needs as well, with the site relatively easy to navigate and materials relatively easy to find. Maintaining the high level of performance across the board, and particularly in the area Documents should be the goal for High School Equivalency Program (HEP) – Migrant Education.

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

Again this year, Migrant Education Program (MEP) – Title I, Part C, has satisfaction score of 64, which remains among the lower scoring programs. Additionally there is a sharp decline in the number of responses received for the program from 47 last year to just 22 in 2013. Online Resources (60) and ED Staff/Coordination (75) are particular areas where the program lags behind the Department with scores 12 and eight points below the Department's averages, respectively. For Online Resources the ease of navigation and finding materials on line are most problematic. ED Staff/Coordination needs to address their responsiveness (68) and collaboration with other ED programs in providing services (69). ED-funded Technical Assistance (81) and Documents (74) are nearly on par with the Department's averages – trailing just by three points. Yet, scores indicate that grantees would like more comprehensive documents in addressing the issues they face. Grantees also note an improvement in the program's quality of assistance through technology with a nine-point increase. Technology (70) is rated lowest for its expected reduction in federal paperwork (62). OESE's Technical Assistance (68) rates slightly lower by the



program. For Migrant Education Program (MEP) – Title I, Part C the focus should be on responsiveness and collaboration of ED staff and improving navigation and search in its online resources.

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

While the satisfaction measure for Education for Homeless Children drops five points, it still remains as one of the higher rated programs at 75. ED Staff/Coordination (94) and ED-funded Technical Assistance (96) are very highly rated with scores among the highest rated for all programs – outscoring the Department’s average by more than 10 points. Scores indicate the program’s ED Staff and ED-funded Technical Assistance are highly knowledgeable, responsive and provide solid guidance. Both also excel at collaborating with other ED programs or offices. Maintaining these high levels of service should be a continued focus. Documents (86) are another area where the program outperformed the Department’s average. Documents are rated as being very clear, well-organized and comprehensive. Technology (81) is yet another strength relative to the Department’s average. Grantees rate the program as being highly effective in using technology to deliver services and in improving state/LEA reporting. Only the area of expected reduction in paperwork (66) rates low and may be an opportunity for improvement. Online Resources (72) is the one area where Education for Homeless Children is only on par with the Department’s average. Respondents find it easy to submit information to ED via the web (87). One area for focus is with navigation, as ease of navigation (67) is among the lowest rated items for the program. Lastly, OESE’s Technical Assistance (83) remains highly rated as well by the program.

Neglected and Delinquent State and Local

The satisfaction index for Neglected and Delinquent State and Local falls four points to 72, which is just above the Department’s average. ED Staff/Coordination (87) and ED-funded Technical Assistance (87) are areas where the program slightly outperforms the Department’s average. ED Staff rate highest for their knowledge and accuracy of response. However, responsiveness has a significant nine-point drop as does collaboration with other ED programs. Both still have solid scores in the low 80s, but striving to reach 2012 levels should be a focus. ED-funded Technical Assistance also has a significant drop in responsiveness. Documents (78) are still on par with the Department’s average despite a slight two-point drop. Organization of material rates five points lower this year, but with scores in the upper 70s the documents still appear to be meeting users’ needs. Online Resources (69) falls eight points from last year and now rate below the Department’s average. Ease of finding materials online and ease of navigation appear to be more problematic this year as each of those attributes falls 10 points. These should be priority areas to address. Additionally, the program’s Technology (67) should be targeted for improvement as it rates seven points below the Department’s average. In particular, the expected reduction in paperwork (55) and effectiveness of automated process in improving state/LEA reporting should be addressed.

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

The satisfaction measure for Title I, Part A improves four points to 68, which is just three points below the Department’s average. The program grantee respondents rate ED Staff/Coordination (86) slightly above the Department’s average with highest marks for knowledge and accuracy of responses. ED-funded Technical Assistance (77) is down six points from last year with significant drops of over 10 points for responsiveness, accuracy of response and sufficiency of legal guidance. Clearly, providing more responsive, more accurate and sufficient guidance should be targeted for the program’s ED-funded Technical Assistance providers. Documents (81) are a relative strength for the program as it outpaces the Department’s average by four points and shows a five-point improvement from last year. Documents are highly relevant, well-organized and clear. Technology (71) lags slightly behind the Department’s average with the expected reduction in federal paperwork (59) the biggest issue. Online Resources (61) remains the lowest rated area and the one which lags the Department’s average the most. The positives are the freshness of content and ease of submitting information – both rate well into the 70s. However, navigation, reading the site and being able to accomplish what the user wants are problematic with scores only in the 50s. Improving these facets of the website should be a focus. Lastly, OESE’s Technical Assistance is rated as being very effective in helping grantees learn to implement programs.



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

The satisfaction measure with English Language Acquisition State Grants - Title III improves by three points. However with a score of 63 it still is among the lower rated programs in terms of satisfaction. ED-funded Technical Assistance (79) and ED Staff/Coordination (76) are the program's higher rated areas, but these still lag the Department's averages by five points or more. Grantees rate both consistency of responses with ED staff from different program offices and collaboration with other ED programs as the most problematic items in ED Staff with ratings in the mid 60s. Responsiveness may also be an area to address with ED Staff/Coordination as it drops five points from last year. ED-funded Technical Assistance has a significant 10-point drop in the area of knowledge of relevant legislation, regulations, policies and procedures. This too is an opportunity for improvement. Technology (70) was not that far off the Department's average with grantees rating the program as being effective in using technology to deliver services. Conversely, Online Resources (60) appears to be the biggest issue for grantees. Navigation and finding materials online are particular areas of focus. However, freshness of content (62) could also be improved. Documents (68) are another area where the program lags considerably behind the Department's average. Grantees indicate that they would like more detail and more comprehensive documents for their needs. OESE's Technical Assistance (68) could be more useful in serving as a model.

School Improvement Fund

The measure of satisfaction with School Improvement Fund slips three points to 69, which is just below the Department's average. ED Staff/Coordination (77) and ED-funded Technical Assistance (79) are among the higher rated areas for the program. However, these scores are still five or more points below the Department's averages. In particular, ED Staff/Coordination should be a focus for the School Improvement Fund as its score drops five points this year. Responsiveness of staff appears to be an issue as the score drops eight points. Likewise, grantees would like better collaboration with other ED programs in providing services (75). One item for focus in the area of ED-funded Technical Assistance is sufficiency of legal guidance (73); it drops 15 points from last year. Documents (75) are a relative strength and nearly on par with the Department. Scores indicate that the documents are meeting users' needs in being relevant, well-organized and relatively clear. Likewise, Online Resources (70) are nearly on par with the Department's average although ease of finding materials (64) could likely be targeted for improvement. Technology (68) could also be improved. Scores indicate that grantees would like a more effective automated process in improving state/LEA reporting (63) and more of a reduction in paperwork (64). Also of note, OESE's Technical Assistance while still receiving a solid score (71) falls a significant 12 points from last year.

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

This is the first year where separate results are reported for each REAP program. Satisfaction with the Rural and Low Income School Program as measured by CSI is on par with the Department (71). ED Staff/Coordination (87) is rated as a strength with highest marks for knowledge of relevant legislation, regulations, policies and procedures and accuracy of responses. ED-funded Technical Assistance (82) rates just below the Department's average. In particular, their knowledge rates more than 10 points lower than ED Staff's. However, ED-funded Technical Assistance's responses are highly consistent with ED staff. They also rate highly for providing accurate responses and being timely. Documents (79) from the program are meeting grantees' needs. They are clear, well-organized and relevant. Technology (78) rates above the Department's average as grantees feel the program is using technology to provide quality assistance and effectively delivering services with it. Online Resources (67) are slightly problematic. Freshness of content as well as navigation rate in the mid 60s, while ease of finding materials only rates 60. These should be areas of focus for the Rural and Low Income School Program. OESE's Technical Assistance (73) rates as being nearly on par with the overall score from the Office.

Rural Education Achievement Program (REAP)/Small Rural School Achievement Program

Satisfaction with the REAP Small Rural School Achievement Program as measured by CSI is among the lowest rated programs with a score of 61. Grantees rate ED-funded Technical Assistance (82) as a strength with highest marks for responsiveness, sufficiency of guidance and consistency with ED Staff. ED Staff/Coordination (78) rated five points below the Department's average. Responsiveness and



accuracy are the staff's strengths, while consistency of responses with other ED program offices and collaboration with other ED programs should be areas of focus. Online Resources (75) appear to be meeting users' needs. Content is rated as being relatively fresh and navigation is not an issue. Technology (66) is another area for the program to address. In particular, the program should focus on the automated process in improving state/LEA reporting and improving the expected reduction in paperwork. On a positive note, Small Rural School Achievement Program grantees rates OESE's Technical Assistance (75) one point above the Office's average so it appears that they are receiving sufficient technical assistance from OESE.

Safe and Supportive Schools Program

Results for Safe and Supportive Schools program are based on a small number of responses (seven respondents). However, this accounts for 64 percent of all potential respondents and should be considered representative of the program. The satisfaction measure improves seven points this year to 77, which ranks among the highest rated programs. ED-funded Technical Assistance (93) again rate the highest of all areas. ED Staff/Coordination (79) scores somewhat lower than ED-funded Technical Assistance with responsiveness and consistency with other ED programs potential items to improve. Technology (74) appears to be meeting grantees' needs as quality of assistance improves over 20 points from last year and effectiveness in using technology (85) is also highly rated. Documents (78) also appear to be meeting grantees' needs as ratings indicate they are relevant, comprehensive and sufficient in detail. Online Resources (64) appears to be an area for focus. In particular, both ease of submitting information to ED via the web (54) and ease of finding materials online (59) should be addressed. Lastly, OESE's Technical Assistance (80) is performing well in supporting Safe and Supportive Schools.

Elementary and Secondary School Counseling Program

Satisfaction with the Elementary and Secondary School Counseling Program as measured by CSI remains unchanged from last year (72) and is one point above the Department's average. ED-funded Technical Assistance (93) is the highest rated area with responsiveness and accuracy of response receiving the highest marks. ED Staff/Coordination (85) performs above the Department's average as well. Staff are rated as knowledgeable and accurate in their responses, which provide sufficient guidance. However, responsiveness may be an opportunity to improve (78) as it is the one ED Staff/Coordination attribute rated below 80. Documents (79) are clear, well-organized and meeting the needs of grantees. Online Resources (75) are also rated slightly above the Department's average with freshness of content improving a significant 10 points from last year. Technology (69) appears to be an area for focus as it was the lowest rated area. Improved effectiveness in using technology to deliver services and improving the expected reduction in paperwork should be particular items to address. The program rates OESE's Technical Assistance (73) nearly on par with the Office's rating indicating it is likely meeting the grantees' needs.

Carol White Physical Education Program (PEP)

The Carol White Physical Education Program satisfaction measure remains unchanged from last year (72) and is one point above the Department's average. For the most part, the driver areas are also on par with Department's scores. ED-funded Technical Assistance (88) is the highest rated area as grantees found their assistance to be knowledgeable, responsive and accurate. ED Staff/Coordination (82) is nearly on par with the Department with highest marks for the knowledge of staff and accuracy of their responses. However, consistency of responses with ED staff from different offices falls a significant eight points and may be an area to address. Documents (76) are rated as being clear, relevant and well-organized and appear to be meeting the users' needs. Technology (73) is also within one point of the Department's average. While Carol White Physical Education Program (PEP) grantees rate the use of technology as being effective in delivering services there may be an opportunity to improve the effectiveness of the automated process in state/LEA reporting as that is the only Technology item rated below 70. Online Resources (72) are on par with the Department rating. Ease of finding materials online appears to be slightly more difficult compared to last year as its rating falls five points. The program's grantees rate OESE's Technical Assistance (76) slightly above the Office average.



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Appendix A: Questionnaire

U.S. Department of Education 2013 Grantee Satisfaction Survey

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. Your answers are voluntary, but your opinions are very important. Your responses will remain anonymous and will only be reported in aggregate to Department personnel. This brief survey will take about 15 minutes of your time. This survey is authorized by the U.S. Office of Management and Budget Control No. 1090-0007 which expires on March 31, 2015.

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

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:

Office of English Language Acquisition (OELA)

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

Office of Vocational and Adult Education (OVAE)

3. Adult Education and Family Literacy to State Directors of Adult Education
4. Carl D. Perkins Career and Technical Education State Directors

Office of Postsecondary Education (OPE)

5. Ronald E. McNair Post-Baccalaureate Achievement Program
6. Educational Opportunities Centers (EOC)
7. Minority Science and Engineering Improvement Program (MSEIP)
8. Predominantly Black Institutions
9. Fulbright-Hays Group Projects Abroad

Office of Special Education and Rehabilitative Services (OSERS)

Office of Special Education Programs (OSEP)

10. State Directors of Special Education (Part B)
11. Lead Agency Early Intervention Coordinators (Part C)

Rehabilitation Services Administration (RSA)

12. Vocational Rehabilitation Program

Office of Elementary and Secondary Education (OESE)

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

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

ED Staff

[INTRO IF Q1=1-4, 10-33]

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=5-9]

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=1-4, 10-33]

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=5-9]

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

[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=1-4, 10-33]

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=1-4, 10-33]

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=5-9]

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 = 10-33]

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

Again, only think about your interactions with **[ANSWER FROM Q1]** when answering the following questions.

ONLY IF Q1=1 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM ASK 1-5 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 adequate information to carry out your program effectively.
- 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, complete data report, and in general effective grant management.
- 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 Program in considering your needs in planning meetings, webinars, conferences and the Talking Stick.
- Q5. 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 ended)

ONLY IF Q1=2 National Professional Development Program ASK 1-5 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 opportunity to meet with your program specialist and other project directors and in providing information to carry out your program?
- Q2. How helpful was your program specialist for the Title III NPD program in responding to your inquiries in a timely matter?
- Q3. How helpful was your program specialist for the Title III NPD program in providing information on grant management and grant related activities to assist you in administering your grant effectively?
- Q4. For grants first funded in 2011 only, how helpful was the new online reporting form and instructions in helping you prepare the grant annual performance report? Please select NA if you were not funded in 2011.
- Q5. 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)

ONLY IF Q1=3 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= 4 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=5 Ronald E. McNair Post-Baccalaureate Achievement Program ASK 1-11 BELOW

1. The Department conducted a McNair Program competition in 2012. Please tell us what you liked as well as what you would have preferred for the Pre-Application Workshop and the application materials. (Open end)
2. What recommendations would you like to offer to the program staff of the McNair Program to assist you in administering your grant effectively? (Open end)
3. How can we improve the McNair website to help you identify program resources and meet your technical assistance needs? (Open end)
4. What topics would you like to have discussed during meetings and conferences either in –person or by phone? (Open end)
5. What type of communications with the McNair Program Office and the McNair Program Specialist do you prefer and how often? (Open end)
6. What role can the Department play in providing the McNair grantees with networking opportunities for the purposes of sharing program success and sharing ideas for improvement? (Open end)
7. What topic(s) or purpose(s) do you most often contact ED staff about? (Open end)
8. Please give us a specific example of receiving technical assistance from the McNair Program staff describing what you liked and what you would have preferred. (Open end)
9. Do you prefer to have large national meetings with other federally funded higher education programs or do you prefer to meet solely with other McNair programs? (Open end)
10. Considering a McNair grant has a five year cycle, when in the grant cycle would you find it most useful to have a project directors meeting and how often should they occur? (Open end)
11. If you use the data from the Annual Performance Report (APR) to inform program implementation, please indicate how; and tell us how we might best support your APR submission? (Open end)

ONLY IF Q1=6 Educational Opportunities Centers (EOC) ASK 1-8 BELOW

Think about your experience with receiving technical support from your program specialist. On a 10-point scale, where 1 means “poor” and 10 means “excellent” please rate your program specialist on their...

1. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA.
2. Responsiveness to your inquiries (by email, telephone, letter, etc.).
3. Timely resolution of general programmatic and financial issues.
4. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal programmatic issues.
5. Knowledge of the annual performance report and ability to assist with questions about the completion and submission of the report.
6. Timely acknowledgement and processing of administrative action requests, including change in key personnel and budget revisions.
7. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference.
8. Please provide any additional comments below. (Open end)

ONLY IF Q1=7 Minority Science and Engineering Improvement Program ASK 1-9 BELOW

On a 10-point scale, where 1 means “poor” and 10 means “excellent”, please rate:

1. Were the post-award guidelines given to you comprehensive and clear? Base your assessment on the quality and usefulness of each mode of communication – written, webinar, or by your Program Officer.
2. Assess the competence of your Program Officer based on his/her responsiveness to your programmatic needs. Base your assessment on his/her courteousness; timeliness of initial response and final actions; accessibility via phone and emails; communication effectiveness; etc.
3. Assess the competence of your Program Officer to resolve programmatic issues efficiently. Base your assessment on his/her knowledge of relevant legislation, regulations, policies and procedures.
4. Assess the competence of your Program Officer based on his/her knowledge of the goals of the MSEIP program; his/her knowledge of your subject area; his/her ability to understand your project activities and goals; and his/her ability to support the achievement of your project outcomes.
5. Assess the quality of support you received in the preparation and submission of your performance reports (interim, annual and final). Base your answer on the clarity of instructions, submission time given, and the ease of submission (using the performance reporting system in place).
6. Assess the usefulness of performance reports to your own project. Base on your answer on the extent of data collection, analysis, and reporting required; and the relevance of data and analyses to your project activities and outcomes.
7. Provide an overall assessment of the quality of service provided by this Program Office in support of your grant. You may include all other factors not covered in this list of questions, such as the continuity (or the lack thereof) of service by Program Officers due changes in staff; frequency and quality of on-site meetings; etc.
8. Provide an overall rating for the Project Directors' Meeting. Base your assessment on its timing, relevance, and usefulness.
9. Based on your expectations and experience since the beginning of your grant award, tell us what additional services you would like this Program Office to provide in support of the MSEIP program. Describe difficulties you had, what is not working, and include improvements that the current services require. (Open end)

ONLY IF Q1=8 PREDOMINANTLY BLACK INSTITUTIONS ASK 1-30 BELOW

Which of the following programs are you project director for (please select all that apply):

Master's Degree Program **(complete questions 1-10)**

Part A, Formula Grant Program **(complete questions 11-20)**

Part F, Competitive Grant Program **(complete questions 21-30)**

Master's Degree Program (questions 1-10)

1. Does ED staff do a good job in communicating their expectations of grantees?

1. Yes
2. No

On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's

2. The time it takes for your program officer to respond to your email and phone requests.

3. Resolution of problems by your current Program Officer.

4. Guidance materials in assisting you in preparing the grant annual performance report.

5. Your program officer in providing technical assistance on grant management to assist you in administering your grant effectively?

6. Current Program Officer's knowledge of applicable statutes, regulations, and policies.

7. Clarity of information provided in response to your requests.

Q8. About which topics or purposes do you most often contact ED staff? (Open end)

Q9. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Q10. Do you have suggestions for improving the annual performance report process? (Open end)

Part A Formula Grant Program (questions 11-20)

Q11. Does ED staff do a good job in communicating their expectations of grantees?

1. Yes
2. No

On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's

Q12. The time it takes for your program officer to respond to your email and phone requests.

Q13. Resolution of problems by your current Program Officer.

Q14. Guidance materials in assisting you in preparing the grant annual performance report.

Q15. Your program officer in providing technical assistance on grant management to assist you in administering your grant effectively?

Q16. Current Program Officer's knowledge of applicable statutes, regulations, and policies.

Q17. Clarity of information provided in response to your requests.

Q18 About which topics or purposes do you most often contact ED staff? (Open end)

Q19. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Q20. Do you have suggestions for improving the annual performance report process? (Open end)

Part F Competitive Grant Program (questions 21-30)

Q21. Does ED staff do a good job in communicating their expectations of grantees?

1. Yes
2. No

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

Q22. The time it takes for your program officer to respond to your email and phone requests.

Q23. Resolution of problems by your current Program Officer.

Q24. Guidance materials in assisting you in preparing the grant annual performance report.

Q25. Your program officer in providing technical assistance on grant management to assist you in administering your grant effectively?

Q26. Current Program Officer’s knowledge of applicable statutes, regulations, and policies.

Q27. Clarity of information provided in response to your requests.

Q28. About which topics or purposes do you most often contact ED staff? (Open end)

Q29. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Q30. Do you have suggestions for improving the annual performance report process? (Open end)

ONLY IF Q1=9 Fulbright-Hays Group Projects Abroad ASK 1-8 BELOW

Q1. In considering the support you have received from the U.S. Department of Education (ED) Fulbright-Hays Group Projects Abroad (GPA) program staff, please indicate whether service/support in the following areas:

- a. Exceeds expectations—provides greater than anticipated levels of support
 - b. Meets expectations—provides anticipated levels of support
 - c. Does not meet expectations—provides lower than anticipated levels of support
 - d. Not applicable
1. Timeliness to answering questions;
 2. Knowledge of relevant legislation, regulations, policies, and procedures;
 3. Ability to resolve issues, if necessary;
 4. Use of clear and concise written and verbal communication;
 5. Provide reliable and accurate technical assistance;
 6. Usefulness of documents in the award package—“Congratulatory Memo”, “How To Administer Your GPA Grant”, “Expanded Authorities”, “Reviewers Comments”, for GPA Project Administration
 7. IRIS System for program administration
 8. IRIS User Manuals

Q2. How relevant are the GPA IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of the project (open end)?

Q3. Which best describes how often you interact with ED staff?

- a. Daily
- b. Weekly
- c. Monthly
- d. Few times a year
- e. Less than once a year

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

Q5. What additional technical assistance can GPA program staff offer to meet your needs? (Open end)

Q6. How can we improve the IFLE website to help you identify program resources and meet your technical assistance needs? (Open end)

Q7. Please provide specific suggestions for how GPA program staff can improve customer service? (Open end)

Q8. Why is GPA funding important in supporting overseas experiences for faculty, K-12 educators and administrators, and students? (Open end)

ONLY IF Q1=10 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. Clarity of information 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. 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.

Q4. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

Q5. 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.

Q6. Did you access materials or direct support from any of the Centers over the past year?

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

Q7. 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".

Q8. The responsiveness to your State's request for assistance, i.e., provided support in a timely manner

Q9. The impact on your State's knowledge of implementation strategies

Q10. The impact on your State's capacity and infrastructure to implement evidence-based practices or policies

Q11. The impact in supporting the State to work more effectively with local educational agencies

Q12. 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=11 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:

- Q1. Clarity of information 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. 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.

- Q4. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?
- Q5. 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.

- Q6. Did you access materials or direct support from any of the Centers over the past year?
 - a. Yes
 - b. No (Skip to Q9)

Q7. 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".

- Q8. The responsiveness to your State's request for assistance, i.e., provided support in a timely manner.
- Q9. The impact on your State's knowledge of implementation strategies.
- Q10. The impact on your State's capacity and infrastructure to implement evidence-based practices or policies.
- Q11. The impact in supporting the State to work more effectively with local early intervention programs and providers.
- Q12. What technical assistance should the TA centers provide over the next year to help meet your State's program improvement needs?

ONLY IF Q1= 12 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 rsa.ed.gov (MIS) for entering and retrieving reports and data
- Q8. Ease of navigation of the rsa.ed.gov website
- Q9. Usefulness of information contained on the rsa.ed.gov 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=13 Improving Teacher Quality State Grants ASK 1-3 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)

ONLY IF Q1=14 21st Century Community Learning Centers ASK 1-12 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. Has your program officer initiated technical assistance or individualized support with you or anyone on the 21st CCLC State staff during the past 3-6 months?
 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 Department
 2. Conference call/email exchange with your Program Officer
 3. Program 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."

10. Which of the following technology and technical support are available to you at your work site? (Select all that apply.)
 1. Software and hardware to conduct and participate in webinars (e.g. WebEx, Adobe Connect, Go To Meeting)
 2. Software and hardware to conduct and participate on online video calls (e.g. Skype)
 3. Your own conference line and speaker phone
 4. Microphone and speakers on your PC or laptop or tablet
 5. Web Cam

11. Which of the following technology and technical support are available to more than 50% of your active State 21st CCLC grantees at their work sites? (Select all that apply.)
 1. Software and hardware to conduct and participate in webinars (e.g. WebEx, Adobe Connect, Go To Meeting)
 2. Software and hardware to conduct and participate in online video calls (e.g. Skype)
 3. Their own teleconference line and speaker phone
 4. Microphone and speakers on your PC or laptop or tablet
 5. Web Cam
 6. I do not have this information for my grantees.

12. Which of the following is your preferred platform for participating in virtual events? (Select all that apply).
 1. PC (Windows Operating System)
 2. Mac
 3. iPad
 4. Other tablet
 5. iPhone
 6. Other Smart Phone

ONLY IF Q1=15 Teacher Incentive Fund ASK 1-7 BELOW

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

- Q1. Responsiveness to answering questions
- Q2. Supportiveness in helping you complete and submit your required documentation
- Q3. 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.”

- Q4. Ease of reaching the person who could address your concern
- Q5. Ability to resolve your issue
- Q6. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)
- Q7. Please provide specific suggestions for how the TIF program can improve customer service. (Open end)

ONLY IF Q1=16 Striving Readers Comprehensive Literacy Program 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 Comprehensive Literacy Program 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=17 Mathematics and Science Partnerships ASK 1-9 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 is the information on the MSP website? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
4. 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.”
5. 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.”
6. 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.”
7. Do you have suggestions for improving the annual performance report process? (Open-ended)
8. 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.”
9. What can OESE do in the next year to support the states more effectively? (Open-ended)

ONLY IF Q1=18 Payments for Federally Connected Children (Section 8003) ASK 1-13 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)
4. 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)
5. Please explain. (Open end)
6. 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)
7. 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)
8. Please explain. (Open end)
9. Did you receive timely communications regarding the outcome of the review?
 1. Yes
 2. No (Ask Q14)

10. 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.

11. Ease of reaching the person who could address your concern

12. Ability to resolve your issue

13. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

ONLY IF Q1=19 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?
 - a. Yes
 - b. No (SKIP TO Q9)
8. Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
 - a. Yes
 - b. 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=20 Race to the Top (EARLY LEARNING CHALLENGE FUND) ASK 1-9 below

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=21 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=22 Migrant Education Program (MEP) -- Title I, Part C ASK 1-10 BELOW

As it relates to the Migrant Education Program (MEP), 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 the strategies for technical assistance (e.g., webinars, policy documents, meetings)
- Q5. Usefulness and relevance of semi-annual conference calls
- Q6. What additional topics would you like discussed during MEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)
- Q7. What could the MEP team do to improve the content of technical assistance? (Open end)
- Q8. What could the MEP team do to improve the structure or format of technical assistance? (Open end)
- Q9. How frequently would you like to have webinars or other means of technical assistance? (Open end)
- Q10. Please share any comments on how the MEP team can better support your work. Please include any ideas that the MEP team may use to better support your work as it relates to the size of your MEP (large/small state). (Open end)

ONLY IF Q1=23 High School Equivalency Program (HEP) - Migrant Education ASK 1-10 BELOW

As it relates to the High School Equivalency Program (HEP), 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 the strategies for technical assistance (e.g., webinars, policy documents, meetings)
- Q5. Usefulness and relevance of conference calls
- Q6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)
- Q7. What could the HEP team do to improve the content of technical assistance? (Open end)
- Q8. What could the HEP team do to improve the structure or format of technical assistance? (Open end)
- Q9. How frequently would you like to have webinars or other means of technical assistance? (Open end)
- Q10. Please share any comments on how the HEP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs. (Open end)

ONLY IF Q1=24 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=25 Carol White 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=26 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=27 School Improvement Fund ASK 1-12 BELOW

Think about the technical assistance (TA) you have received from the Office of School Turnaround (OST) 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 OST 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 OST program staff do over the next year to meet your State’s technical assistance needs regarding SIG? (Open end)
7. Have you changed practice as a result of any of OST’s technical assistance efforts such as conferences, the online community of practice or peer-to-peer efforts?
Yes
No
Don’t know
8. 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.
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=28 TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs) ASK 1-5 BELOW

Additional 2013 custom questions – Title I, Part A – Improving Basic Programs Operated by LEAs

ESEA Flexibility Initiative

- Q1. Think about the technical assistance you have received during the implementation of ESEA flexibility. 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. Which technical assistance activities provided by ED have been the most effective and why? (open end)

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

- Q3. The accessibility of the U.S. Department of Education ESEA flexibility program staff
- Q4. The responsiveness of the U.S. Department of Education ESEA flexibility program staff
- Q5. How would you describe your working relationship with ED's ESEA flexibility staff? (Open end)

**ONLY IF Q1=29 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=30 Education for Homeless Children and Youth Program – McKinney-Vento ASK 1-11 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
- Q5. Developing cross-agency collaborations

Technical Assistance Center (NCHE)

- Q3a. Meeting program compliance requirements
- Q4a. Assisting you (as State Coordinators) to impact performance results
- Q5a. Developing cross-agency collaborations

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

Q6. Direct one-on-one TA calls

Q7. Webinars

Q8. State Coordinators meeting

Q9. Website

Q10. Products

Usefulness

Q6a. Direct one-on-one TA calls

Q7a. Webinars

Q8a. State Coordinators meeting

Q9a. Website

Q10a. Products

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

Q11. 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=31 Neglected and Delinquent State and Local Agency Programs ASK 1-12 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 collaborations

Technical Assistance Center (NDTAC)

Q3a. Meeting program compliance requirements

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

Q5a. Developing cross-agency collaborations

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. 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=32 Rural Education Achievement Program (REAP)/Rural Low-Income School Program ASK 1-15 BELOW

Think about the one-on-one consultations you have had with Rural Low-Income School (RLIS) 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 RLIS legislation/regulations
2. Providing guidance on eligibility and/or other reporting requirements
3. Helping you with the implementation of the RLIS Program

Think about the guidance documents 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 RLIS 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 Rural Education Achievement Program/Small, Rural School Achievement Program ASK 1-8
BELOW**

Think about the one-on-one consultations you have had with Small, Rural School Achievement (SRSA) 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 SRSA legislation/regulations
2. Providing guidance on eligibility and/or other reporting requirements

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

3. Helping you with compliance efforts
4. Helping you improve performance results

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

5. Usefulness in providing the information you needed.
6. User friendliness

Think about the monitoring and technical assistance provided by the SRSA 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:

7. Responsiveness to information requests
8. Helpfulness in resolving your questions and concerns

**Appendix B:
Attribute Tables, Non-Scored Responses
and Explantation of Significant
Difference**

Department of Education - Grantee Satisfaction Study
2013
Score Table

| Responses | 2012 | 2013 | Difference | Significant Difference | Aggregate Impact |
|--|-----------|-----------|------------|------------------------|------------------|
| | Scores | | | | |
| | 1,299 | 1,131 | | | |
| ED Staff/Coordination | 83 | 83 | 0 | | 0.8 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 86 | 0 | | -- |
| Responsiveness to your questions | 81 | 81 | 0 | | -- |
| Accuracy of responses | 86 | 85 | -1 | | -- |
| Sufficiency of legal guidance in responses | 81 | 82 | 1 | | -- |
| Consistency of responses with ED staff from different program offices | 79 | 80 | 1 | | -- |
| Collaboration with other ED programs or offices in providing relevant services | 80 | 81 | 1 | | -- |
| ED-funded Technical Assistance | 85 | 84 | -1 | | 0.2 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 84 | -2 | ↓ | -- |
| Responsiveness to your questions | 87 | 86 | -1 | | -- |
| Accuracy of responses | 87 | 85 | -2 | ↓ | -- |
| Sufficiency of legal guidance in responses | 84 | 81 | -3 | ↓ | -- |
| Consistency of responses with ED staff | 85 | 83 | -2 | ↓ | -- |
| Collaboration with ED staff in providing relevant services | 85 | 83 | -2 | | -- |
| Collaboration with other ED-funded providers of technical assistance | 85 | 84 | -1 | | -- |
| Online Resources | 74 | 72 | -2 | ↓ | 1.0 |
| Ease of finding materials online | 71 | 69 | -2 | ↓ | -- |
| Ease of submitting information to ED via the web | 78 | 77 | -1 | | -- |
| Freshness of content | 75 | 74 | -1 | | -- |
| Ability to accomplish what you want on the site | 73 | 72 | -1 | | -- |
| Ease of reading the site | 75 | 73 | -2 | ↓ | -- |
| Ease of navigation | 71 | 70 | -1 | | -- |
| Technology | 73 | 74 | 1 | | 0.9 |
| ED's effectiveness in using technology to deliver its services | 78 | 78 | 0 | | -- |
| ED's quality of assistance | 73 | 77 | 4 | ↑ | -- |
| Effectiveness of automated process in improving state/LEA reporting | 72 | 73 | 1 | | -- |
| Expected reduction in federal paperwork | 64 | 65 | 1 | | -- |
| Documents | 78 | 77 | -1 | | 1.2 |
| Clarity | 78 | 77 | -1 | | -- |
| Organization of information | 79 | 79 | 0 | | -- |
| Sufficiency of detail to meet your program needs | 77 | 76 | -1 | | -- |
| Relevance to your areas of need | 80 | 79 | -1 | | -- |
| Comprehensiveness in addressing the scope of issues that you face | 75 | 75 | 0 | | -- |
| Information in Application Package | 84 | 86 | 2 | | N/A |
| Program Purpose | 84 | 87 | 3 | ↑ | -- |
| Program Priorities | 84 | 84 | 0 | | -- |
| Selection Criteria | 82 | 85 | 3 | ↑ | -- |
| Review Process | 80 | 81 | 1 | | -- |
| Budget Information and Forms | 81 | 83 | 2 | | -- |
| Deadline for Submission | 86 | 90 | 4 | ↑ | -- |
| Dollar Limit on Awards | 87 | 86 | -1 | | -- |
| Page Limitation Instructions | 85 | 88 | 3 | ↑ | -- |
| Formatting Instructions | 83 | 84 | 1 | | -- |
| Program Contact | 87 | 84 | -3 | | -- |
| OESE's Technical Assistance | 76 | 74 | -2 | | 0.9 |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 77 | -1 | | -- |
| Usefulness of OESE's technical assistance services as a model | 73 | 70 | -3 | ↓ | -- |
| ACSI | 71 | 71 | 0 | | N/A |
| How satisfied are you with ED's products and services | 76 | 77 | 1 | | -- |
| How well ED's products and services meet expectations | 69 | 67 | -2 | ↓ | -- |
| How well ED compares with ideal products and services | 67 | 66 | -1 | | -- |
| Complaint | 1% | 1% | 0 | | 0.0 |
| Issued a formal complaint about assistance received from ED staff member | 1% | 1% | 0 | | -- |

Department of Education - Grantee Satisfaction Study
2013
Demographics

| Program* | 2012 | | 2013 | |
|---|---------|--------------|---------|--------------|
| | Percent | Frequency | Percent | Frequency |
| Native American and Alaska Native Children in School Program | 1% | 10 | 0% | 4 |
| National Professional Development Program | 2% | 17 | 5% | 51 |
| Adult Education and Family Literacy to State Directors of Adult Education | 4% | 34 | 3% | 34 |
| Carl D. Perkins Career and Technical Education State Directors | 4% | 34 | 3% | 37 |
| Ronald E. McNair Post-Baccalaureate Achievement Program | -- | -- | 7% | 77 |
| Educational Opportunities Centers (EOC) | -- | -- | 6% | 69 |
| Minority Science and Engineering Improvement Program (MSEIP) | -- | -- | 3% | 37 |
| Predominantly Black Institutions | -- | -- | 2% | 20 |
| Fulbright-Hays Group Projects Abroad | -- | -- | 1% | 14 |
| State Directors of Special Education (Part B) | 4% | 34 | 2% | 27 |
| Lead Agency Early Intervention Coordinators (Part C) | 3% | 27 | 2% | 27 |
| Vocational Rehabilitation Program | 3% | 30 | 2% | 28 |
| Improving Teacher Quality State Grants | 7% | 62 | 4% | 50 |
| 21st Century Community Learning Centers | 4% | 35 | 3% | 34 |
| Teacher Incentive Fund | 4% | 32 | 4% | 49 |
| Striving Readers Comprehensive Literacy Program | 2% | 15 | 1% | 9 |
| Mathematics and Science Partnerships | 3% | 26 | 3% | 35 |
| Payments for Federally Connected Children (Section 8003) | 7% | 60 | 5% | 59 |
| Payments for Federal Property (Section 8002) | 6% | 50 | 5% | 56 |
| Race to the Top-Early Learning Challenge Fund | 1% | 7 | 0% | 3 |
| Indian Education Formula Grants to Local Educational Agencies & National Activities | 7% | 61 | 6% | 66 |
| Migrant Education Programs (Title I, Part C) | 5% | 47 | 2% | 22 |
| High School Equivalency Program-Migrant Education | 2% | 21 | 3% | 29 |
| Safe and Supportive Schools Programs | 1% | 6 | 1% | 7 |
| Carol White Physical Education Program | 9% | 76 | 6% | 72 |
| Elementary and Secondary School Counseling Program | 5% | 44 | 4% | 48 |
| School Improvement Fund | 3% | 23 | 3% | 31 |
| Improving Basic Programs Operated by Local Educational Agencies-Title I | 2% | 19 | 2% | 22 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 4% | 39 | 2% | 27 |
| Education for Homeless Children and Youth-(McKinney-Vento) | 4% | 35 | 3% | 33 |
| Neglected and Delinquent State and Local Agency Programs | 4% | 33 | 2% | 20 |
| Rural Education Achievement Program Rural and Low Income School Program | -- | -- | 2% | 19 |
| Rural Education Achievement Program Small Rural School Achievement Program | -- | -- | 1% | 15 |
| Number of Respondents | | 1,299 | | 1,131 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 55% | 554 | 53% | 488 |
| Do not have interaction | 38% | 386 | 38% | 350 |
| Don't Know | 7% | 75 | 8% | 76 |
| Number of Respondents | | 1,015 | | 914 |

*Programs listed from the 2013 survey
~ Total percentage may exceed 100 due to multiple responses

Department of Education - Grantee Satisfaction Study
2013
Demographics

| | 2012 | | 2013 | |
|---|---------|--------------|---------|--------------|
| | Percent | Frequency | Percent | Frequency |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | | | |
| Have interaction | 26% | 74 | 32% | 69 |
| Do not have interaction | 64% | 182 | 59% | 128 |
| Don't Know | 10% | 28 | 9% | 20 |
| Number of Respondents | | 284 | | 217 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 53% | 541 | 53% | 486 |
| Other electronic system | 31% | 313 | 32% | 294 |
| Do not use electronic system, submit hard copy | 16% | 161 | 15% | 134 |
| Number of Respondents | | 1,015 | | 914 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 24% | 306 | 27% | 300 |
| Agree | 64% | 835 | 60% | 676 |
| Disagree | 8% | 109 | 9% | 105 |
| Strongly Disagree | 2% | 32 | 3% | 33 |
| Does Not Apply | 1% | 17 | 2% | 17 |
| Number of Respondents | | 1,299 | | 1,131 |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 1% | 17 | 1% | 12 |
| Have not issued complaint | 99% | 1,282 | 99% | 1,119 |
| Number of Respondents | | 1,299 | | 1,131 |

*Programs listed from the 2013 survey
~ Total percentage may exceed 100 due to multiple responses

Department of Education - Grantee Satisfaction Study
2013
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
2013
Demographics

| | 2008 | | 2009 | | 2010 | |
|---|------------|-----------|------------|-----------|------------|-----------|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | | | |
| Have interaction | 80% | 258 | 79% | 258 | 68% | 350 |
| Do not have interaction | 18% | 59 | 18% | 57 | 26% | 132 |
| Don't Know | 2% | 5 | 3% | 11 | 6% | 30 |
| Number of Respondents | 322 | | 326 | | 512 | |
| 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 | -- | -- | -- | -- | 71% | 364 |
| Other electronic system | -- | -- | -- | -- | 20% | 100 |
| Do not use electronic system, submit hard copy | -- | -- | -- | -- | 9% | 48 |
| Number of Respondents | | | | | 512 | |
| Overall I am satisfied with the quality of EDs products and services | | | | | | |
| Strongly Agree | 15% | 49 | 18% | 57 | 23% | 118 |
| Agree | 68% | 220 | 71% | 232 | 67% | 343 |
| Disagree | 12% | 39 | 9% | 29 | 8% | 39 |
| Strongly Disagree | 2% | 8 | 2% | 6 | 1% | 7 |
| Does Not Apply | 2% | 6 | 1% | 2 | 1% | 5 |
| Number of Respondents | 322 | | 326 | | 512 | |
| Issued a formal complaint about assistance received from ED staff member | | | | | | |
| Issued complaint | 2% | 6 | 2% | 5 | 1% | 4 |
| Have not issued complaint | 98% | 316 | 99% | 321 | 99% | 508 |
| Number of Respondents | 322 | | 326 | | 512 | |

Department of Education - Grantee Satisfaction Study
2013
Demographics

| | 2011 | | 2012 | | 2013 | |
|---|---------|--------------|---------|--------------|---------|------------|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | | | |
| Have interaction | 54% | 685 | 55% | 554 | 53% | 488 |
| Do not have interaction | 38% | 476 | 38% | 386 | 38% | 350 |
| Don't Know | 8% | 97 | 7% | 75 | 8% | 76 |
| Number of Respondents | | 1,258 | | 1,015 | | 914 |

| | | | | | | |
|---|-----|------------|-----|------------|-----|------------|
| Interact with ED-funded providers of technical assistance separate from ED staff - OPE | | | | | | |
| Have interaction | 34% | 169 | 26% | 74 | 32% | 69 |
| Do not have interaction | 55% | 274 | 64% | 182 | 59% | 128 |
| Don't Know | 11% | 54 | 10% | 28 | 9% | 20 |
| Number of Respondents | | 497 | | 284 | | 217 |

| | | | | | | |
|--|-----|--------------|-----|--------------|-----|------------|
| Reporting system used for reporting accountability data | | | | | | |
| EDEN/EDFacts | 54% | 674 | 53% | 541 | 53% | 486 |
| Other electronic system | 28% | 357 | 31% | 313 | 32% | 294 |
| Do not use electronic system, submit hard copy | 18% | 227 | 16% | 161 | 15% | 134 |
| Number of Respondents | | 1,258 | | 1,015 | | 914 |

| | | | | | | |
|---|-----|--------------|-----|--------------|-----|--------------|
| Overall I am satisfied with the quality of EDs products and services | | | | | | |
| Strongly Agree | 26% | 458 | 24% | 306 | 27% | 300 |
| Agree | 61% | 1,079 | 64% | 835 | 60% | 676 |
| Disagree | 9% | 166 | 8% | 109 | 9% | 105 |
| Strongly Disagree | 2% | 41 | 2% | 32 | 3% | 33 |
| Does Not Apply | 1% | 16 | 1% | 17 | 2% | 17 |
| Number of Respondents | | 1,760 | | 1,299 | | 1,131 |

| | | | | | | |
|---|-----|--------------|-----|--------------|-----|--------------|
| Issued a formal complaint about assistance received from ED staff member | | | | | | |
| Issued complaint | 1% | 17 | 1% | 17 | 1% | 12 |
| Have not issued complaint | 99% | 1,743 | 99% | 1,282 | 99% | 1,119 |
| Number of Respondents | | 1,760 | | 1,299 | | 1,131 |

Department of Education - Grantee Satisfaction Study
2013
Program - Native American and Alaska Native Children in School Program
Score Table

| | 2012 | 2013 | Significant Difference |
|--|------------|-----------|---------------------------|
| | Scores | | |
| Responses | 10 | 4 | |
| ED Staff/Coordination | 95 | 98 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | 97 | |
| Responsiveness to your questions | 96 | 100 | |
| Accuracy of responses | 96 | 100 | |
| Sufficiency of legal guidance in responses | 97 | 96 | |
| Consistency of responses with ED staff from different program offices | 96 | 96 | |
| Collaboration with other ED programs or offices in providing relevant services | 92 | 97 | |
| ED-funded Technical Assistance | 100 | 93 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | -- | |
| Responsiveness to your questions | 100 | 94 | |
| Accuracy of responses | 100 | 89 | |
| Sufficiency of legal guidance in responses | 100 | -- | |
| Consistency of responses with ED staff | 100 | 94 | |
| Collaboration with ED staff in providing relevant services | 100 | 94 | |
| Collaboration with other ED-funded providers of technical assistance | 100 | 94 | |
| Online Resources | 76 | 83 | |
| Ease of finding materials online | 78 | 78 | |
| Ease of submitting information to ED via the web | 74 | 86 | |
| Freshness of content | 85 | 86 | |
| Ability to accomplish what you want on the site | 74 | 86 | |
| Ease of reading the site | 81 | 81 | |
| Ease of navigation | 73 | 81 | |
| Technology | 86 | 81 | |
| ED's effectiveness in using technology to deliver its services | 93 | 81 | |
| ED's quality of assistance | 84 | 94 | |
| Effectiveness of automated process in improving state/LEA reporting | 83 | 78 | |
| Expected reduction in federal paperwork | 79 | 64 | |
| Documents | 82 | 83 | |
| Clarity | 83 | 75 | |
| Organization of information | 82 | 83 | |
| Sufficiency of detail to meet your program needs | 82 | 78 | |
| Relevance to your areas of need | 80 | 89 | |
| Comprehensiveness in addressing the scope of issues that you face | 80 | 89 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Native American and Alaska Native Children in School Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|------------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 10 | 4 | |
| 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 | 88 | |
| How satisfied are you with ED's products and services | 85 | 92 | |
| How well ED's products and services meet expectations | 83 | 89 | |
| How well ED compares with ideal products and services | 84 | 81 | |
| Complaint | 10% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 10% | 0% | |
| Native American and Alaska Native Children in School Program | 91 | 92 | |
| Assisting you in preparing the grant annual performance report and the complete data report | 90 | 92 | |
| Considering needs in planning meetings webinars conferences and Talking Stick | -- | 97 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Native American and Alaska Native Children in School Program
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 10% | 1 | 0% | 0 |
| Have not issued complaint | 90% | 9 | 100% | 4 |
| Number of Respondents | | 10 | | 4 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 40% | 4 | 50% | 2 |
| Do not have interaction | 40% | 4 | 50% | 2 |
| Don't Know | 20% | 2 | 0% | 0 |
| Number of Respondents | | 10 | | 4 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 40% | 4 | 25% | 1 |
| Other electronic system | 50% | 5 | 75% | 3 |
| Do not use electronic system, submit hard copy | 10% | 1 | 0% | 0 |
| Number of Respondents | | 10 | | 4 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 40% | 4 | 25% | 1 |
| Agree | 50% | 5 | 75% | 3 |
| Disagree | 0% | 0 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 10% | 1 | 0% | 0 |
| Number of Respondents | | 10 | | 4 |
| OELA | | | | |
| OELA | 100% | 10 | 100% | 4 |
| Number of Respondents | | 10 | | 4 |

Department of Education - Grantee Satisfaction Study
2013
Program - National Professional Development Program
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 17 | 51 | |
| ED Staff/Coordination | 87 | 93 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 94 | |
| Responsiveness to your questions | 86 | 92 | |
| Accuracy of responses | 88 | 93 | |
| Sufficiency of legal guidance in responses | 90 | 93 | |
| Consistency of responses with ED staff from different program offices | 95 | 93 | |
| Collaboration with other ED programs or offices in providing relevant services | 88 | 95 | |
| ED-funded Technical Assistance | 84 | 96 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 97 | |
| Responsiveness to your questions | 81 | 96 | |
| Accuracy of responses | 86 | 96 | |
| Sufficiency of legal guidance in responses | 93 | 96 | |
| Consistency of responses with ED staff | 96 | 97 | |
| Collaboration with ED staff in providing relevant services | 85 | 95 | |
| Collaboration with other ED-funded providers of technical assistance | 78 | 96 | |
| Online Resources | 74 | 76 | |
| Ease of finding materials online | 71 | 77 | |
| Ease of submitting information to ED via the web | 70 | 75 | |
| Freshness of content | 81 | 81 | |
| Ability to accomplish what you want on the site | 73 | 74 | |
| Ease of reading the site | 77 | 76 | |
| Ease of navigation | 72 | 76 | |
| Technology | 83 | 80 | |
| ED's effectiveness in using technology to deliver its services | 88 | 83 | |
| ED's quality of assistance | 82 | 83 | |
| Effectiveness of automated process in improving state/LEA reporting | 81 | 73 | |
| Expected reduction in federal paperwork | 74 | 74 | |
| Documents | 78 | 82 | |
| Clarity | 75 | 82 | |
| Organization of information | 78 | 83 | |
| Sufficiency of detail to meet your program needs | 80 | 81 | |
| Relevance to your areas of need | 79 | 81 | |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 80 | |

Department of Education - Grantee Satisfaction Study
2013
Program - National Professional Development Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 17 | 51 | |
| 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 | 75 | 78 | |
| How satisfied are you with ED's products and services | 79 | 86 | |
| How well ED's products and services meet expectations | 69 | 72 | |
| How well ED compares with ideal products and services | 73 | 73 | |
| Complaint | 0% | 2% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 2% | |
| National Professional Development Program | 84 | 89 | |
| Providing information to carry out your program | 90 | 89 | |
| Responding to inquiries in a timely matter | 86 | 91 | |
| Assist you in administering your grant effectively | 87 | 90 | |
| Online reporting form and instructions for the grant annual performance report | 82 | 81 | |

Department of Education - Grantee Satisfaction Study
2013
Program - National Professional Development Program
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 2% | 1 |
| Have not issued complaint | 100% | 17 | 98% | 50 |
| Number of Respondents | | 17 | | 51 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 24% | 4 | 27% | 14 |
| Do not have interaction | 71% | 12 | 57% | 29 |
| Don't Know | 6% | 1 | 16% | 8 |
| Number of Respondents | | 17 | | 51 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 12% | 2 | 47% | 24 |
| Other electronic system | 53% | 9 | 43% | 22 |
| Do not use electronic system, submit hard copy | 35% | 6 | 10% | 5 |
| Number of Respondents | | 17 | | 51 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 29% | 5 | 47% | 24 |
| Agree | 59% | 10 | 47% | 24 |
| Disagree | 12% | 2 | 6% | 3 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 17 | | 51 |
| OELA | | | | |
| OELA | 100% | 17 | 100% | 51 |
| Number of Respondents | | 17 | | 51 |

Department of Education - Grantee Satisfaction Study
2013
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 34 | 34 | |
| ED Staff/Coordination | 89 | 91 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 91 | 94 | |
| Responsiveness to your questions | 92 | 92 | |
| Accuracy of responses | 93 | 93 | |
| Sufficiency of legal guidance in responses | 86 | 87 | |
| Consistency of responses with ED staff from different program offices | 86 | 88 | |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 91 | |
| ED-funded Technical Assistance | 88 | 91 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 90 | |
| Responsiveness to your questions | 90 | 92 | |
| Accuracy of responses | 88 | 92 | |
| Sufficiency of legal guidance in responses | 87 | 88 | |
| Consistency of responses with ED staff | 87 | 91 | |
| Collaboration with ED staff in providing relevant services | 89 | 91 | |
| Collaboration with other ED-funded providers of technical assistance | 88 | 91 | |
| Online Resources | 78 | 76 | |
| Ease of finding materials online | 75 | 69 | |
| Ease of submitting information to ED via the web | 85 | 85 | |
| Freshness of content | 81 | 77 | |
| Ability to accomplish what you want on the site | 76 | 75 | |
| Ease of reading the site | 75 | 76 | |
| Ease of navigation | 73 | 71 | |
| Technology | 81 | 81 | |
| ED's effectiveness in using technology to deliver its services | 86 | 85 | |
| ED's quality of assistance | 82 | 86 | |
| Effectiveness of automated process in improving state/LEA reporting | 80 | 82 | |
| Expected reduction in federal paperwork | 69 | 66 | |
| Documents | 85 | 81 | |
| Clarity | 85 | 81 | |
| Organization of information | 87 | 83 | |
| Sufficiency of detail to meet your program needs | 84 | 80 | |
| Relevance to your areas of need | 86 | 82 | |
| Comprehensiveness in addressing the scope of issues that you face | 81 | 77 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 34 | 34 | |
| 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 | 79 | 77 | |
| How satisfied are you with ED's products and services | 84 | 83 | |
| How well ED's products and services meet expectations | 76 | 73 | |
| How well ED compares with ideal products and services | 76 | 72 | |
| Complaint | 3% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 3% | 0% | |
| Adult Education and Family Literacy to the State Directors of Adult Ed | 88 | 89 | |
| Ease of reporting using the NRS web-based system | 84 | 84 | |
| Usefulness of the training offered by OVAE through its contract to support NRS | 86 | 81 | |
| Being well-organized | 90 | 89 | |
| Providing pre-planning adequate guidance | 90 | 90 | |
| Setting expectations for the visit | 89 | 94 | |
| Using state peer reviewers in the federal monitoring process | 89 | 93 | |
| Being up-to-date | 92 | 92 | |
| Relevance of information | 90 | 91 | |
| Usefulness to your program | 89 | 92 | |
| Usefulness of products helping your state meet AEFLA program priorities | 84 | 85 | |
| Technical assistance provided addresses your program priorities and needs | 82 | 84 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Adult Education and Family Literacy to State Directors of Adult Education
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 3% | 1 | 0% | 0 |
| Have not issued complaint | 97% | 33 | 100% | 34 |
| Number of Respondents | | 34 | | 34 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 79% | 27 | 85% | 29 |
| Do not have interaction | 15% | 5 | 15% | 5 |
| Don't Know | 6% | 2 | 0% | 0 |
| Number of Respondents | | 34 | | 34 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 32% | 11 | 24% | 8 |
| Other electronic system | 68% | 23 | 71% | 24 |
| Do not use electronic system, submit hard copy | 0% | 0 | 6% | 2 |
| Number of Respondents | | 34 | | 34 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 32% | 11 | 50% | 17 |
| Agree | 65% | 22 | 47% | 16 |
| Disagree | 3% | 1 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 3% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 34 | | 34 |
| OVAE | | | | |
| OVAE | 100% | 34 | 100% | 34 |
| Number of Respondents | | 34 | | 34 |

Department of Education - Grantee Satisfaction Study
2013
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 34 | 37 | |
| ED Staff/Coordination | 90 | 86 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | 89 | |
| Responsiveness to your questions | 92 | 87 | |
| Accuracy of responses | 92 | 88 | |
| Sufficiency of legal guidance in responses | 86 | 85 | |
| Consistency of responses with ED staff from different program offices | 88 | 80 | |
| Collaboration with other ED programs or offices in providing relevant services | 87 | 74 | ↓ |
| ED-funded Technical Assistance | 90 | 83 | ↓ |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 84 | |
| Responsiveness to your questions | 89 | 84 | |
| Accuracy of responses | 90 | 81 | ↓ |
| Sufficiency of legal guidance in responses | 90 | 79 | ↓ |
| Consistency of responses with ED staff | 89 | 83 | |
| Collaboration with ED staff in providing relevant services | 92 | 84 | ↓ |
| Collaboration with other ED-funded providers of technical assistance | 88 | 81 | |
| Online Resources | 78 | 72 | |
| Ease of finding materials online | 74 | 68 | |
| Ease of submitting information to ED via the web | 80 | 78 | |
| Freshness of content | 78 | 70 | ↓ |
| Ability to accomplish what you want on the site | 76 | 69 | |
| Ease of reading the site | 80 | 73 | |
| Ease of navigation | 76 | 70 | |
| Technology | 75 | 71 | |
| ED's effectiveness in using technology to deliver its services | 83 | 75 | ↓ |
| ED's quality of assistance | 76 | 78 | |
| Effectiveness of automated process in improving state/LEA reporting | 72 | 69 | |
| Expected reduction in federal paperwork | 63 | 56 | |
| Documents | 82 | 78 | |
| Clarity | 82 | 79 | |
| Organization of information | 84 | 80 | |
| Sufficiency of detail to meet your program needs | 80 | 77 | |
| Relevance to your areas of need | 86 | 78 | ↓ |
| Comprehensiveness in addressing the scope of issues that you face | 79 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 34 | 37 | |
| 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 | 77 | 70 | ↓ |
| How satisfied are you with ED's products and services | 81 | 77 | |
| How well ED's products and services meet expectations | 75 | 67 | ↓ |
| How well ED compares with ideal products and services | 74 | 65 | ↓ |
| 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 | 82 | 75 | ↓ |
| CAR's user-friendliness | 76 | 76 | |
| CAR's compatibility with state reporting systems | 73 | 70 | |
| Identifying and correcting compliance issues in your state | 86 | 76 | |
| Helping you to improve program quality | 82 | 71 | |
| Effectiveness of sessions on helping improve quality of career/tech ed programs | 85 | 76 | ↓ |
| PCRN's usefulness to your program | 85 | 75 | ↓ |
| Database's user-friendliness | 83 | 80 | |
| Database's compatibility with state reporting systems | 82 | 76 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Carl D. Perkins Career and Technical Education State Directors
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 34 | 100% | 37 |
| Number of Respondents | | 34 | | 37 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 71% | 24 | 65% | 24 |
| Do not have interaction | 29% | 10 | 27% | 10 |
| Don't Know | 0% | 0 | 8% | 3 |
| Number of Respondents | | 34 | | 37 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 88% | 30 | 78% | 29 |
| Other electronic system | 9% | 3 | 16% | 6 |
| Do not use electronic system, submit hard copy | 3% | 1 | 5% | 2 |
| Number of Respondents | | 34 | | 37 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 32% | 11 | 22% | 8 |
| Agree | 65% | 22 | 73% | 27 |
| Disagree | 3% | 1 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 3% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 34 | | 37 |
| OVAE | | | | |
| OVAE | 100% | 34 | 100% | 37 |
| Number of Respondents | | 34 | | 37 |

Department of Education - Grantee Satisfaction Study
2013
Ronald E. McNair Post-Ronald E. McNair Post-Baccalaureate Achievement Program
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 77 |
| ED Staff/Coordination | 74 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 79 |
| Responsiveness to your questions | 69 |
| Accuracy of responses | 78 |
| Sufficiency of legal guidance in responses | 74 |
| 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 | 78 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 |
| Responsiveness to your questions | 79 |
| Accuracy of responses | 80 |
| Sufficiency of legal guidance in responses | 77 |
| Consistency of responses with ED staff | 74 |
| Collaboration with ED staff in providing relevant services | 76 |
| Collaboration with other ED-funded providers of technical assistance | 79 |
| Online Resources | 72 |
| Ease of finding materials online | 72 |
| Ease of submitting information to ED via the web | 74 |
| Freshness of content | 69 |
| Ability to accomplish what you want on the site | 73 |
| Ease of reading the site | 74 |
| Ease of navigation | 71 |
| Technology | 69 |
| ED's effectiveness in using technology to deliver its services | 69 |
| ED's quality of assistance | -- |
| Effectiveness of automated process in improving state/LEA reporting | -- |
| Expected reduction in federal paperwork | -- |
| 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 | -- |

Department of Education - Grantee Satisfaction Study
2013
Ronald E. McNair Post-Ronald E. McNair Post-Baccalaureate Achievement Program
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 77 |
| Information in Application Package | 85 |
| Program Purpose | 87 |
| Program Priorities | 82 |
| Selection Criteria | 85 |
| Review Process | 79 |
| Budget Information and Forms | 80 |
| Deadline for Submission | 91 |
| Dollar Limit on Awards | 85 |
| Page Limitation Instructions | 89 |
| Formatting Instructions | 84 |
| Program Contact | 81 |
| 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 | 64 |
| How satisfied are you with ED's products and services | 70 |
| How well ED's products and services meet expectations | 61 |
| How well ED compares with ideal products and services | 60 |
| Complaint | 1% |
| Issued a formal complaint about assistance received from ED staff member | 1% |

Department of Education - Grantee Satisfaction Study
2013
Ronald E. McNair Post-Ronald E. McNair Post-Baccalaureate Achievement Program
Demographics

| | 2013 | |
|---|---------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 1% | 1 |
| Have not issued complaint | 99% | 76 |
| Number of Respondents | | 77 |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | |
| Have interaction | 40% | 31 |
| Do not have interaction | 52% | 40 |
| Don't Know | 8% | 6 |
| Number of Respondents | | 77 |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 12% | 9 |
| Agree | 62% | 48 |
| Disagree | 18% | 14 |
| Strongly Disagree | 6% | 5 |
| Does Not Apply | 1% | 1 |
| Number of Respondents | | 77 |
| OPE | | |
| OPE | 100% | 77 |
| Number of Respondents | | 77 |

Department of Education - Grantee Satisfaction Study
2013
Program - Educational Opportunities Centers (EOC)
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 69 |
| ED Staff/Coordination | 72 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 76 |
| Responsiveness to your questions | 67 |
| Accuracy of responses | 73 |
| 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 | 80 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 79 |
| Responsiveness to your questions | 79 |
| Accuracy of responses | 81 |
| Sufficiency of legal guidance in responses | 75 |
| Consistency of responses with ED staff | 76 |
| Collaboration with ED staff in providing relevant services | 76 |
| Collaboration with other ED-funded providers of technical assistance | 75 |
| Online Resources | 74 |
| Ease of finding materials online | 72 |
| Ease of submitting information to ED via the web | 81 |
| Freshness of content | 69 |
| Ability to accomplish what you want on the site | 75 |
| Ease of reading the site | 75 |
| Ease of navigation | 75 |
| 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 | -- |
| 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 | -- |

Department of Education - Grantee Satisfaction Study
2013
Program - Educational Opportunities Centers (EOC)
Score Table

| | 2013 |
|---|---------------|
| | Scores |
| Responses | 69 |
| Information in Application Package | 82 |
| Program Purpose | 83 |
| Program Priorities | 81 |
| Selection Criteria | 81 |
| Review Process | 77 |
| Budget Information and Forms | 81 |
| Deadline for Submission | 87 |
| Dollar Limit on Awards | 83 |
| Page Limitation Instructions | 87 |
| Formatting Instructions | 80 |
| Program Contact | 81 |
| 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 | 68 |
| How satisfied are you with ED's products and services | 74 |
| How well ED's products and services meet expectations | 65 |
| How well ED compares with ideal products and services | 64 |
| Complaint | 0% |
| Issued a formal complaint about assistance received from ED staff member | 0% |
| Educational Opportunities Centers (EOC) | 70 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 76 |
| Responsiveness to your inquiries | 67 |
| Timely resolution of programmatic and financial issues | 67 |
| Ability to assist you in interacting with institutional officials | 73 |
| Knowledge of annual performance report and ability to assist with questions | 75 |
| Timely processing of administrative action requests | 69 |
| Ability to respond to issues based solely on laws and policies | 72 |

Department of Education - Grantee Satisfaction Study
2013
Program - Educational Opportunities Centers (EOC)
Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 69 |
| Number of Respondents | 69 | |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | |
| Have interaction | 25% | 17 |
| Do not have interaction | 64% | 44 |
| Don't Know | 12% | 8 |
| Number of Respondents | 69 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 13% | 9 |
| Agree | 72% | 50 |
| Disagree | 9% | 6 |
| Strongly Disagree | 3% | 2 |
| Does Not Apply | 3% | 2 |
| Number of Respondents | 69 | |
| OPE | | |
| OPE | 100% | 69 |
| Number of Respondents | 69 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Minority Science and Engineering Improvement Program (MSEIP)
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 37 |
| ED Staff/Coordination | 95 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 |
| Responsiveness to your questions | 96 |
| Accuracy of responses | 95 |
| Sufficiency of legal guidance in responses | 95 |
| Consistency of responses with ED staff from different program offices | 93 |
| Collaboration with other ED programs or offices in providing relevant services | 91 |
| ED-funded Technical Assistance | 98 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 98 |
| Responsiveness to your questions | 98 |
| Accuracy of responses | 98 |
| Sufficiency of legal guidance in responses | 98 |
| Consistency of responses with ED staff | 99 |
| Collaboration with ED staff in providing relevant services | 99 |
| Collaboration with other ED-funded providers of technical assistance | 99 |
| Online Resources | 84 |
| Ease of finding materials online | 80 |
| Ease of submitting information to ED via the web | 85 |
| Freshness of content | 86 |
| Ability to accomplish what you want on the site | 84 |
| Ease of reading the site | 83 |
| Ease of navigation | 83 |
| Technology | 87 |
| ED's effectiveness in using technology to deliver its services | 87 |
| ED's quality of assistance | -- |
| Effectiveness of automated process in improving state/LEA reporting | -- |
| Expected reduction in federal paperwork | -- |
| 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 | -- |

Department of Education - Grantee Satisfaction Study
2013
Program - Minority Science and Engineering Improvement Program (MSEIP)
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 37 |
| Information in Application Package | 93 |
| Program Purpose | 94 |
| Program Priorities | 93 |
| Selection Criteria | 91 |
| Review Process | 91 |
| Budget Information and Forms | 91 |
| Deadline for Submission | 96 |
| Dollar Limit on Awards | 94 |
| Page Limitation Instructions | 93 |
| Formatting Instructions | 93 |
| Program Contact | 96 |
| 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 |
| How satisfied are you with ED's products and services | 91 |
| How well ED's products and services meet expectations | 82 |
| How well ED compares with ideal products and services | 83 |
| Complaint | 3% |
| Issued a formal complaint about assistance received from ED staff member | 3% |
| Minority Science and Engineering Improvement Program | 94 |
| Post-award guidelines comprehensive and clear | 92 |
| Responsiveness to programmatic needs by Program Officer | 96 |
| Program Officer able to resolve programmatic issues efficiently | 96 |
| Knowledge of MSEIP goals by Program Officer | 96 |
| Quality of support in preparation and submission of reports | 92 |
| Usefulness of performance reports to your own project | 89 |
| Overall quality of service provided by Program Office | 89 |
| Overall rating of Project Directors Meeting | 92 |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Minority Science and Engineering Improvement Program (MSEIP)
 Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 3% | 1 |
| Have not issued complaint | 97% | 36 |
| Number of Respondents | 37 | |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | |
| Have interaction | 27% | 10 |
| Do not have interaction | 59% | 22 |
| Don't Know | 14% | 5 |
| Number of Respondents | 37 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 59% | 22 |
| Agree | 35% | 13 |
| Disagree | 3% | 1 |
| Strongly Disagree | 0% | 0 |
| Does Not Apply | 3% | 1 |
| Number of Respondents | 37 | |
| OPE | | |
| OPE | 100% | 37 |
| Number of Respondents | 37 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Predominantly Black Institutions
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 20 |
| ED Staff/Coordination | 69 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 |
| Responsiveness to your questions | 56 |
| Accuracy of responses | 77 |
| Sufficiency of legal guidance in responses | 70 |
| Consistency of responses with ED staff from different program offices | 68 |
| Collaboration with other ED programs or offices in providing relevant services | 77 |
| ED-funded Technical Assistance | 66 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 74 |
| Responsiveness to your questions | 72 |
| Accuracy of responses | 61 |
| Sufficiency of legal guidance in responses | 58 |
| Consistency of responses with ED staff | 67 |
| Collaboration with ED staff in providing relevant services | 67 |
| Collaboration with other ED-funded providers of technical assistance | 94 |
| Online Resources | 70 |
| Ease of finding materials online | 65 |
| Ease of submitting information to ED via the web | 76 |
| Freshness of content | 67 |
| Ability to accomplish what you want on the site | 66 |
| Ease of reading the site | 71 |
| Ease of navigation | 73 |
| Technology | 64 |
| ED's effectiveness in using technology to deliver its services | 64 |
| ED's quality of assistance | -- |
| Effectiveness of automated process in improving state/LEA reporting | -- |
| Expected reduction in federal paperwork | -- |
| 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 | -- |

Department of Education - Grantee Satisfaction Study
2013
Program - Predominantly Black Institutions
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 20 |
| Information in Application Package | 83 |
| Program Purpose | 85 |
| Program Priorities | 85 |
| Selection Criteria | 83 |
| Review Process | 81 |
| Budget Information and Forms | 80 |
| Deadline for Submission | 88 |
| Dollar Limit on Awards | 81 |
| Page Limitation Instructions | 81 |
| Formatting Instructions | 81 |
| Program Contact | 84 |
| 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 | 64 |
| How satisfied are you with ED's products and services | 69 |
| How well ED's products and services meet expectations | 62 |
| How well ED compares with ideal products and services | 59 |
| Complaint | 0% |
| Issued a formal complaint about assistance received from ED staff member | 0% |
| Predominantly Black Institutions | 62 |
| Time it takes for your program officer to respond to your email and phone requests | 53 |
| Resolution of problems by current Program Officer | 63 |
| Guidance materials in assisting you in preparing report | 63 |
| Program officer in providing technical assistance on grant management | 61 |
| Program Officers knowledge of applicable statutes regulations and policies | 76 |
| Clarity of information provided in response to your requests | 67 |
| PBI-Masters Degree Program | 77 |
| Time it takes for your program officer to respond to your email and phone requests | 67 |
| Resolution of problems by current Program Officer | 74 |
| Guidance materials in assisting you in preparing report | 78 |
| Program officer in providing technical assistance on grant management | 81 |
| Program Officers knowledge of applicable statutes regulations and policies | 100 |
| Clarity of information provided in response to your requests | 81 |
| PBI-Formula Grant Program | 54 |
| Time it takes for your program officer to respond to your email and phone requests | 42 |
| Resolution of problems by current Program Officer | 54 |
| Guidance materials in assisting you in preparing report | 54 |
| Program officer in providing technical assistance on grant management | 51 |
| Program Officers knowledge of applicable statutes regulations and policies | 67 |
| Clarity of information provided in response to your requests | 63 |
| PBI-Competitive Grant Program | 64 |
| Time it takes for your program officer to respond to your email and phone requests | 56 |
| Resolution of problems by current Program Officer | 69 |
| Guidance materials in assisting you in preparing report | 67 |
| Program officer in providing technical assistance on grant management | 62 |
| Program Officers knowledge of applicable statutes regulations and policies | 71 |
| Clarity of information provided in response to your requests | 67 |

Department of Education - Grantee Satisfaction Study
2013
Program - Predominantly Black Institutions
Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 20 |
| Number of Respondents | 20 | |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | |
| Have interaction | 30% | 6 |
| Do not have interaction | 65% | 13 |
| Don't Know | 5% | 1 |
| Number of Respondents | 20 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 30% | 6 |
| Agree | 40% | 8 |
| Disagree | 20% | 4 |
| Strongly Disagree | 10% | 2 |
| Does Not Apply | 0% | 0 |
| Number of Respondents | 20 | |
| Project Director Program~ | | |
| Masters Degree Program | 15% | 3 |
| Formula Grant Program | 55% | 11 |
| Competitive Grant Program | 45% | 9 |
| Number of Respondents | 20 | |
| ED staff do a good job in communicating expectations-MDP | | |
| Do a good job | 67% | 2 |
| Do not do a good job | 33% | 1 |
| Number of Respondents | 3 | |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Predominantly Black Institutions
 Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| ED staff do a good job in communicating expectations-FGP | | |
| Do a good job | 64% | 7 |
| Do not do a good job | 36% | 4 |
| Number of Respondents | 11 | |
| ED staff do a good job in communicating expectations-CGP | | |
| Do a good job | 56% | 5 |
| Do not do a good job | 44% | 4 |
| Number of Respondents | 9 | |
| OPE | | |
| OPE | 100% | 20 |
| Number of Respondents | 20 | |

Department of Education - Grantee Satisfaction Study
2013
Fulbright-Hays Group Projects Abroad
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 14 |
| ED Staff/Coordination | 88 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 |
| Responsiveness to your questions | 84 |
| Accuracy of responses | 90 |
| Sufficiency of legal guidance in responses | 89 |
| Consistency of responses with ED staff from different program offices | 91 |
| Collaboration with other ED programs or offices in providing relevant services | 89 |
| ED-funded Technical Assistance | 81 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 67 |
| Responsiveness to your questions | 84 |
| Accuracy of responses | 82 |
| Sufficiency of legal guidance in responses | 100 |
| Consistency of responses with ED staff | 80 |
| Collaboration with ED staff in providing relevant services | 80 |
| Collaboration with other ED-funded providers of technical assistance | 78 |
| Online Resources | 72 |
| Ease of finding materials online | 73 |
| Ease of submitting information to ED via the web | 74 |
| Freshness of content | 72 |
| Ability to accomplish what you want on the site | 71 |
| Ease of reading the site | 72 |
| Ease of navigation | 67 |
| Technology | 85 |
| ED's effectiveness in using technology to deliver its services | 85 |
| ED's quality of assistance | -- |
| Effectiveness of automated process in improving state/LEA reporting | -- |
| Expected reduction in federal paperwork | -- |
| 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 | -- |

Department of Education - Grantee Satisfaction Study
2013
Fulbright-Hays Group Projects Abroad
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 14 |
| Information in Application Package | 88 |
| Program Purpose | 86 |
| Program Priorities | 87 |
| Selection Criteria | 87 |
| Review Process | 86 |
| Budget Information and Forms | 85 |
| Deadline for Submission | 93 |
| Dollar Limit on Awards | 92 |
| Page Limitation Instructions | 92 |
| Formatting Instructions | 83 |
| Program Contact | 89 |
| 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 | 80 |
| How satisfied are you with ED's products and services | 84 |
| 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% |

Department of Education - Grantee Satisfaction Study
2013
Fulbright-Hays Group Projects Abroad
Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 14 |
| Number of Respondents | 14 | |
| Interact with ED-funded providers of tech assistance separate from ED staff -OPE | | |
| Have interaction | 36% | 5 |
| Do not have interaction | 64% | 9 |
| Don't Know | 0% | 0 |
| Number of Respondents | 14 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 36% | 5 |
| Agree | 43% | 6 |
| Disagree | 14% | 2 |
| Strongly Disagree | 7% | 1 |
| Does Not Apply | 0% | 0 |
| Number of Respondents | 14 | |
| Timeliness to answering questions | | |
| Exceeds expectations | 29% | 4 |
| Meets expectations | 64% | 9 |
| Does not meet expectations | 7% | 1 |
| Number of Respondents | 14 | |
| Knowledge of relevant legislation regulations policies and procedures | | |
| Exceeds expectations | 36% | 5 |
| Meets expectations | 50% | 7 |
| Not applicable | 14% | 2 |
| Number of Respondents | 14 | |
| Ability to resolve issues | | |
| Exceeds expectations | 36% | 5 |
| Meets expectations | 50% | 7 |
| Not applicable | 14% | 2 |
| Number of Respondents | 14 | |
| Use of clear and concise written and verbal communication | | |
| Exceeds expectations | 43% | 6 |
| Meets expectations | 57% | 8 |
| Number of Respondents | 14 | |
| Provide reliable and accurate technical assistance | | |
| Exceeds expectations | 29% | 4 |
| Meets expectations | 57% | 8 |
| Not applicable | 14% | 2 |
| Number of Respondents | 14 | |
| Usefulness of documents in the award package | | |
| Exceeds expectations | 43% | 6 |
| Meets expectations | 50% | 7 |
| Does not meet expectations | 7% | 1 |
| Number of Respondents | 14 | |

Department of Education - Grantee Satisfaction Study
2013
Fulbright-Hays Group Projects Abroad
Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| IRIS System for program administration | | |
| Exceeds expectations | 21% | 3 |
| Meets expectations | 57% | 8 |
| Does not meet expectations | 21% | 3 |
| Number of Respondents | 14 | |
| IRIS User Manuals | | |
| Exceeds expectations | 21% | 3 |
| Meets expectations | 36% | 5 |
| Does not meet expectations | 21% | 3 |
| Not applicable | 21% | 3 |
| Number of Respondents | 14 | |
| How often you interact with ED staff | | |
| Monthly | 36% | 5 |
| A few times a year | 64% | 9 |
| Number of Respondents | 14 | |
| OPE | | |
| OPE | 100% | 14 |
| Number of Respondents | 14 | |

Department of Education - Grantee Satisfaction Study
2013
Program - State Directors of Special Education (Part B)
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 34 | 27 | |
| ED Staff/Coordination | 68 | 77 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 79 | 85 | |
| Responsiveness to your questions | 69 | 76 | |
| Accuracy of responses | 73 | 80 | |
| Sufficiency of legal guidance in responses | 66 | 80 | ↑ |
| Consistency of responses with ED staff from different program offices | 61 | 77 | ↑ |
| Collaboration with other ED programs or offices in providing relevant services | 56 | 67 | |
| ED-funded Technical Assistance | 73 | 81 | ↑ |
| Knowledge of relevant legislation, regulations, policies, and procedures | 75 | 82 | |
| Responsiveness to your questions | 79 | 87 | ↑ |
| Accuracy of responses | 76 | 82 | |
| Sufficiency of legal guidance in responses | 69 | 74 | |
| Consistency of responses with ED staff | 71 | 81 | ↑ |
| Collaboration with ED staff in providing relevant services | 74 | 82 | |
| Collaboration with other ED-funded providers of technical assistance | 75 | 80 | |
| Online Resources | 53 | 56 | |
| Ease of finding materials online | 47 | 49 | |
| Ease of submitting information to ED via the web | 72 | 71 | |
| Freshness of content | 56 | 64 | |
| Ability to accomplish what you want on the site | 50 | 53 | |
| Ease of reading the site | 52 | 56 | |
| Ease of navigation | 43 | 47 | |
| Technology | 53 | 64 | ↑ |
| ED's effectiveness in using technology to deliver its services | 59 | 67 | |
| ED's quality of assistance | 56 | 66 | |
| Effectiveness of automated process in improving state/LEA reporting | 56 | 66 | |
| Expected reduction in federal paperwork | 34 | 47 | |
| Documents | 63 | 74 | ↑ |
| Clarity | 61 | 72 | ↑ |
| Organization of information | 68 | 77 | ↑ |
| Sufficiency of detail to meet your program needs | 58 | 72 | ↑ |
| Relevance to your areas of need | 71 | 78 | |
| Comprehensiveness in addressing the scope of issues that you face | 55 | 72 | ↑ |

Department of Education - Grantee Satisfaction Study
2013
Program - State Directors of Special Education (Part B)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|------------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 34 | 27 | |
| 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 | 51 | 60 | |
| How satisfied are you with ED's products and services | 59 | 67 | |
| How well ED's products and services meet expectations | 48 | 56 | |
| How well ED compares with ideal products and services | 43 | 55 | ↑ |
| Complaint | 12% | 0% | ↓ |
| Issued a formal complaint about assistance received from ED staff member | 12% | 0% | ↓ |
| State Directors of Special Education (Part B) | 74 | 83 | ↑ |
| Clarity of information received in developing applications and reports | -- | 82 | |
| Timeliness of responses | 81 | 79 | |
| Responsiveness to your State's request for assistance in a timely manner | 82 | 90 | |
| Impact on your State's knowledge of implementation strategies | 77 | 85 | |
| Impact on your State's capacity and infrastructure to implement evidence- based practices or policies | 74 | 82 | |
| Impact in supporting the State to work more effectively with local educational agencies | 72 | 81 | |

Department of Education - Grantee Satisfaction Study
2013
Program - State Directors of Special Education (Part B)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 12% | 4 | 0% | 0 |
| Have not issued complaint | 88% | 30 | 100% | 27 |
| Number of Respondents | | 34 | | 27 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 94% | 32 | 96% | 26 |
| Do not have interaction | 3% | 1 | 4% | 1 |
| Don't Know | 3% | 1 | 0% | 0 |
| Number of Respondents | | 34 | | 27 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 91% | 31 | 96% | 26 |
| Other electronic system | 9% | 3 | 4% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 |
| Number of Respondents | | 34 | | 27 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 12% | 4 | 4% | 1 |
| Agree | 53% | 18 | 74% | 20 |
| Disagree | 26% | 9 | 22% | 6 |
| Strongly Disagree | 9% | 3 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 34 | | 27 |
| Access materials or direct support from any of the Centers SDSP | | | | |
| Accessed materials | 88% | 30 | 93% | 25 |
| Did not access materials | 12% | 4 | 7% | 2 |
| Number of Respondents | | 34 | | 27 |
| OSERS | | | | |
| OSERS | 100% | 34 | 100% | 27 |
| Number of Respondents | | 34 | | 27 |

Department of Education - Grantee Satisfaction Study
2013
Program - Lead Agency Early Intervention Coordinators (Part C)
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 27 | 27 | |
| ED Staff/Coordination | 78 | 79 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 77 | 78 | |
| Responsiveness to your questions | 80 | 81 | |
| Accuracy of responses | 77 | 82 | |
| Sufficiency of legal guidance in responses | 82 | 78 | |
| Consistency of responses with ED staff from different program offices | 73 | 74 | |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 78 | |
| ED-funded Technical Assistance | 86 | 86 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 88 | |
| Responsiveness to your questions | 88 | 90 | |
| Accuracy of responses | 86 | 85 | |
| Sufficiency of legal guidance in responses | 82 | 79 | |
| Consistency of responses with ED staff | 85 | 82 | |
| Collaboration with ED staff in providing relevant services | 87 | 83 | |
| Collaboration with other ED-funded providers of technical assistance | 90 | 90 | |
| Online Resources | 67 | 63 | |
| Ease of finding materials online | 60 | 56 | |
| Ease of submitting information to ED via the web | 77 | 80 | |
| Freshness of content | 69 | 64 | |
| Ability to accomplish what you want on the site | 65 | 62 | |
| Ease of reading the site | 67 | 63 | |
| Ease of navigation | 64 | 59 | |
| Technology | 68 | 68 | |
| ED's effectiveness in using technology to deliver its services | 76 | 68 | |
| ED's quality of assistance | 74 | 75 | |
| Effectiveness of automated process in improving state/LEA reporting | 73 | 72 | |
| Expected reduction in federal paperwork | 50 | 57 | |
| Documents | 75 | 71 | |
| Clarity | 74 | 72 | |
| Organization of information | 80 | 74 | |
| Sufficiency of detail to meet your program needs | 73 | 66 | |
| Relevance to your areas of need | 76 | 76 | |
| Comprehensiveness in addressing the scope of issues that you face | 70 | 67 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Lead Agency Early Intervention Coordinators (Part C)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|--------|------|------------------------|
| | Scores | | |
| | 27 | 27 | |
| 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 | 66 | |
| How satisfied are you with ED's products and services | 77 | 73 | |
| How well ED's products and services meet expectations | 65 | 64 | |
| How well ED compares with ideal products and services | 64 | 55 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Lead Agency Early Intervention Coordinators | 84 | 82 | |
| Clarity of information received in developing applications and reports | -- | 75 | |
| Timeliness of responses | 81 | 84 | |
| Responsiveness to your State's request for assistance in a timely manner | 89 | 91 | |
| Impact on your State's knowledge of implementation strategies | 88 | 81 | |
| Impact on your State's capacity and infrastructure to implement evidence- based practices or policies | 83 | 76 | |
| Impact in supporting the State to work more effectively with local educational agencies | 81 | 78 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Lead Agency Early Intervention Coordinators (Part C)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 27 | 100% | 27 |
| Number of Respondents | | 27 | | 27 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 100% | 27 | 96% | 26 |
| Do not have interaction | 0% | 0 | 4% | 1 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 27 | | 27 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 22% | 6 | 67% | 18 |
| Other electronic system | 44% | 12 | 19% | 5 |
| Do not use electronic system, submit hard copy | 33% | 9 | 15% | 4 |
| Number of Respondents | | 27 | | 27 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 19% | 5 | 19% | 5 |
| Agree | 74% | 20 | 63% | 17 |
| Disagree | 7% | 2 | 19% | 5 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 27 | | 27 |
| Access materials or direct support from any of the Centers LAIC | | | | |
| Accessed materials | 89% | 24 | 100% | 27 |
| Did not access materials | 11% | 3 | 0% | 0 |
| Number of Respondents | | 27 | | 27 |
| OSERS | | | | |
| OSERS | 100% | 27 | 100% | 27 |
| Number of Respondents | | 27 | | 27 |

Department of Education - Grantee Satisfaction Study
2013
Program - Vocational Rehabilitation Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 30 | 28 | |
| ED Staff/Coordination | 78 | 71 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 83 | |
| Responsiveness to your questions | 73 | 67 | |
| Accuracy of responses | 83 | 73 | ↓ |
| Sufficiency of legal guidance in responses | 76 | 65 | |
| Consistency of responses with ED staff from different program offices | 67 | 67 | |
| Collaboration with other ED programs or offices in providing relevant services | 72 | 70 | |
| ED-funded Technical Assistance | 85 | 76 | ↓ |
| Knowledge of relevant legislation, regulations, policies, and procedures | 88 | 81 | |
| Responsiveness to your questions | 89 | 81 | |
| Accuracy of responses | 88 | 80 | ↓ |
| Sufficiency of legal guidance in responses | 81 | 76 | |
| Consistency of responses with ED staff | 79 | 70 | |
| Collaboration with ED staff in providing relevant services | 84 | 76 | |
| Collaboration with other ED-funded providers of technical assistance | 85 | 76 | |
| Online Resources | 64 | 64 | |
| Ease of finding materials online | 61 | 62 | |
| Ease of submitting information to ED via the web | 73 | 71 | |
| Freshness of content | 61 | 65 | |
| Ability to accomplish what you want on the site | 66 | 62 | |
| Ease of reading the site | 68 | 65 | |
| Ease of navigation | 58 | 60 | |
| Technology | 71 | 69 | |
| ED's effectiveness in using technology to deliver its services | 71 | 69 | |
| ED's quality of assistance | 77 | 73 | |
| Effectiveness of automated process in improving state/LEA reporting | 79 | 73 | |
| Expected reduction in federal paperwork | 65 | 64 | |
| Documents | 77 | 74 | |
| Clarity | 76 | 71 | |
| Organization of information | 77 | 73 | |
| Sufficiency of detail to meet your program needs | 77 | 72 | |
| Relevance to your areas of need | 81 | 80 | |
| Comprehensiveness in addressing the scope of issues that you face | 73 | 73 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Vocational Rehabilitation Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|--------|------|------------------------|
| | Scores | | |
| | 30 | 28 | |
| 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 | 61 | |
| How satisfied are you with ED's products and services | 73 | 68 | |
| How well ED's products and services meet expectations | 67 | 58 | ↓ |
| How well ED compares with ideal products and services | 61 | 55 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| OSERS Rehabilitation Services Administration Vocational Rehabilitation Program | 76 | 74 | |
| Responsiveness to your questions and requests for technical assistance | 78 | 75 | |
| Supportiveness in helping you complete your reports | 79 | 84 | |
| Timeliness of dissemination of monitoring | 69 | 68 | |
| Dissemination of subregulatory guidance | 74 | 74 | |
| Provision of effective training and dissemination of relevant information | 70 | 73 | |
| Sufficiency of communication with your agency | 78 | 76 | |
| Utility of the MIS for entering and retrieving reports and data | 75 | 69 | |
| Ease of navigation and accessibility of the website | 67 | 60 | |
| Usefulness of information contained on the website | 72 | 68 | |
| Improving program performance through technical assistance | 86 | 75 | ↓ |
| Improving program performance through continuing education | 86 | 77 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Vocational Rehabilitation Program
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 30 | 100% | 28 |
| Number of Respondents | | 30 | | 28 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 83% | 25 | 82% | 23 |
| Do not have interaction | 13% | 4 | 7% | 2 |
| Don't Know | 3% | 1 | 11% | 3 |
| Number of Respondents | | 30 | | 28 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 27% | 8 | 21% | 6 |
| Other electronic system | 70% | 21 | 75% | 21 |
| Do not use electronic system, submit hard copy | 3% | 1 | 4% | 1 |
| Number of Respondents | | 30 | | 28 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 10% | 3 | 18% | 5 |
| Agree | 83% | 25 | 57% | 16 |
| Disagree | 7% | 2 | 21% | 6 |
| Strongly Disagree | 0% | 0 | 4% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 30 | | 28 |
| OSERS | | | | |
| OSERS | 100% | 30 | 100% | 28 |
| Number of Respondents | | 30 | | 28 |

Department of Education - Grantee Satisfaction Study
2013
Program - Improving Teacher Quality State Grants
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 62 | 50 | |
| ED Staff/Coordination | 90 | 88 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 94 | 89 | ↓ |
| Responsiveness to your questions | 91 | 89 | |
| Accuracy of responses | 94 | 91 | |
| Sufficiency of legal guidance in responses | 88 | 91 | |
| Consistency of responses with ED staff from different program offices | 87 | 81 | |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 81 | |
| ED-funded Technical Assistance | 87 | 81 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 88 | 79 | |
| Responsiveness to your questions | 88 | 82 | |
| Accuracy of responses | 87 | 83 | |
| Sufficiency of legal guidance in responses | 84 | 77 | |
| Consistency of responses with ED staff | 86 | 78 | |
| Collaboration with ED staff in providing relevant services | 89 | 77 | ↓ |
| Collaboration with other ED-funded providers of technical assistance | 90 | 80 | |
| Online Resources | 73 | 67 | |
| Ease of finding materials online | 69 | 65 | |
| Ease of submitting information to ED via the web | 72 | 70 | |
| Freshness of content | 77 | 68 | ↓ |
| Ability to accomplish what you want on the site | 74 | 67 | |
| Ease of reading the site | 74 | 67 | |
| Ease of navigation | 71 | 63 | |
| Technology | 77 | 72 | |
| ED's effectiveness in using technology to deliver its services | 82 | 77 | |
| ED's quality of assistance | 75 | 77 | |
| Effectiveness of automated process in improving state/LEA reporting | 73 | 66 | |
| Expected reduction in federal paperwork | 64 | 65 | |
| Documents | 83 | 78 | |
| Clarity | 84 | 77 | ↓ |
| Organization of information | 85 | 79 | |
| Sufficiency of detail to meet your program needs | 82 | 78 | |
| Relevance to your areas of need | 84 | 81 | |
| Comprehensiveness in addressing the scope of issues that you face | 81 | 76 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Improving Teacher Quality State Grants
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 62 | 50 | |
| 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 | 71 | ↓ |
| Effectiveness of OESE in helping you learn to implement grant programs | 84 | 78 | |
| Usefulness of OESE's technical assistance services as a model | 75 | 65 | ↓ |
| ACSI | 76 | 66 | ↓ |
| How satisfied are you with ED's products and services | 80 | 72 | ↓ |
| How well ED's products and services meet expectations | 75 | 62 | ↓ |
| How well ED compares with ideal products and services | 71 | 61 | ↓ |
| 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 | 91 | 89 | |
| Responsiveness of Title II, Part A program staff | 91 | 89 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Improving Teacher Quality State Grants
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 62 | 100% | 50 |
| Number of Respondents | | 62 | | 50 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 45% | 28 | 44% | 22 |
| Do not have interaction | 52% | 32 | 50% | 25 |
| Don't Know | 3% | 2 | 6% | 3 |
| Number of Respondents | | 62 | | 50 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 52% | 32 | 50% | 25 |
| Other electronic system | 15% | 9 | 8% | 4 |
| Do not use electronic system, submit hard copy | 34% | 21 | 42% | 21 |
| Number of Respondents | | 62 | | 50 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 26% | 16 | 24% | 12 |
| Agree | 68% | 42 | 68% | 34 |
| Disagree | 3% | 2 | 4% | 2 |
| Strongly Disagree | 0% | 0 | 4% | 2 |
| Does Not Apply | 3% | 2 | 0% | 0 |
| Number of Respondents | | 62 | | 50 |
| OESE | | | | |
| OESE | 100% | 62 | 100% | 50 |
| Number of Respondents | | 62 | | 50 |

Department of Education - Grantee Satisfaction Study
2013
Program - 21st Century Community Learning Centers
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| ED Staff/Coordination | 72 | 76 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 76 | 80 | |
| Responsiveness to your questions | 74 | 80 | |
| Accuracy of responses | 78 | 81 | |
| Sufficiency of legal guidance in responses | 66 | 77 | ↑ |
| Consistency of responses with ED staff from different program offices | 65 | 67 | |
| Collaboration with other ED programs or offices in providing relevant services | 63 | 74 | |
| ED-funded Technical Assistance | 80 | 75 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 78 | |
| Responsiveness to your questions | 82 | 77 | |
| Accuracy of responses | 81 | 76 | |
| Sufficiency of legal guidance in responses | 83 | 71 | |
| Consistency of responses with ED staff | 81 | 77 | |
| Collaboration with ED staff in providing relevant services | 75 | 74 | |
| Collaboration with other ED-funded providers of technical assistance | 77 | 75 | |
| Online Resources | 66 | 66 | |
| Ease of finding materials online | 67 | 66 | |
| Ease of submitting information to ED via the web | 70 | 71 | |
| Freshness of content | 65 | 62 | |
| Ability to accomplish what you want on the site | 63 | 65 | |
| Ease of reading the site | 67 | 70 | |
| Ease of navigation | 64 | 64 | |
| Technology | 63 | 67 | |
| ED's effectiveness in using technology to deliver its services | 65 | 70 | |
| ED's quality of assistance | 59 | 69 | |
| Effectiveness of automated process in improving state/LEA reporting | 60 | 71 | ↑ |
| Expected reduction in federal paperwork | 65 | 57 | |
| Documents | 64 | 63 | |
| Clarity | 64 | 61 | |
| Organization of information | 66 | 66 | |
| Sufficiency of detail to meet your program needs | 62 | 58 | |
| Relevance to your areas of need | 66 | 67 | |
| Comprehensiveness in addressing the scope of issues that you face | 61 | 61 | |

Department of Education - Grantee Satisfaction Study
2013
Program - 21st Century Community Learning Centers
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 35 | 34 | |
| 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 | 59 | 67 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 61 | 70 | |
| Usefulness of OESE's technical assistance services as a model | 57 | 63 | |
| ACSI | 57 | 61 | |
| How satisfied are you with ED's products and services | 64 | 69 | |
| How well ED's products and services meet expectations | 56 | 53 | |
| How well ED compares with ideal products and services | 51 | 56 | |
| Complaint | 6% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 6% | 0% | |
| 21st Century Community Learning Centers | 74 | 80 | |
| Quality of technical assistance | 68 | 78 | ↑ |
| Current Program Officer's knowledge of applicable statutes/regulations/policies | 75 | 84 | ↑ |
| Current Program Officer's knowledge of grant fiscal matters | 75 | 83 | ↑ |

Department of Education - Grantee Satisfaction Study
2013
Program - 21st Century Community Learning Centers
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 6% | 2 | 0% | 0 |
| Have not issued complaint | 94% | 33 | 100% | 34 |
| Number of Respondents | | 35 | | 34 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 54% | 19 | 62% | 21 |
| Do not have interaction | 34% | 12 | 35% | 12 |
| Don't Know | 11% | 4 | 3% | 1 |
| Number of Respondents | | 35 | | 34 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 23% | 8 | 6% | 2 |
| Other electronic system | 71% | 25 | 79% | 27 |
| Do not use electronic system, submit hard copy | 6% | 2 | 15% | 5 |
| Number of Respondents | | 35 | | 34 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 3% | 1 | 9% | 3 |
| Agree | 69% | 24 | 68% | 23 |
| Disagree | 17% | 6 | 12% | 4 |
| Strongly Disagree | 9% | 3 | 6% | 2 |
| Does Not Apply | 3% | 1 | 6% | 2 |
| Number of Respondents | | 35 | | 34 |
| Types of SEA State 21st CCLC coordinators | | | | |
| New 21st CCLC SEA State coordinator with less than 18 mo. experience | 23% | 8 | 24% | 8 |
| New SEA State 21st CCLC coordinator with more than 18 mo. Experience | 77% | 27 | 76% | 26 |
| Number of Respondents | | 35 | | 34 |
| Received technical assistance or individualized support during past year | | | | |
| Received assistance | 74% | 26 | 79% | 27 |
| Did not receive assistance | 26% | 9 | 21% | 7 |
| Number of Respondents | | 35 | | 34 |
| Where and how technical assistance or support take place~ | | | | |
| Project Directors' meeting sponsored by the Department | 58% | 15 | 48% | 13 |
| Conference call/email exchange with your Program Officer | 92% | 24 | 100% | 27 |
| Program Officer | 65% | 17 | 48% | 13 |
| Other Program (or other Department) staff site visit | 15% | 4 | 7% | 2 |
| Monitoring contractor | 46% | 12 | 19% | 5 |
| National association meeting | 35% | 9 | 19% | 5 |
| Other | 8% | 2 | 11% | 3 |
| Number of Respondents | | 26 | | 27 |

Department of Education - Grantee Satisfaction Study
2013
Program - 21st Century Community Learning Centers
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Received timely and accurate feedback from current Program Officer | | | | |
| Received feedback | 83% | 29 | 94% | 32 |
| Did not receive feedback | 17% | 6 | 6% | 2 |
| Number of Respondents | | 35 | | 34 |
| Tech and tech support available to you~ | | | | |
| Software and hardware to conduct webinars | 0% | 0 | 94% | 32 |
| Software and hardware to conduct online video calls | 0% | 0 | 50% | 17 |
| Your own conference line and speaker phone | 0% | 0 | 82% | 28 |
| Microphone and speakers on your PC or laptop or tablet | 0% | 0 | 68% | 23 |
| Web Cam | 0% | 0 | 29% | 10 |
| Number of Respondents | | 0 | | 34 |
| Tech and tech support available to majority~ | | | | |
| Software and hardware to conduct webinars | 0% | 0 | 56% | 19 |
| Software and hardware to conduct online video calls | 0% | 0 | 18% | 6 |
| Your own conference line and speaker phone | 0% | 0 | 47% | 16 |
| Microphone and speakers on your PC or laptop or tablet | 0% | 0 | 44% | 15 |
| Web Cam | 0% | 0 | 12% | 4 |
| I do not have this information for my grantees | 0% | 0 | 35% | 12 |
| Number of Respondents | | 0 | | 34 |
| Preferred platform~ | | | | |
| PC | 0% | 0 | 97% | 33 |
| Mac | 0% | 0 | 6% | 2 |
| iPad | 0% | 0 | 18% | 6 |
| Other tablet | 0% | 0 | 3% | 1 |
| iPhone | 0% | 0 | 6% | 2 |
| Other Smart Phone | 0% | 0 | 3% | 1 |
| Number of Respondents | | 0 | | 34 |
| OESE | | | | |
| OESE | 100% | 35 | 100% | 34 |
| Number of Respondents | | 35 | | 34 |

Department of Education - Grantee Satisfaction Study
2013
Program - Teacher Incentive Fund
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 32 | 49 | |
| ED Staff/Coordination | 74 | 77 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 74 | 76 | |
| Responsiveness to your questions | 71 | 80 | |
| Accuracy of responses | 76 | 79 | |
| Sufficiency of legal guidance in responses | 77 | 76 | |
| Consistency of responses with ED staff from different program offices | 73 | 74 | |
| Collaboration with other ED programs or offices in providing relevant services | 75 | 77 | |
| ED-funded Technical Assistance | 81 | 75 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 77 | |
| Responsiveness to your questions | 85 | 75 | ↓ |
| Accuracy of responses | 83 | 76 | |
| Sufficiency of legal guidance in responses | 79 | 70 | |
| Consistency of responses with ED staff | 79 | 72 | |
| Collaboration with ED staff in providing relevant services | 83 | 76 | |
| Collaboration with other ED-funded providers of technical assistance | 83 | 75 | |
| Online Resources | 74 | 70 | |
| Ease of finding materials online | 75 | 66 | |
| Ease of submitting information to ED via the web | 74 | 74 | |
| Freshness of content | 75 | 69 | |
| Ability to accomplish what you want on the site | 75 | 67 | |
| Ease of reading the site | 77 | 72 | |
| Ease of navigation | 76 | 69 | |
| Technology | 69 | 68 | |
| ED's effectiveness in using technology to deliver its services | 78 | 73 | |
| ED's quality of assistance | 63 | 70 | |
| Effectiveness of automated process in improving state/LEA reporting | 60 | 61 | |
| Expected reduction in federal paperwork | 59 | 60 | |
| Documents | 73 | 74 | |
| Clarity | 76 | 74 | |
| Organization of information | 75 | 75 | |
| Sufficiency of detail to meet your program needs | 70 | 75 | |
| Relevance to your areas of need | 75 | 75 | |
| Comprehensiveness in addressing the scope of issues that you face | 69 | 72 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Teacher Incentive Fund
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 32 | 49 | |
| 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 | 64 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 75 | 65 | |
| Usefulness of OESE's technical assistance services as a model | 67 | 57 | |
| ACSI | 67 | 65 | |
| How satisfied are you with ED's products and services | 73 | 71 | |
| How well ED's products and services meet expectations | 65 | 61 | |
| How well ED compares with ideal products and services | 61 | 60 | |
| Complaint | 3% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 3% | 0% | |
| Teacher Incentive Fund | 77 | 80 | |
| TIF staff's responsiveness to answering questions | 83 | 80 | |
| TIF staff's supportiveness in helping complete and submit APR and core element documentation | 85 | 80 | |
| TIF staff's knowledge about technical material | 83 | 77 | |
| Ease of reaching the person who could address your concern | 72 | 86 | ↑ |
| Ability to resolve your issue | 73 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Teacher Incentive Fund
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 3% | 1 | 0% | 0 |
| Have not issued complaint | 97% | 31 | 100% | 49 |
| Number of Respondents | | 32 | | 49 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 97% | 31 | 90% | 44 |
| Do not have interaction | 3% | 1 | 10% | 5 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 32 | | 49 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 22% | 7 | 24% | 12 |
| Other electronic system | 59% | 19 | 51% | 25 |
| Do not use electronic system, submit hard copy | 19% | 6 | 24% | 12 |
| Number of Respondents | | 32 | | 49 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 19% | 6 | 10% | 5 |
| Agree | 63% | 20 | 65% | 32 |
| Disagree | 13% | 4 | 18% | 9 |
| Strongly Disagree | 6% | 2 | 4% | 2 |
| Does Not Apply | 0% | 0 | 2% | 1 |
| Number of Respondents | | 32 | | 49 |
| OESE | | | | |
| OESE | 100% | 32 | 100% | 49 |
| Number of Respondents | | 32 | | 49 |

Department of Education - Grantee Satisfaction Study
2013
Program - Striving Readers Comprehensive Literacy Program
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 15 | 9 | |
| ED Staff/Coordination | 80 | 83 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 83 | |
| Responsiveness to your questions | 78 | 91 | |
| Accuracy of responses | 83 | 83 | |
| Sufficiency of legal guidance in responses | 81 | 83 | |
| Consistency of responses with ED staff from different program offices | 71 | 78 | |
| Collaboration with other ED programs or offices in providing relevant services | 69 | 78 | |
| ED-funded Technical Assistance | 74 | 71 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 69 | 75 | |
| Responsiveness to your questions | 79 | 70 | |
| Accuracy of responses | 78 | 77 | |
| Sufficiency of legal guidance in responses | 83 | 81 | |
| Consistency of responses with ED staff | 71 | 65 | |
| Collaboration with ED staff in providing relevant services | 77 | 67 | |
| Collaboration with other ED-funded providers of technical assistance | 75 | 56 | |
| Online Resources | 64 | 71 | |
| Ease of finding materials online | 59 | 57 | |
| Ease of submitting information to ED via the web | 75 | 75 | |
| Freshness of content | 67 | 67 | |
| Ability to accomplish what you want on the site | 62 | 65 | |
| Ease of reading the site | 64 | 67 | |
| Ease of navigation | 61 | 75 | |
| Technology | 66 | 71 | |
| ED's effectiveness in using technology to deliver its services | 63 | 72 | |
| ED's quality of assistance | 60 | 73 | |
| Effectiveness of automated process in improving state/LEA reporting | 65 | 73 | |
| Expected reduction in federal paperwork | 80 | 71 | |
| Documents | 76 | 70 | |
| Clarity | 79 | 67 | |
| Organization of information | 77 | 70 | |
| Sufficiency of detail to meet your program needs | 76 | 70 | |
| Relevance to your areas of need | 75 | 72 | |
| Comprehensiveness in addressing the scope of issues that you face | 71 | 69 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Striving Readers Comprehensive Literacy Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 15 | 9 | |
| 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 | 69 | 74 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 71 | 75 | |
| Usefulness of OESE's technical assistance services as a model | 68 | 71 | |
| ACSI | 65 | 60 | |
| How satisfied are you with ED's products and services | 73 | 67 | |
| How well ED's products and services meet expectations | 57 | 57 | |
| How well ED compares with ideal products and services | 64 | 54 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Striving Readers - Program Officer | 85 | 80 | |
| Coordination of Dept of Ed Program Officers/IES staff/Abt Associates efforts | 79 | 74 | |
| Resolution of problems by current Program Officer | 86 | 81 | |
| Timeliness of response to questions or requests by current Program Officer | 86 | 88 | |
| Current Program Officer's knowledge of applicable statutes/regulations/policies | 89 | 83 | |
| Current Program Officer's knowledge of relevant program content | 84 | 72 | |
| Current Program Officer's knowledge of program evaluation issues | 83 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Striving Readers Comprehensive Literacy Program
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 15 | 100% | 9 |
| Number of Respondents | | 15 | | 9 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 100% | 15 | 100% | 9 |
| Do not have interaction | 0% | 0 | 0% | 0 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 15 | | 9 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 27% | 4 | 33% | 3 |
| Other electronic system | 20% | 3 | 22% | 2 |
| Do not use electronic system, submit hard copy | 53% | 8 | 44% | 4 |
| Number of Respondents | | 15 | | 9 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 20% | 3 | 11% | 1 |
| Agree | 67% | 10 | 56% | 5 |
| Disagree | 7% | 1 | 22% | 2 |
| Strongly Disagree | 7% | 1 | 11% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 15 | | 9 |
| OESE | | | | |
| OESE | 100% | 15 | 100% | 9 |
| Number of Respondents | | 15 | | 9 |

Department of Education - Grantee Satisfaction Study
2013
Program - Mathematics and Science Partnerships
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 26 | 35 | |
| ED Staff/Coordination | 92 | 93 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 93 | 95 | |
| Responsiveness to your questions | 91 | 92 | |
| Accuracy of responses | 96 | 96 | |
| Sufficiency of legal guidance in responses | 92 | 92 | |
| Consistency of responses with ED staff from different program offices | 95 | 95 | |
| Collaboration with other ED programs or offices in providing relevant services | 95 | 92 | |
| ED-funded Technical Assistance | 96 | 95 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 94 | 94 | |
| Responsiveness to your questions | 97 | 95 | |
| Accuracy of responses | 97 | 95 | |
| Sufficiency of legal guidance in responses | 93 | 94 | |
| Consistency of responses with ED staff | 96 | 96 | |
| Collaboration with ED staff in providing relevant services | 96 | 96 | |
| Collaboration with other ED-funded providers of technical assistance | 99 | 95 | ↓ |
| Online Resources | 79 | 83 | |
| Ease of finding materials online | 78 | 82 | |
| Ease of submitting information to ED via the web | 85 | 83 | |
| Freshness of content | 80 | 83 | |
| Ability to accomplish what you want on the site | 80 | 84 | |
| Ease of reading the site | 77 | 83 | |
| Ease of navigation | 77 | 81 | |
| Technology | 84 | 84 | |
| ED's effectiveness in using technology to deliver its services | 86 | 88 | |
| ED's quality of assistance | 89 | 88 | |
| Effectiveness of automated process in improving state/LEA reporting | 86 | 85 | |
| Expected reduction in federal paperwork | 74 | 68 | |
| Documents | 79 | 87 | ↑ |
| Clarity | 81 | 87 | |
| Organization of information | 80 | 87 | |
| Sufficiency of detail to meet your program needs | 79 | 87 | |
| Relevance to your areas of need | 80 | 89 | ↑ |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 86 | ↑ |

Department of Education - Grantee Satisfaction Study
2013
Program - Mathematics and Science Partnerships
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 26 | 35 | |
| 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 | 82 | 81 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 86 | 86 | |
| Usefulness of OESE's technical assistance services as a model | 79 | 74 | |
| ACSI | 79 | 78 | |
| How satisfied are you with ED's products and services | 85 | 84 | |
| How well ED's products and services meet expectations | 78 | 75 | |
| How well ED compares with ideal products and services | 74 | 75 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Mathematics and Science Partnerships | 86 | 86 | |
| Responsiveness of U.S. Department of Education staff | 91 | 91 | |
| Knowledge of staff on math and science issues and program admin issues | 92 | 90 | |
| Helpfulness of information on MSP website | 80 | 85 | |
| Ease of navigating MSP website | 78 | 86 | |
| Helpfulness of information on web-based annual performance report | 81 | 80 | |
| Ease of navigating web-based annual performance report process | 76 | 77 | |
| Contractor support is helpful and knowledgeable | 92 | 92 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Mathematics and Science Partnerships
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 26 | 100% | 35 |
| Number of Respondents | | 26 | | 35 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 62% | 16 | 71% | 25 |
| Do not have interaction | 27% | 7 | 17% | 6 |
| Don't Know | 12% | 3 | 11% | 4 |
| Number of Respondents | | 26 | | 35 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 42% | 11 | 34% | 12 |
| Other electronic system | 50% | 13 | 60% | 21 |
| Do not use electronic system, submit hard copy | 8% | 2 | 6% | 2 |
| Number of Respondents | | 26 | | 35 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 42% | 11 | 40% | 14 |
| Agree | 54% | 14 | 57% | 20 |
| Disagree | 4% | 1 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 26 | | 35 |
| OESE | | | | |
| OESE | 100% | 26 | 100% | 35 |
| Number of Respondents | | 26 | | 35 |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federally Connected Children (Section 8003)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 60 | 59 | |
| ED Staff/Coordination | 81 | 85 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | 86 | |
| Responsiveness to your questions | 80 | 83 | |
| Accuracy of responses | 84 | 87 | |
| Sufficiency of legal guidance in responses | 80 | 83 | |
| Consistency of responses with ED staff from different program offices | 80 | 82 | |
| Collaboration with other ED programs or offices in providing relevant services | 81 | 83 | |
| ED-funded Technical Assistance | 86 | 87 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | 85 | |
| Responsiveness to your questions | 88 | 90 | |
| Accuracy of responses | 88 | 84 | |
| Sufficiency of legal guidance in responses | 86 | 84 | |
| Consistency of responses with ED staff | 86 | 88 | |
| Collaboration with ED staff in providing relevant services | 82 | 88 | |
| Collaboration with other ED-funded providers of technical assistance | 84 | 87 | |
| Online Resources | 78 | 77 | |
| Ease of finding materials online | 73 | 72 | |
| Ease of submitting information to ED via the web | 81 | 80 | |
| Freshness of content | 81 | 81 | |
| Ability to accomplish what you want on the site | 78 | 80 | |
| Ease of reading the site | 77 | 76 | |
| Ease of navigation | 77 | 75 | |
| Technology | 74 | 75 | |
| ED's effectiveness in using technology to deliver its services | 85 | 82 | |
| ED's quality of assistance | 73 | 78 | |
| Effectiveness of automated process in improving state/LEA reporting | 76 | 72 | |
| Expected reduction in federal paperwork | 61 | 65 | |
| Documents | 77 | 77 | |
| Clarity | 76 | 77 | |
| Organization of information | 79 | 79 | |
| Sufficiency of detail to meet your program needs | 77 | 76 | |
| Relevance to your areas of need | 79 | 78 | |
| Comprehensiveness in addressing the scope of issues that you face | 74 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federally Connected Children (Section 8003)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|--------|------|------------------------|
| | Scores | | |
| | 60 | 59 | |
| 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 | 79 | 76 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 79 | 77 | |
| Usefulness of OESE's technical assistance services as a model | 79 | 72 | |
| ACSI | 75 | 72 | |
| How satisfied are you with ED's products and services | 77 | 76 | |
| How well ED's products and services meet expectations | 75 | 71 | |
| How well ED compares with ideal products and services | 72 | 69 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Payments for Federally Connected Children (Section 8003) | 79 | 81 | |
| Effectiveness of the documents in helping complete the application | 80 | 81 | |
| Staff's performance in answering questions and helping complete application | 77 | 85 | |
| G5 Helpdesk's performance in resolving problem | 89 | 91 | |
| Ease of reaching person who could address concern | 76 | 75 | |
| Impact Aid staff's ability to resolve issue | 76 | 80 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federally Connected Children (Section 8003)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 60 | 100% | 59 |
| Number of Respondents | | 60 | | 59 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 18% | 11 | 29% | 17 |
| Do not have interaction | 63% | 38 | 49% | 29 |
| Don't Know | 18% | 11 | 22% | 13 |
| Number of Respondents | | 60 | | 59 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 58% | 35 | 56% | 33 |
| Other electronic system | 27% | 16 | 31% | 18 |
| Do not use electronic system, submit hard copy | 15% | 9 | 14% | 8 |
| Number of Respondents | | 60 | | 59 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 27% | 16 | 31% | 18 |
| Agree | 60% | 36 | 53% | 31 |
| Disagree | 5% | 3 | 15% | 9 |
| Strongly Disagree | 7% | 4 | 0% | 0 |
| Does Not Apply | 2% | 1 | 2% | 1 |
| Number of Respondents | | 60 | | 59 |
| Used written instruction and guidance documents for the Impact Aid application | | | | |
| Used | 97% | 58 | 95% | 56 |
| Did not use | 3% | 2 | 5% | 3 |
| Number of Respondents | | 60 | | 59 |
| Contacted the Impact Aid Program for technical assistance | | | | |
| Contacted | 52% | 31 | 46% | 27 |
| Did not contact | 48% | 29 | 54% | 32 |
| Number of Respondents | | 60 | | 59 |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federally Connected Children (Section 8003)
Demographics

| | 2012 | | 2013 | |
|--|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Contacted G5 Helpdesk for technical assistance | | | | |
| Contacted | 53% | 32 | 47% | 28 |
| Did not contact | 47% | 28 | 53% | 31 |
| Number of Respondents | | 60 | | 59 |
| Participated in meetings where info on Sec 8003 prog or review process provid | | | | |
| Participated | 63% | 38 | 78% | 46 |
| Did not participate | 37% | 22 | 22% | 13 |
| Number of Respondents | | 60 | | 59 |
| Presentation andor materials helped understand responsibilities | | | | |
| Helped understand | 89% | 34 | 89% | 41 |
| Did not help understand | 11% | 4 | 11% | 5 |
| Number of Respondents | | 38 | | 46 |
| School district contacted by the Impact Aid Program in the past year | | | | |
| Contacted | 43% | 26 | 46% | 27 |
| Was not contacted | 57% | 34 | 54% | 32 |
| Number of Respondents | | 60 | | 59 |
| Letter provided sufficient explanation to prepare documents for review | | | | |
| Provided sufficient explanation | 85% | 22 | 89% | 24 |
| Did not provide sufficient explanation | 15% | 4 | 11% | 3 |
| Number of Respondents | | 26 | | 27 |
| Receive timely communications regarding outcome of review | | | | |
| Received | 50% | 30 | 58% | 34 |
| Did not receive | 50% | 30 | 42% | 25 |
| Number of Respondents | | 60 | | 59 |
| OESE | | | | |
| OESE | 100% | 60 | 100% | 59 |
| Number of Respondents | | 60 | | 59 |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federal Property (Section 8002)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 50 | 56 | |
| ED Staff/Coordination | 81 | 83 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | 84 | |
| Responsiveness to your questions | 83 | 83 | |
| Accuracy of responses | 82 | 83 | |
| Sufficiency of legal guidance in responses | 78 | 82 | |
| Consistency of responses with ED staff from different program offices | 78 | 81 | |
| Collaboration with other ED programs or offices in providing relevant services | 82 | 88 | |
| ED-funded Technical Assistance | 83 | 89 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 91 | |
| Responsiveness to your questions | 81 | 90 | |
| Accuracy of responses | 86 | 89 | |
| Sufficiency of legal guidance in responses | 83 | 89 | |
| Consistency of responses with ED staff | 81 | 89 | |
| Collaboration with ED staff in providing relevant services | 78 | 89 | |
| Collaboration with other ED-funded providers of technical assistance | 76 | 89 | |
| Online Resources | 77 | 77 | |
| Ease of finding materials online | 76 | 74 | |
| Ease of submitting information to ED via the web | 79 | 78 | |
| Freshness of content | 80 | 79 | |
| Ability to accomplish what you want on the site | 78 | 78 | |
| Ease of reading the site | 77 | 78 | |
| Ease of navigation | 73 | 75 | |
| Technology | 73 | 79 | |
| ED's effectiveness in using technology to deliver its services | 80 | 83 | |
| ED's quality of assistance | 74 | 81 | |
| Effectiveness of automated process in improving state/LEA reporting | 72 | 77 | |
| Expected reduction in federal paperwork | 64 | 69 | |
| Documents | 74 | 77 | |
| Clarity | 73 | 77 | |
| Organization of information | 77 | 80 | |
| Sufficiency of detail to meet your program needs | 74 | 76 | |
| Relevance to your areas of need | 76 | 75 | |
| Comprehensiveness in addressing the scope of issues that you face | 71 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federal Property (Section 8002)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 50 | 56 | |
| 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 | 74 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 74 | |
| Usefulness of OESE's technical assistance services as a model | 78 | 76 | |
| ACSI | 72 | 75 | |
| How satisfied are you with ED's products and services | 74 | 80 | |
| How well ED's products and services meet expectations | 70 | 72 | |
| How well ED compares with ideal products and services | 70 | 72 | |
| Complaint | 0% | 4% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 4% | |
| Payments for Federal Property (Section 8002) | 83 | 85 | |
| Effectiveness of documents in helping complete application | 77 | 78 | |
| Impact Aid staff's responsiveness to answering questions | 84 | 85 | |
| Impact Aid staff's supportiveness in helping complete application | 83 | 85 | |
| Impact Aid staff's knowledge about technical material | 82 | 79 | |
| Quality of interaction with staff during review process | 85 | 86 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Payments for Federal Property (Section 8002)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 4% | 2 |
| Have not issued complaint | 100% | 50 | 96% | 54 |
| Number of Respondents | | 50 | | 56 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 16% | 8 | 14% | 8 |
| Do not have interaction | 70% | 35 | 73% | 41 |
| Don't Know | 14% | 7 | 13% | 7 |
| Number of Respondents | | 50 | | 56 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 54% | 27 | 36% | 20 |
| Other electronic system | 28% | 14 | 32% | 18 |
| Do not use electronic system, submit hard copy | 18% | 9 | 32% | 18 |
| Number of Respondents | | 50 | | 56 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 34% | 17 | 23% | 13 |
| Agree | 50% | 25 | 68% | 38 |
| Disagree | 6% | 3 | 5% | 3 |
| Strongly Disagree | 8% | 4 | 0% | 0 |
| Does Not Apply | 2% | 1 | 4% | 2 |
| Number of Respondents | | 50 | | 56 |
| Uses written instruction and guidance documents provided for application | | | | |
| Used | 94% | 47 | 95% | 53 |
| Did not use | 6% | 3 | 5% | 3 |
| Number of Respondents | | 50 | | 56 |
| Contacted Impact Aid Program for technical assistance | | | | |
| Contacted | 68% | 34 | 63% | 35 |
| Did not contact | 32% | 16 | 38% | 21 |
| Number of Respondents | | 50 | | 56 |
| Attended mtgs where info on Sec 8002 progapp submissionrev process provided | | | | |
| Attended | 64% | 32 | 63% | 35 |
| Have not attended | 36% | 18 | 38% | 21 |
| Number of Respondents | | 50 | | 56 |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Payments for Federal Property (Section 8002)
 Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Presentation andor materials prepared help understand responsibilities | | | | |
| Helped understand | 94% | 30 | 97% | 34 |
| Did not help understand | 6% | 2 | 3% | 1 |
| Number of Respondents | | 32 | | 35 |
| OESE | | | | |
| OESE | 100% | 50 | 100% | 56 |
| Number of Respondents | | 50 | | 56 |

Department of Education - Grantee Satisfaction Study
2013
Race to the Top-Race to the Top-Early Learning Challenge Fund
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 7 | 3 | |
| ED Staff/Coordination | 76 | 83 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 75 | 78 | |
| Responsiveness to your questions | 76 | 89 | |
| Accuracy of responses | 76 | 78 | |
| Sufficiency of legal guidance in responses | 70 | 78 | |
| Consistency of responses with ED staff from different program offices | 76 | 94 | |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 89 | |
| ED-funded Technical Assistance | 70 | 85 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 70 | 83 | |
| Responsiveness to your questions | 70 | 89 | |
| Accuracy of responses | 70 | 89 | |
| Sufficiency of legal guidance in responses | 61 | 89 | |
| Consistency of responses with ED staff | 70 | 93 | |
| Collaboration with ED staff in providing relevant services | 61 | 85 | |
| Collaboration with other ED-funded providers of technical assistance | 44 | 74 | |
| Online Resources | 56 | 78 | |
| Ease of finding materials online | 69 | 74 | |
| Ease of submitting information to ED via the web | 57 | 78 | |
| Freshness of content | 63 | 78 | |
| Ability to accomplish what you want on the site | 50 | 81 | |
| Ease of reading the site | 46 | 81 | |
| Ease of navigation | 50 | 78 | |
| Technology | 47 | 60 | |
| ED's effectiveness in using technology to deliver its services | 63 | 70 | |
| ED's quality of assistance | 31 | 59 | |
| Effectiveness of automated process in improving state/LEA reporting | 39 | 56 | |
| Expected reduction in federal paperwork | 37 | 56 | |
| Documents | 65 | 73 | |
| Clarity | 68 | 67 | |
| Organization of information | 70 | 74 | |
| Sufficiency of detail to meet your program needs | 59 | 74 | |
| Relevance to your areas of need | 65 | 74 | |
| Comprehensiveness in addressing the scope of issues that you face | 62 | 74 | |

Department of Education - Grantee Satisfaction Study
2013
Race to the Top-Race to the Top-Early Learning Challenge Fund
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 7 | 3 | |
| 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 | 82 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 74 | 85 | |
| Usefulness of OESE's technical assistance services as a model | 74 | 78 | |
| ACSI | 63 | 76 | |
| How satisfied are you with ED's products and services | 67 | 85 | |
| How well ED's products and services meet expectations | 60 | 78 | |
| How well ED compares with ideal products and services | 62 | 63 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Race to the Top (Early Learning Challenge Fund) | 75 | 84 | |
| Accessibility and responsiveness of program staff | 84 | 89 | |
| Timely resolution of questions by program staff | 78 | 85 | |
| Clarity of information provided by program staff | 70 | 85 | |
| Usefulness and relevance of technical assistance | 68 | 67 | |
| Usefulness and relevance of monthly conference calls | 75 | 78 | |

Department of Education - Grantee Satisfaction Study
2013
Race to the Top-Race to the Top-Early Learning Challenge Fund
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 7 | 100% | 3 |
| Number of Respondents | | 7 | | 3 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 57% | 4 | 100% | 3 |
| Do not have interaction | 43% | 3 | 0% | 0 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 7 | | 3 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 14% | 1 | 0% | 0 |
| Other electronic system | 71% | 5 | 100% | 3 |
| Do not use electronic system, submit hard copy | 14% | 1 | 0% | 0 |
| Number of Respondents | | 7 | | 3 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 14% | 1 | 67% | 2 |
| Agree | 71% | 5 | 0% | 0 |
| Disagree | 0% | 0 | 33% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 14% | 1 | 0% | 0 |
| Number of Respondents | | 7 | | 3 |
| OESE | | | | |
| OESE | 100% | 7 | 100% | 3 |
| Number of Respondents | | 7 | | 3 |

Department of Education - Grantee Satisfaction Study
2013
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 61 | 66 | |
| ED Staff/Coordination | 87 | 85 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 85 | |
| Responsiveness to your questions | 88 | 84 | |
| Accuracy of responses | 90 | 86 | |
| Sufficiency of legal guidance in responses | 86 | 83 | |
| Consistency of responses with ED staff from different program offices | 86 | 84 | |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 84 | |
| ED-funded Technical Assistance | 87 | 91 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 91 | |
| Responsiveness to your questions | 87 | 92 | |
| Accuracy of responses | 90 | 89 | |
| Sufficiency of legal guidance in responses | 87 | 90 | |
| Consistency of responses with ED staff | 85 | 90 | |
| Collaboration with ED staff in providing relevant services | 90 | 91 | |
| Collaboration with other ED-funded providers of technical assistance | 93 | 91 | |
| Online Resources | 87 | 83 | |
| Ease of finding materials online | 82 | 79 | |
| Ease of submitting information to ED via the web | 91 | 86 | ↓ |
| Freshness of content | 88 | 82 | ↓ |
| Ability to accomplish what you want on the site | 90 | 84 | ↓ |
| Ease of reading the site | 89 | 84 | ↓ |
| Ease of navigation | 86 | 82 | |
| Technology | 81 | 82 | |
| ED's effectiveness in using technology to deliver its services | 84 | 84 | |
| ED's quality of assistance | 80 | 83 | |
| Effectiveness of automated process in improving state/LEA reporting | 82 | 81 | |
| Expected reduction in federal paperwork | 78 | 74 | |
| Documents | 85 | 80 | |
| Clarity | 85 | 79 | ↓ |
| Organization of information | 86 | 81 | |
| Sufficiency of detail to meet your program needs | 86 | 81 | |
| Relevance to your areas of need | 86 | 80 | ↓ |
| Comprehensiveness in addressing the scope of issues that you face | 82 | 78 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 61 | 66 | |
| 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 | 85 | 83 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 86 | 83 | |
| Usefulness of OESE's technical assistance services as a model | 85 | 81 | |
| ACSI | 80 | 79 | |
| How satisfied are you with ED's products and services | 84 | 83 | |
| How well ED's products and services meet expectations | 78 | 76 | |
| How well ED compares with ideal products and services | 76 | 76 | |
| Complaint | 0% | 2% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 2% | |
| Indian Education Formula Grants to Local Education Agencies | 90 | 86 | |
| TA helps with implementation of Title VII Formula grant program | 84 | 82 | |
| TA's responsiveness to answering questions and/or information requests | 85 | 85 | |
| TA disseminates accurate information | 88 | 86 | |
| TA's timeliness of providing information to meet your application deadlines | 87 | 86 | |
| Usefulness of the information in the guidance documents | 90 | 85 | ↓ |
| Effectiveness of relationship with the Title VII, OIE program office | 87 | 83 | |
| Ease of using EASIE system in applying for a grant | 92 | 88 | |
| EASIE system disseminates information in a timely manner | 91 | 88 | |
| Training provided on the EASIE system and grant application process | 91 | 89 | |
| Overall user-friendliness of the EASIE application system | 91 | 87 | |
| Support and technical assistance during grant application process | 92 | 89 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 2% | 1 |
| Have not issued complaint | 100% | 61 | 98% | 65 |
| Number of Respondents | | 61 | | 66 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 36% | 22 | 35% | 23 |
| Do not have interaction | 54% | 33 | 48% | 32 |
| Don't Know | 10% | 6 | 17% | 11 |
| Number of Respondents | | 61 | | 66 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 97% | 59 | 94% | 62 |
| Other electronic system | 0% | 0 | 2% | 1 |
| Do not use electronic system, submit hard copy | 3% | 2 | 5% | 3 |
| Number of Respondents | | 61 | | 66 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 36% | 22 | 42% | 28 |
| Agree | 57% | 35 | 55% | 36 |
| Disagree | 7% | 4 | 3% | 2 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 61 | | 66 |
| OESE | | | | |
| OESE | 100% | 61 | 100% | 66 |
| Number of Respondents | | 61 | | 66 |

Department of Education - Grantee Satisfaction Study
2013
Program - Migrant Education Programs (Title I, Part C)
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 47 | 22 | |
| ED Staff/Coordination | 75 | 75 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 83 | |
| Responsiveness to your questions | 71 | 68 | |
| Accuracy of responses | 78 | 79 | |
| Sufficiency of legal guidance in responses | 75 | 76 | |
| Consistency of responses with ED staff from different program offices | 73 | 77 | |
| Collaboration with other ED programs or offices in providing relevant services | 73 | 69 | |
| ED-funded Technical Assistance | 80 | 81 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 82 | |
| Responsiveness to your questions | 83 | 82 | |
| Accuracy of responses | 81 | 82 | |
| Sufficiency of legal guidance in responses | 77 | 76 | |
| Consistency of responses with ED staff | 78 | 81 | |
| Collaboration with ED staff in providing relevant services | 78 | 82 | |
| Collaboration with other ED-funded providers of technical assistance | 77 | 81 | |
| Online Resources | 64 | 60 | |
| Ease of finding materials online | 62 | 58 | |
| Ease of submitting information to ED via the web | 69 | 64 | |
| Freshness of content | 62 | 62 | |
| Ability to accomplish what you want on the site | 63 | 62 | |
| Ease of reading the site | 65 | 61 | |
| Ease of navigation | 61 | 56 | |
| Technology | 64 | 70 | |
| ED's effectiveness in using technology to deliver its services | 69 | 76 | |
| ED's quality of assistance | 62 | 71 | ↑ |
| Effectiveness of automated process in improving state/LEA reporting | 63 | 64 | |
| Expected reduction in federal paperwork | 58 | 62 | |
| Documents | 71 | 74 | |
| Clarity | 69 | 77 | |
| Organization of information | 73 | 77 | |
| Sufficiency of detail to meet your program needs | 69 | 73 | |
| Relevance to your areas of need | 76 | 74 | |
| Comprehensiveness in addressing the scope of issues that you face | 67 | 69 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Migrant Education Programs (Title I, Part C)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 47 | 22 | |
| 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 | 69 | 68 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 75 | 68 | |
| Usefulness of OESE's technical assistance services as a model | 66 | 69 | |
| ACSI | 64 | 64 | |
| How satisfied are you with ED's products and services | 68 | 70 | |
| How well ED's products and services meet expectations | 62 | 62 | |
| How well ED compares with ideal products and services | 59 | 57 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Migrant Education Program (MEP) | -- | 68 | |
| Accessibility and responsiveness of program staff | -- | 71 | |
| Timely resolution of questions by program staff | -- | 57 | |
| Clarity of information provided by program staff | -- | 66 | |
| Usefulness and relevance of technical assistance strategies | -- | 73 | |
| Usefulness and relevance of semi-annual conference calls | -- | 72 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Migrant Education Programs (Title I, Part C)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 47 | 100% | 22 |
| Number of Respondents | | 47 | | 22 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 74% | 35 | 77% | 17 |
| Do not have interaction | 23% | 11 | 23% | 5 |
| Don't Know | 2% | 1 | 0% | 0 |
| Number of Respondents | | 47 | | 22 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 68% | 32 | 91% | 20 |
| Other electronic system | 21% | 10 | 9% | 2 |
| Do not use electronic system, submit hard copy | 11% | 5 | 0% | 0 |
| Number of Respondents | | 47 | | 22 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 13% | 6 | 9% | 2 |
| Agree | 74% | 35 | 77% | 17 |
| Disagree | 11% | 5 | 9% | 2 |
| Strongly Disagree | 2% | 1 | 5% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 47 | | 22 |
| OESE | | | | |
| OESE | 100% | 47 | 100% | 22 |
| Number of Respondents | | 47 | | 22 |

Department of Education - Grantee Satisfaction Study
2013
High School Equivalency Program-High School Equivalency Program-Migrant Education
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 21 | 29 | |
| ED Staff/Coordination | 83 | 89 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | 94 | |
| Responsiveness to your questions | 79 | 87 | |
| Accuracy of responses | 85 | 90 | |
| Sufficiency of legal guidance in responses | 78 | 86 | |
| Consistency of responses with ED staff from different program offices | 86 | 85 | |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 87 | |
| ED-funded Technical Assistance | 89 | 88 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 91 | |
| Responsiveness to your questions | 89 | 88 | |
| Accuracy of responses | 89 | 88 | |
| Sufficiency of legal guidance in responses | 89 | 83 | |
| Consistency of responses with ED staff | 89 | 88 | |
| Collaboration with ED staff in providing relevant services | 92 | 90 | |
| Collaboration with other ED-funded providers of technical assistance | 93 | 90 | |
| Online Resources | 74 | 75 | |
| Ease of finding materials online | 73 | 75 | |
| Ease of submitting information to ED via the web | 77 | 73 | |
| Freshness of content | 73 | 75 | |
| Ability to accomplish what you want on the site | 76 | 75 | |
| Ease of reading the site | 77 | 78 | |
| Ease of navigation | 71 | 76 | |
| Technology | 78 | 81 | |
| ED's effectiveness in using technology to deliver its services | 83 | 83 | |
| ED's quality of assistance | 76 | 81 | |
| Effectiveness of automated process in improving state/LEA reporting | 76 | 77 | |
| Expected reduction in federal paperwork | 73 | 82 | ↑ |
| Documents | 84 | 88 | |
| Clarity | 84 | 87 | |
| Organization of information | 86 | 89 | |
| Sufficiency of detail to meet your program needs | 86 | 87 | |
| Relevance to your areas of need | 84 | 90 | |
| Comprehensiveness in addressing the scope of issues that you face | 82 | 86 | |

Department of Education - Grantee Satisfaction Study
2013
High School Equivalency Program-High School Equivalency Program-Migrant Education
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 21 | 29 | |
| 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 | 77 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 80 | 78 | |
| Usefulness of OESE's technical assistance services as a model | 72 | 74 | |
| ACSI | 74 | 80 | |
| How satisfied are you with ED's products and services | 78 | 85 | ↑ |
| How well ED's products and services meet expectations | 70 | 77 | |
| How well ED compares with ideal products and services | 72 | 76 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| High School Equivalency Program (HEP) | -- | 87 | |
| Accessibility and responsiveness of program staff | -- | 86 | |
| Timely resolution of questions by program staff | -- | 86 | |
| Clarity of information provided by program staff | -- | 89 | |
| Usefulness and relevance of technical assistance strategies | -- | 87 | |
| Usefulness and relevance of semi-annual conference calls | -- | 86 | |

Department of Education - Grantee Satisfaction Study
2013
High School Equivalency Program-High School Equivalency Program-Migrant Education
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 21 | 100% | 29 |
| Number of Respondents | | 21 | | 29 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 24% | 5 | 62% | 18 |
| Do not have interaction | 71% | 15 | 34% | 10 |
| Don't Know | 5% | 1 | 3% | 1 |
| Number of Respondents | | 21 | | 29 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 19% | 4 | 7% | 2 |
| Other electronic system | 76% | 16 | 86% | 25 |
| Do not use electronic system, submit hard copy | 5% | 1 | 7% | 2 |
| Number of Respondents | | 21 | | 29 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 14% | 3 | 38% | 11 |
| Agree | 76% | 16 | 52% | 15 |
| Disagree | 10% | 2 | 7% | 2 |
| Strongly Disagree | 0% | 0 | 3% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 21 | | 29 |
| OESE | | | | |
| OESE | 100% | 21 | 100% | 29 |
| Number of Respondents | | 21 | | 29 |

Department of Education - Grantee Satisfaction Study
2013
Program - Safe and Supportive Schools Programs
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| | 6 | 7 | |
| ED Staff/Coordination | 83 | 79 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 83 | |
| Responsiveness to your questions | 74 | 79 | |
| Accuracy of responses | 85 | 81 | |
| Sufficiency of legal guidance in responses | 92 | 78 | |
| Consistency of responses with ED staff from different program offices | 94 | 72 | |
| Collaboration with other ED programs or offices in providing relevant services | 89 | 89 | |
| ED-funded Technical Assistance | 92 | 93 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 84 | |
| Responsiveness to your questions | 96 | 98 | |
| Accuracy of responses | 93 | 95 | |
| Sufficiency of legal guidance in responses | 89 | 91 | |
| Consistency of responses with ED staff | 85 | 91 | |
| Collaboration with ED staff in providing relevant services | 98 | 98 | |
| Collaboration with other ED-funded providers of technical assistance | 98 | 94 | |
| Online Resources | 68 | 64 | |
| Ease of finding materials online | 63 | 59 | |
| Ease of submitting information to ED via the web | 63 | 54 | |
| Freshness of content | 70 | 69 | |
| Ability to accomplish what you want on the site | 73 | 67 | |
| Ease of reading the site | 70 | 67 | |
| Ease of navigation | 67 | 69 | |
| Technology | 62 | 74 | |
| ED's effectiveness in using technology to deliver its services | 70 | 85 | |
| ED's quality of assistance | 56 | 78 | |
| Effectiveness of automated process in improving state/LEA reporting | 60 | 68 | |
| Expected reduction in federal paperwork | 63 | 65 | |
| Documents | 67 | 78 | |
| Clarity | 67 | 73 | |
| Organization of information | 69 | 73 | |
| Sufficiency of detail to meet your program needs | 69 | 79 | |
| Relevance to your areas of need | 69 | 84 | |
| Comprehensiveness in addressing the scope of issues that you face | 63 | 84 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Safe and Supportive Schools Programs
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|------------|------------------------|
| | Scores | | |
| | 6 | 7 | |
| 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 | 80 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 87 | 84 | |
| Usefulness of OESE's technical assistance services as a model | 78 | 76 | |
| ACSI | 70 | 77 | |
| How satisfied are you with ED's products and services | 73 | 81 | |
| How well ED's products and services meet expectations | 69 | 75 | |
| How well ED compares with ideal products and services | 67 | 73 | |
| Complaint | 0% | 14% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 14% | |
| Safe and Supportive Schools Program | 82 | 87 | |
| Responsiveness and accuracy in answering questions related to S3 program require | 83 | 87 | |
| Responsiveness to answering questions related to Department of Education (EDGAR) and other Federal regulations | 78 | 91 | |
| Relevance and usefulness of technical assistance related to grant implementation and administration | 80 | 83 | |
| Timeliness in returning phone calls and responding to emails | 70 | 87 | |
| Effectiveness in providing instructions and guidance related to annual performance reports and GPRA data collection | 83 | 86 | |
| Effectiveness in providing instructions and guidance related to budget development, revisions, and reporting | 85 | 83 | |
| Relevance and usefulness to your project and program activities | 83 | 97 | |
| Relevance and usefulness to your project's sustainability | 83 | 94 | |
| Frequency of communication | 87 | 98 | |
| Use of technology to deliver services | 85 | 92 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Safe and Supportive Schools Programs
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 14% | 1 |
| Have not issued complaint | 100% | 6 | 86% | 6 |
| Number of Respondents | | 6 | | 7 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 100% | 6 | 100% | 7 |
| Do not have interaction | 0% | 0 | 0% | 0 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 6 | | 7 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 33% | 2 | 43% | 3 |
| Other electronic system | 50% | 3 | 43% | 3 |
| Do not use electronic system, submit hard copy | 17% | 1 | 14% | 1 |
| Number of Respondents | | 6 | | 7 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 17% | 1 | 43% | 3 |
| Agree | 50% | 3 | 57% | 4 |
| Disagree | 17% | 1 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 17% | 1 | 0% | 0 |
| Number of Respondents | | 6 | | 7 |
| OESE | | | | |
| OESE | 100% | 6 | 100% | 7 |
| Number of Respondents | | 6 | | 7 |

Department of Education - Grantee Satisfaction Study
2013
Program - Carol White Physical Education Program
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 76 | 72 | |
| ED Staff/Coordination | 83 | 82 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 88 | 85 | |
| Responsiveness to your questions | 77 | 80 | |
| Accuracy of responses | 85 | 85 | |
| Sufficiency of legal guidance in responses | 83 | 81 | |
| Consistency of responses with ED staff from different program offices | 84 | 76 | ↓ |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 84 | |
| ED-funded Technical Assistance | 83 | 88 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 89 | |
| Responsiveness to your questions | 79 | 90 | |
| Accuracy of responses | 84 | 90 | |
| Sufficiency of legal guidance in responses | 72 | 88 | |
| Consistency of responses with ED staff | 82 | 88 | |
| Collaboration with ED staff in providing relevant services | 86 | 86 | |
| Collaboration with other ED-funded providers of technical assistance | 83 | 88 | |
| Online Resources | 77 | 72 | |
| Ease of finding materials online | 77 | 72 | |
| Ease of submitting information to ED via the web | 74 | 71 | |
| Freshness of content | 80 | 76 | |
| Ability to accomplish what you want on the site | 76 | 73 | |
| Ease of reading the site | 79 | 75 | |
| Ease of navigation | 75 | 72 | |
| Technology | 75 | 73 | |
| ED's effectiveness in using technology to deliver its services | 80 | 78 | |
| ED's quality of assistance | 72 | 73 | |
| Effectiveness of automated process in improving state/LEA reporting | 73 | 69 | |
| Expected reduction in federal paperwork | 70 | 72 | |
| Documents | 79 | 76 | |
| Clarity | 80 | 76 | |
| Organization of information | 80 | 77 | |
| Sufficiency of detail to meet your program needs | 79 | 74 | |
| Relevance to your areas of need | 81 | 78 | |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 75 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Carol White Physical Education Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 76 | 72 | |
| 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 | 76 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 77 | 77 | |
| Usefulness of OESE's technical assistance services as a model | 77 | 70 | |
| ACSI | 72 | 72 | |
| How satisfied are you with ED's products and services | 77 | 77 | |
| How well ED's products and services meet expectations | 70 | 69 | |
| How well ED compares with ideal products and services | 69 | 69 | |
| Complaint | 4% | 4% | |
| Issued a formal complaint about assistance received from ED staff member | 4% | 4% | |
| Carol White Physical Education Program | 76 | 79 | |
| FPO's responsiveness to questions about PEP program requirements | 78 | 83 | |
| FPO's responsiveness to questions about EDGAR and other Federal regulations | 77 | 84 | ↑ |
| FPO's timeliness in returning phone calls and responding to emails | 73 | 79 | |
| FPO's effectiveness in providing tech assist./instructions on perf. reports | 80 | 80 | |
| FPO's effectiveness in providing tech assist./guidance on budget reporting | 77 | 79 | |
| Frequency of communication with FPO | 77 | 79 | |
| Instructions and guidance regarding GPRA data collection and reporting | 77 | 78 | |
| Relevance and usefulness to your program and program activities | 79 | 78 | |
| Relevance and usefulness to your program's sustainability | 75 | 74 | |
| Importance of Federal Project Officer site visit | 37 | 43 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Carol White Physical Education Program
Demographics

| | 2012 | | 2013 | |
|---|-----------|-----------|-----------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 4% | 3 | 4% | 3 |
| Have not issued complaint | 96% | 73 | 96% | 69 |
| Number of Respondents | 76 | | 72 | |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 14% | 11 | 15% | 11 |
| Do not have interaction | 64% | 49 | 74% | 53 |
| Don't Know | 21% | 16 | 11% | 8 |
| Number of Respondents | 76 | | 72 | |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 30% | 23 | 28% | 20 |
| Other electronic system | 43% | 33 | 46% | 33 |
| Do not use electronic system, submit hard copy | 26% | 20 | 26% | 19 |
| Number of Respondents | 76 | | 72 | |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 32% | 24 | 26% | 19 |
| Agree | 57% | 43 | 68% | 49 |
| Disagree | 9% | 7 | 3% | 2 |
| Strongly Disagree | 0% | 0 | 3% | 2 |
| Does Not Apply | 3% | 2 | 0% | 0 |
| Number of Respondents | 76 | | 72 | |
| OESE | | | | |
| OESE | 100% | 76 | 100% | 72 |
| Number of Respondents | 76 | | 72 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Elementary and Secondary School Counseling Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| ED Staff/Coordination | 44 | 48 | |
| ED Staff/Coordination | 84 | 85 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 88 | |
| Responsiveness to your questions | 80 | 78 | |
| Accuracy of responses | 91 | 88 | |
| Sufficiency of legal guidance in responses | 87 | 88 | |
| Consistency of responses with ED staff from different program offices | 84 | 80 | |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 84 | |
| ED-funded Technical Assistance | 79 | 93 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 97 | 85 | |
| Responsiveness to your questions | 72 | 96 | |
| Accuracy of responses | 81 | 96 | |
| Sufficiency of legal guidance in responses | 97 | 89 | |
| Consistency of responses with ED staff | 81 | 93 | |
| Collaboration with ED staff in providing relevant services | 98 | 93 | |
| Collaboration with other ED-funded providers of technical assistance | 80 | 93 | |
| Online Resources | 70 | 75 | |
| Ease of finding materials online | 74 | 78 | |
| Ease of submitting information to ED via the web | 62 | 70 | |
| Freshness of content | 72 | 82 | ↑ |
| Ability to accomplish what you want on the site | 67 | 73 | |
| Ease of reading the site | 74 | 78 | |
| Ease of navigation | 70 | 72 | |
| Technology | 72 | 69 | |
| ED's effectiveness in using technology to deliver its services | 79 | 74 | |
| ED's quality of assistance | 76 | 78 | |
| Effectiveness of automated process in improving state/LEA reporting | 74 | 73 | |
| Expected reduction in federal paperwork | 72 | 65 | |
| Documents | 78 | 79 | |
| Clarity | 78 | 80 | |
| Organization of information | 76 | 81 | |
| Sufficiency of detail to meet your program needs | 79 | 79 | |
| Relevance to your areas of need | 81 | 80 | |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 77 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Elementary and Secondary School Counseling Program
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 44 | 48 | |
| 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 | 73 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 72 | 75 | |
| Usefulness of OESE's technical assistance services as a model | 66 | 70 | |
| ACSI | 72 | 72 | |
| How satisfied are you with ED's products and services | 77 | 76 | |
| How well ED's products and services meet expectations | 72 | 69 | |
| How well ED compares with ideal products and services | 66 | 68 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| Elementary and Secondary School Counseling Program | 75 | 79 | |
| Responsiveness to questions about ESSC program requirements | 81 | 82 | |
| Responsiveness to questions about applicable Department of Education (EDGAR) and other Federal regulations | 82 | 85 | |
| Timeliness in returning phone calls and responding to emails | 77 | 78 | |
| Effectiveness in providing technical assistance or instructions regarding annual performance reports | 78 | 82 | |
| Effectiveness in providing technical assistance or guidance regarding budget development, revisions, and reporting | 82 | 80 | |
| Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information | 76 | 76 | |
| Instructions and guidance regarding GPRA data collection and reporting | 78 | 78 | |
| Relevance and usefulness to your program and program activities | 81 | 76 | |
| Relevance and usefulness to your program's sustainability | 78 | 72 | |
| Importance of a site visit of your program | 30 | 35 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Elementary and Secondary School Counseling Program
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 44 | 100% | 48 |
| Number of Respondents | | 44 | | 48 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 14% | 6 | 13% | 6 |
| Do not have interaction | 75% | 33 | 71% | 34 |
| Don't Know | 11% | 5 | 17% | 8 |
| Number of Respondents | | 44 | | 48 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 20% | 9 | 23% | 11 |
| Other electronic system | 45% | 20 | 42% | 20 |
| Do not use electronic system, submit hard copy | 34% | 15 | 35% | 17 |
| Number of Respondents | | 44 | | 48 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 25% | 11 | 29% | 14 |
| Agree | 57% | 25 | 54% | 26 |
| Disagree | 5% | 2 | 6% | 3 |
| Strongly Disagree | 5% | 2 | 2% | 1 |
| Does Not Apply | 9% | 4 | 8% | 4 |
| Number of Respondents | | 44 | | 48 |
| OESE | | | | |
| OESE | 100% | 44 | 100% | 48 |
| Number of Respondents | | 44 | | 48 |

Department of Education - Grantee Satisfaction Study
2013
Program - School Improvement Fund
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 23 | 31 | |
| ED Staff/Coordination | 82 | 77 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 86 | 80 | |
| Responsiveness to your questions | 81 | 73 | |
| Accuracy of responses | 85 | 81 | |
| Sufficiency of legal guidance in responses | 85 | 81 | |
| Consistency of responses with ED staff from different program offices | 79 | 78 | |
| Collaboration with other ED programs or offices in providing relevant services | 81 | 75 | |
| ED-funded Technical Assistance | 82 | 79 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 82 | 77 | |
| Responsiveness to your questions | 81 | 81 | |
| Accuracy of responses | 87 | 80 | |
| Sufficiency of legal guidance in responses | 88 | 73 | ↓ |
| Consistency of responses with ED staff | 86 | 79 | |
| Collaboration with ED staff in providing relevant services | 79 | 79 | |
| Collaboration with other ED-funded providers of technical assistance | 82 | 80 | |
| Online Resources | 70 | 70 | |
| Ease of finding materials online | 63 | 64 | |
| Ease of submitting information to ED via the web | 80 | 80 | |
| Freshness of content | 75 | 75 | |
| Ability to accomplish what you want on the site | 69 | 69 | |
| Ease of reading the site | 73 | 69 | |
| Ease of navigation | 59 | 67 | |
| Technology | 69 | 68 | |
| ED's effectiveness in using technology to deliver its services | 80 | 76 | |
| ED's quality of assistance | 69 | 66 | |
| Effectiveness of automated process in improving state/LEA reporting | 67 | 63 | |
| Expected reduction in federal paperwork | 52 | 64 | |
| Documents | 81 | 75 | |
| Clarity | 78 | 74 | |
| Organization of information | 82 | 81 | |
| Sufficiency of detail to meet your program needs | 79 | 71 | |
| Relevance to your areas of need | 86 | 78 | |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 71 | ↓ |

Department of Education - Grantee Satisfaction Study
2013
Program - School Improvement Fund
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 23 | 31 | |
| 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 | 71 | ↓ |
| Effectiveness of OESE in helping you learn to implement grant programs | 87 | 73 | ↓ |
| Usefulness of OESE's technical assistance services as a model | 80 | 66 | ↓ |
| ACSI | 72 | 69 | |
| How satisfied are you with ED's products and services | 78 | 75 | |
| How well ED's products and services meet expectations | 67 | 63 | |
| How well ED compares with ideal products and services | 68 | 65 | |
| Complaint | 0% | 0% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 0% | |
| School Improvement Fund | 78 | 74 | |
| Timeliness of response | 74 | 71 | |
| Clarity of information | 79 | 75 | |
| Usefulness to your program | 84 | 79 | |
| Providing you an interpretation of the SIG statute and/or regulations | 82 | 74 | |
| Helping with your implementation of SIG in your state | 80 | 73 | |
| Ease of the SIG application process | 69 | 67 | |
| Helping your State comply with SIG requirements | 68 | 80 | |
| Helping your State improve SIG programs | 70 | 79 | |

Department of Education - Grantee Satisfaction Study
2013
Program - School Improvement Fund
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 23 | 100% | 31 |
| Number of Respondents | | 23 | | 31 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 87% | 20 | 84% | 26 |
| Do not have interaction | 13% | 3 | 10% | 3 |
| Don't Know | 0% | 0 | 6% | 2 |
| Number of Respondents | | 23 | | 31 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 96% | 22 | 100% | 31 |
| Other electronic system | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 4% | 1 | 0% | 0 |
| Number of Respondents | | 23 | | 31 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 26% | 6 | 23% | 7 |
| Agree | 65% | 15 | 65% | 20 |
| Disagree | 9% | 2 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 10% | 3 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 23 | | 31 |
| Changed practice as a result of OSTs technical assistance efforts | | | | |
| Have changed practice | 0% | 0 | 61% | 19 |
| Have not changed practice | 0% | 0 | 29% | 9 |
| Don't know | 0% | 0 | 10% | 3 |
| Number of Respondents | | 0 | | 31 |
| Received a SIG onsite monitoring visit in the past year | | | | |
| Received visit | 30% | 7 | 42% | 13 |
| Have not received visit | 70% | 16 | 58% | 18 |
| Number of Respondents | | 23 | | 31 |
| OESE | | | | |
| OESE | 100% | 23 | 100% | 31 |
| Number of Respondents | | 23 | | 31 |

Department of Education - Grantee Satisfaction Study
2013

Improving Basic Programs Operated by Local Educational Agencies-Improving Basic Programs Operated by Local Educational Agencies-Title I
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| ED Staff/Coordination | 83 | 86 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | 91 | |
| Responsiveness to your questions | 75 | 85 | |
| Accuracy of responses | 90 | 89 | |
| Sufficiency of legal guidance in responses | 83 | 87 | |
| Consistency of responses with ED staff from different program offices | 82 | 82 | |
| Collaboration with other ED programs or offices in providing relevant services | 76 | 82 | |
| ED-funded Technical Assistance | 83 | 77 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 76 | |
| Responsiveness to your questions | 89 | 78 | ↓ |
| Accuracy of responses | 88 | 78 | ↓ |
| Sufficiency of legal guidance in responses | 88 | 74 | ↓ |
| Consistency of responses with ED staff | 84 | 82 | |
| Collaboration with ED staff in providing relevant services | 83 | 78 | |
| Collaboration with other ED-funded providers of technical assistance | 87 | 79 | |
| Online Resources | 62 | 61 | |
| Ease of finding materials online | 56 | 53 | |
| Ease of submitting information to ED via the web | 67 | 78 | |
| Freshness of content | 70 | 74 | |
| Ability to accomplish what you want on the site | 64 | 59 | |
| Ease of reading the site | 64 | 57 | |
| Ease of navigation | 54 | 51 | |
| Technology | 70 | 71 | |
| ED's effectiveness in using technology to deliver its services | 74 | 75 | |
| ED's quality of assistance | 71 | 79 | |
| Effectiveness of automated process in improving state/LEA reporting | 75 | 73 | |
| Expected reduction in federal paperwork | 51 | 59 | |
| Documents | 76 | 81 | |
| Clarity | 77 | 81 | |
| Organization of information | 77 | 83 | |
| Sufficiency of detail to meet your program needs | 73 | 79 | |
| Relevance to your areas of need | 80 | 85 | |
| Comprehensiveness in addressing the scope of issues that you face | 72 | 78 | |

Department of Education - Grantee Satisfaction Study
2013

Improving Basic Programs Operated by Local Educational Agencies-Improving Basic Programs Operated by Local Educational Agencies-Title I
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|---|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 19 | 22 | |
| 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 | 78 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 76 | 84 | |
| Usefulness of OESE's technical assistance services as a model | 70 | 72 | |
| ACSI | 64 | 68 | |
| How satisfied are you with ED's products and services | 71 | 75 | |
| How well ED's products and services meet expectations | 56 | 63 | |
| How well ED compares with ideal products and services | 62 | 63 | |
| 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 | 82 | |
| Technical assistance on ESEA flexibility during implementation | -- | 82 | |
| Accessibility of the U.S. Department of Education ESEA flexibility program staff | 88 | 84 | |
| Responsiveness of the U.S. Department of Education ESEA flexibility program staff | 85 | 80 | |

Department of Education - Grantee Satisfaction Study
2013

Improving Basic Programs Operated by Local Educational Agencies-Improving Basic Programs Operated by Local Educational Agencies-Title I
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 19 | 100% | 22 |
| Number of Respondents | | 19 | | 22 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 74% | 14 | 73% | 16 |
| Do not have interaction | 26% | 5 | 27% | 6 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 19 | | 22 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 100% | 19 | 100% | 22 |
| Other electronic system | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 |
| Number of Respondents | | 19 | | 22 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 11% | 2 | 27% | 6 |
| Agree | 79% | 15 | 59% | 13 |
| Disagree | 11% | 2 | 9% | 2 |
| Strongly Disagree | 0% | 0 | 5% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 19 | | 22 |
| OESE | | | | |
| OESE | 100% | 19 | 100% | 22 |
| Number of Respondents | | 19 | | 22 |

Department of Education - Grantee Satisfaction Study
2013
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Responses | 39 | 27 | |
| ED Staff/Coordination | 77 | 76 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 80 | |
| Responsiveness to your questions | 81 | 76 | |
| Accuracy of responses | 82 | 81 | |
| Sufficiency of legal guidance in responses | 75 | 78 | |
| Consistency of responses with ED staff from different program offices | 75 | 66 | |
| Collaboration with other ED programs or offices in providing relevant services | 75 | 66 | |
| ED-funded Technical Assistance | 84 | 79 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 85 | 75 | ↓ |
| Responsiveness to your questions | 91 | 85 | |
| Accuracy of responses | 89 | 88 | |
| Sufficiency of legal guidance in responses | 83 | 79 | |
| Consistency of responses with ED staff | 84 | 78 | |
| Collaboration with ED staff in providing relevant services | 80 | 69 | |
| Collaboration with other ED-funded providers of technical assistance | 87 | 79 | |
| Online Resources | 65 | 60 | |
| Ease of finding materials online | 61 | 54 | |
| Ease of submitting information to ED via the web | 77 | 68 | |
| Freshness of content | 68 | 62 | |
| Ability to accomplish what you want on the site | 62 | 60 | |
| Ease of reading the site | 67 | 64 | |
| Ease of navigation | 60 | 63 | |
| Technology | 73 | 70 | |
| ED's effectiveness in using technology to deliver its services | 81 | 79 | |
| ED's quality of assistance | 70 | 68 | |
| Effectiveness of automated process in improving state/LEA reporting | 68 | 67 | |
| Expected reduction in federal paperwork | 69 | 63 | |
| Documents | 71 | 68 | |
| Clarity | 73 | 71 | |
| Organization of information | 74 | 75 | |
| Sufficiency of detail to meet your program needs | 68 | 61 | |
| Relevance to your areas of need | 73 | 72 | |
| Comprehensiveness in addressing the scope of issues that you face | 64 | 62 | |

Department of Education - Grantee Satisfaction Study
2013
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 39 | 27 | |
| 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 | 68 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 70 | 72 | |
| Usefulness of OESE's technical assistance services as a model | 62 | 63 | |
| ACSI | 60 | 63 | |
| How satisfied are you with ED's products and services | 67 | 72 | |
| How well ED's products and services meet expectations | 58 | 57 | |
| How well ED compares with ideal products and services | 56 | 59 | |
| Complaint | 0% | 4% | |
| Issued a formal complaint about assistance received from ED staff member | 0% | 4% | |
| English Acquisition State Grants/Title III State Formula Grant Program | 78 | 75 | |
| Timeliness of response from program officer | 80 | 76 | |
| Clarity of information from program officer | 76 | 76 | |
| Usefulness of technical assistance from program officer | 78 | 79 | |
| Providing an interpretation of the Title III statute and/or regulations | 78 | 79 | |
| Helping with your implementation of Title III in your state | 73 | 73 | |
| Method of delivery of technical assistance from Title III activities | 84 | 78 | |
| Clarity of information of technical assistance from Title III activities | 79 | 78 | |
| Usefulness of technical assistance from Title III activities | 76 | 75 | |
| Helping your State comply with Title III requirements | 78 | 76 | |
| Helping your State improve programs for English learners | 66 | 67 | |
| Effectiveness of website in providing needed information | 75 | 68 | |
| Effectiveness of website in helping inform programs serving ELLs in your state | 74 | 64 | |

Department of Education - Grantee Satisfaction Study
2013
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 4% | 1 |
| Have not issued complaint | 100% | 39 | 96% | 26 |
| Number of Respondents | | 39 | | 27 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 90% | 35 | 63% | 17 |
| Do not have interaction | 10% | 4 | 30% | 8 |
| Don't Know | 0% | 0 | 7% | 2 |
| Number of Respondents | | 39 | | 27 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 95% | 37 | 96% | 26 |
| Other electronic system | 3% | 1 | 0% | 0 |
| Do not use electronic system, submit hard copy | 3% | 1 | 4% | 1 |
| Number of Respondents | | 39 | | 27 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 23% | 9 | 26% | 7 |
| Agree | 56% | 22 | 37% | 10 |
| Disagree | 13% | 5 | 30% | 8 |
| Strongly Disagree | 8% | 3 | 7% | 2 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 39 | | 27 |
| Received a Title III onsite monitoring visit in the past 2 years | | | | |
| Received visit | 54% | 21 | 63% | 17 |
| Have not received visit | 41% | 16 | 30% | 8 |
| Don't know | 5% | 2 | 7% | 2 |
| Number of Respondents | | 39 | | 27 |
| OESE | | | | |
| OESE | 100% | 39 | 100% | 27 |
| Number of Respondents | | 39 | | 27 |

Department of Education - Grantee Satisfaction Study
2013
Education for Homeless Children and Youth-(McKinney-Vento)
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 35 | 33 | |
| ED Staff/Coordination | 91 | 94 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 94 | 96 | |
| Responsiveness to your questions | 94 | 95 | |
| Accuracy of responses | 94 | 95 | |
| Sufficiency of legal guidance in responses | 87 | 93 | |
| Consistency of responses with ED staff from different program offices | 89 | 91 | |
| Collaboration with other ED programs or offices in providing relevant services | 90 | 94 | |
| ED-funded Technical Assistance | 95 | 96 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | 97 | |
| Responsiveness to your questions | 97 | 95 | |
| Accuracy of responses | 96 | 97 | |
| Sufficiency of legal guidance in responses | 96 | 94 | |
| Consistency of responses with ED staff | 95 | 96 | |
| Collaboration with ED staff in providing relevant services | 95 | 95 | |
| Collaboration with other ED-funded providers of technical assistance | 93 | 96 | |
| Online Resources | 73 | 72 | |
| Ease of finding materials online | 71 | 71 | |
| Ease of submitting information to ED via the web | 82 | 87 | |
| Freshness of content | 74 | 75 | |
| Ability to accomplish what you want on the site | 75 | 72 | |
| Ease of reading the site | 75 | 73 | |
| Ease of navigation | 71 | 67 | |
| Technology | 82 | 81 | |
| ED's effectiveness in using technology to deliver its services | 85 | 84 | |
| ED's quality of assistance | 81 | 87 | ↑ |
| Effectiveness of automated process in improving state/LEA reporting | 80 | 86 | |
| Expected reduction in federal paperwork | 75 | 66 | |
| Documents | 85 | 86 | |
| Clarity | 84 | 86 | |
| Organization of information | 87 | 88 | |
| Sufficiency of detail to meet your program needs | 83 | 85 | |
| Relevance to your areas of need | 90 | 89 | |
| Comprehensiveness in addressing the scope of issues that you face | 82 | 83 | |

Department of Education - Grantee Satisfaction Study
2013
Education for Homeless Children and Youth-(McKinney-Vento)
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 35 | 33 | |
| 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 | 84 | 83 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 90 | 86 | |
| Usefulness of OESE's technical assistance services as a model | 79 | 80 | |
| ACSI | 80 | 75 | |
| How satisfied are you with ED's products and services | 83 | 79 | |
| How well ED's products and services meet expectations | 80 | 73 | ↓ |
| How well ED compares with ideal products and services | 76 | 73 | |
| 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 | 94 | |
| Responsiveness in answering questions - US Department of Education | 92 | 95 | |
| Knowledge of technical material - US Department of Education | 93 | 95 | |
| Meeting program compliance requirements - US Department of Education | 91 | 93 | |
| Assisting you to impact performance results - US Department of Education | 91 | 90 | |
| Developing cross-agency collaborations - US Department of Education | -- | 84 | |
| Responsiveness in answering questions - Technical Assistance Center (NCHE) | 97 | 98 | |
| Knowledge of technical material - Technical Assistance Center (NCHE) | 96 | 98 | |
| Meeting program compliance requirements - Technical Assistance Center (NCHE) | 94 | 96 | |
| Assisting you to impact performance results - Technical Assistance Center (NCHE) | 95 | 93 | |
| Developing cross-agency collaborations - Technical Assistance Center (NCHE) | -- | 84 | |
| Direct one-on-one TA calls - Quality | 95 | 94 | |
| Webinars - Quality | 90 | 89 | |
| State Coordinators meeting - Quality | 98 | 96 | |
| Website - Quality | 92 | 89 | |
| Products - Quality | 94 | 93 | |
| Direct one-on-one TA calls - Usefulness | 94 | 94 | |
| Webinars - Usefulness | 92 | 91 | |
| State Coordinators meeting - Usefulness | 96 | 96 | |
| Website - Usefulness | 94 | 92 | |
| Products - Usefulness | 95 | 94 | |

Department of Education - Grantee Satisfaction Study
2013
Education for Homeless Children and Youth-(McKinney-Vento)
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 35 | 100% | 33 |
| Number of Respondents | | 35 | | 33 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 94% | 33 | 88% | 29 |
| Do not have interaction | 6% | 2 | 12% | 4 |
| Don't Know | 0% | 0 | 0% | 0 |
| Number of Respondents | | 35 | | 33 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 94% | 33 | 85% | 28 |
| Other electronic system | 3% | 1 | 9% | 3 |
| Do not use electronic system, submit hard copy | 3% | 1 | 6% | 2 |
| Number of Respondents | | 35 | | 33 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 31% | 11 | 30% | 10 |
| Agree | 63% | 22 | 70% | 23 |
| Disagree | 6% | 2 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 35 | | 33 |
| OESE | | | | |
| OESE | 100% | 35 | 100% | 33 |
| Number of Respondents | | 35 | | 33 |

Department of Education - Grantee Satisfaction Study
2013
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

| | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|---------------------------|
| | Scores | | |
| Responses | 33 | 20 | |
| ED Staff/Coordination | 91 | 87 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 93 | 90 | |
| Responsiveness to your questions | 92 | 83 | ↓ |
| Accuracy of responses | 91 | 88 | |
| Sufficiency of legal guidance in responses | 90 | 87 | |
| Consistency of responses with ED staff from different program offices | 89 | 87 | |
| Collaboration with other ED programs or offices in providing relevant services | 91 | 82 | ↓ |
| ED-funded Technical Assistance | 92 | 87 | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 88 | |
| Responsiveness to your questions | 93 | 85 | ↓ |
| Accuracy of responses | 91 | 87 | |
| Sufficiency of legal guidance in responses | 90 | 84 | |
| Consistency of responses with ED staff | 93 | 89 | |
| Collaboration with ED staff in providing relevant services | 93 | 87 | |
| Collaboration with other ED-funded providers of technical assistance | 89 | 86 | |
| Online Resources | 77 | 69 | |
| Ease of finding materials online | 76 | 66 | |
| Ease of submitting information to ED via the web | 77 | 75 | |
| Freshness of content | 80 | 72 | |
| Ability to accomplish what you want on the site | 76 | 70 | |
| Ease of reading the site | 77 | 70 | |
| Ease of navigation | 76 | 66 | |
| Technology | 75 | 67 | |
| ED's effectiveness in using technology to deliver its services | 86 | 77 | ↓ |
| ED's quality of assistance | 76 | 74 | |
| Effectiveness of automated process in improving state/LEA reporting | 74 | 67 | |
| Expected reduction in federal paperwork | 59 | 55 | |
| Documents | 80 | 78 | |
| Clarity | 81 | 78 | |
| Organization of information | 83 | 78 | |
| Sufficiency of detail to meet your program needs | 80 | 77 | |
| Relevance to your areas of need | 82 | 79 | |
| Comprehensiveness in addressing the scope of issues that you face | 76 | 77 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

| Responses | 2012 | 2013 | Significant Difference |
|--|-----------|-----------|------------------------|
| | Scores | | |
| Information in Application Package | 33 | 20 | |
| 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 | 79 | |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 81 | |
| Usefulness of OESE's technical assistance services as a model | 76 | 74 | |
| ACSI | 76 | 72 | |
| How satisfied are you with ED's products and services | 80 | 75 | |
| How well ED's products and services meet expectations | 78 | 69 | ↓ |
| 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
2013
Program - Neglected and Delinquent State and Local Agency Programs
Demographics

| | 2012 | | 2013 | |
|---|---------|-----------|---------|-----------|
| | Percent | Frequency | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 33 | 100% | 20 |
| Number of Respondents | | 33 | | 20 |
| Interact with ED-funded providers of technical assistance separate from ED staff | | | | |
| Have interaction | 94% | 31 | 100% | 20 |
| Do not have interaction | 3% | 1 | 0% | 0 |
| Don't Know | 3% | 1 | 0% | 0 |
| Number of Respondents | | 33 | | 20 |
| Reporting system used for reporting accountability data | | | | |
| EDEN/EDFacts | 94% | 31 | 95% | 19 |
| Other electronic system | 6% | 2 | 5% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 |
| Number of Respondents | | 33 | | 20 |
| Overall I am satisfied with the quality of EDs products and services | | | | |
| Strongly Agree | 15% | 5 | 20% | 4 |
| Agree | 82% | 27 | 80% | 16 |
| Disagree | 3% | 1 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| Number of Respondents | | 33 | | 20 |
| OESE | | | | |
| OESE | 100% | 33 | 100% | 20 |
| Number of Respondents | | 33 | | 20 |

Department of Education - Grantee Satisfaction Study
2013
Program - Rural Education Achievement Program_Rural and Low Income School Program
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 19 |
| ED Staff/Coordination | 87 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 |
| Responsiveness to your questions | 85 |
| Accuracy of responses | 89 |
| Sufficiency of legal guidance in responses | 87 |
| Consistency of responses with ED staff from different program offices | 87 |
| Collaboration with other ED programs or offices in providing relevant services | 85 |
| ED-funded Technical Assistance | 82 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 78 |
| Responsiveness to your questions | 85 |
| Accuracy of responses | 85 |
| Sufficiency of legal guidance in responses | 85 |
| Consistency of responses with ED staff | 89 |
| Collaboration with ED staff in providing relevant services | 81 |
| Collaboration with other ED-funded providers of technical assistance | 85 |
| Online Resources | 67 |
| Ease of finding materials online | 60 |
| Ease of submitting information to ED via the web | 75 |
| Freshness of content | 65 |
| Ability to accomplish what you want on the site | 65 |
| Ease of reading the site | 70 |
| Ease of navigation | 65 |
| Technology | 78 |
| ED's effectiveness in using technology to deliver its services | 82 |
| ED's quality of assistance | 83 |
| Effectiveness of automated process in improving state/LEA reporting | 80 |
| Expected reduction in federal paperwork | 67 |
| Documents | 79 |
| Clarity | 80 |
| Organization of information | 81 |
| 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 | 77 |

Department of Education - Grantee Satisfaction Study
2013
Program - Rural Education Achievement Program_Rural and Low Income School Program
Score Table

| | 2013 |
|---|---------------|
| | Scores |
| Responses | 19 |
| 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 |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 |
| Usefulness of OESE's technical assistance services as a model | 64 |
| ACSI | 71 |
| How satisfied are you with ED's products and services | 79 |
| How well ED's products and services meet expectations | 68 |
| How well ED compares with ideal products and services | 65 |
| Complaint | 5% |
| Issued a formal complaint about assistance received from ED staff member | 5% |
| Rural Education Achievement Program (REAP)/Rural and Low Income School Program | 83 |
| Providing an interpretation of RLIS legislation/regulation | 83 |
| Providing guidance on eligibility and/or other reporting requirements | 88 |
| Helping you with the implementation of the RLIS Program | 85 |
| Helping you with compliance efforts | 84 |
| Helping you improve performance results | 77 |
| Helping you provide guidance and oversight to sub-recipients | 75 |
| Helping you provide technical assistance to sub-recipients | 79 |
| Usefulness of the RLIS website in providing the information you needed | 79 |
| User friendliness of the RLIS website | 72 |
| Responsiveness to information requests | 87 |
| Helpfulness in resolving implementation/eligibility issues | 90 |
| Supportiveness in helping you complete eligibility spreadsheets | 92 |
| Supportiveness in helping you meet annual reporting requirements | 88 |
| Helping you with program implementation for RLIS | 73 |
| Helping you complete and submit accurate eligibility spreadsheets for RLIS | 91 |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Rural Education Achievement Program_Rural and Low Income School Program
 Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 5% | 1 |
| Have not issued complaint | 95% | 18 |
| Number of Respondents | 19 | |
| Interact with ED-funded providers of technical assistance separate from ED staff | | |
| Have interaction | 21% | 4 |
| Do not have interaction | 74% | 14 |
| Don't Know | 5% | 1 |
| Number of Respondents | 19 | |
| Reporting system used for reporting accountability data | | |
| EDEN/EDFacts | 74% | 14 |
| Other electronic system | 21% | 4 |
| Do not use electronic system, submit hard copy | 5% | 1 |
| Number of Respondents | 19 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 26% | 5 |
| Agree | 53% | 10 |
| Disagree | 11% | 2 |
| Strongly Disagree | 5% | 1 |
| Does Not Apply | 5% | 1 |
| Number of Respondents | 19 | |
| OESE | | |
| OESE | 100% | 19 |
| Number of Respondents | 19 | |

Department of Education - Grantee Satisfaction Study
2013
Program - Rural Education Achievement Program_Small_Rural School Achievement Program
Score Table

| | 2013 |
|--|---------------|
| | Scores |
| Responses | 15 |
| ED Staff/Coordination | 78 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 78 |
| Responsiveness to your questions | 80 |
| Accuracy of responses | 83 |
| Sufficiency of legal guidance in responses | 75 |
| Consistency of responses with ED staff from different program offices | 71 |
| Collaboration with other ED programs or offices in providing relevant services | 72 |
| ED-funded Technical Assistance | 82 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 78 |
| Responsiveness to your questions | 100 |
| Accuracy of responses | 89 |
| Sufficiency of legal guidance in responses | 100 |
| Consistency of responses with ED staff | 100 |
| Collaboration with ED staff in providing relevant services | 22 |
| Collaboration with other ED-funded providers of technical assistance | -- |
| Online Resources | 75 |
| Ease of finding materials online | 67 |
| Ease of submitting information to ED via the web | 82 |
| Freshness of content | 78 |
| Ability to accomplish what you want on the site | 77 |
| Ease of reading the site | 73 |
| Ease of navigation | 75 |
| Technology | 66 |
| ED's effectiveness in using technology to deliver its services | 78 |
| ED's quality of assistance | 69 |
| Effectiveness of automated process in improving state/LEA reporting | 67 |
| Expected reduction in federal paperwork | 58 |
| Documents | 70 |
| Clarity | 72 |
| Organization of information | 76 |
| Sufficiency of detail to meet your program needs | 70 |
| Relevance to your areas of need | 66 |
| Comprehensiveness in addressing the scope of issues that you face | 66 |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Rural Education Achievement Program_Small_Rural School Achievement Program
 Score Table

| | 2013 |
|---|---------------|
| | Scores |
| Responses | 15 |
| 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 |
| Effectiveness of OESE in helping you learn to implement grant programs | 77 |
| Usefulness of OESE`s technical assistance services as a model | 74 |
| ACSI | 61 |
| How satisfied are you with ED`s products and services | 70 |
| How well ED`s products and services meet expectations | 58 |
| How well ED compares with ideal products and services | 56 |
| Complaint | 0% |
| Issued a formal complaint about assistance received from ED staff member | 0% |
| Rural Education Achievement Program/Small Rural School Achievement Program | 76 |
| Providing an interpretation of SRSA legislation or regulation | 78 |
| Providing guidance on eligibility or other reporting requirements | 77 |
| Helping you with compliance efforts | 80 |
| Helping you improve performance results | 74 |
| Usefulness of the SRSA website in providing the information you needed | 75 |
| User friendliness of the SRSA website | 75 |
| Responsiveness to information requests | 78 |
| Helpfulness in resolving your questions and concerns | 78 |

Department of Education - Grantee Satisfaction Study
 2013
 Program - Rural Education Achievement Program_Small_Rural School Achievement Program
 Demographics

| | 2013 | |
|---|-----------|-----------|
| | Percent | Frequency |
| Issued formal complaint about assistance received from ED staff member | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 15 |
| Number of Respondents | 15 | |
| Interact with ED-funded providers of technical assistance separate from ED staff | | |
| Have interaction | 7% | 1 |
| Do not have interaction | 87% | 13 |
| Don't Know | 7% | 1 |
| Number of Respondents | 15 | |
| Reporting system used for reporting accountability data | | |
| EDEN/EDFacts | 60% | 9 |
| Other electronic system | 13% | 2 |
| Do not use electronic system, submit hard copy | 27% | 4 |
| Number of Respondents | 15 | |
| Overall I am satisfied with the quality of EDs products and services | | |
| Strongly Agree | 27% | 4 |
| Agree | 40% | 6 |
| Disagree | 13% | 2 |
| Strongly Disagree | 7% | 1 |
| Does Not Apply | 13% | 2 |
| Number of Respondents | 15 | |
| OESE | | |
| OESE | 100% | 15 |
| Number of Respondents | 15 | |

Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2012 to 2013 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.

Appendix C:
Verbatim Responses by Program

U.S. Department of Education Grantee Satisfaction Survey 2013 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.

Title III, Native American and Alaska Native Children in School

CORE QUESTIONS

Q46. Finally, please describe how ED can improve its service to you.

When meetings are in DC and participants are from western time zones - PLEASE start the meetings after 9:00 am! 10am would be best (that would be 6:00 am for my time zone). This is not for this program only - I attend meetings other with other programs. I appreciate that the next meeting will be in Alaska.

I feel they do answer in a very timely manner.

CUSTOM QUESTIONS

Q5. 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 ended)

The August reporting date is tight for Alaska. Although individual results are released in May the aggregate data is released in August to the public. This gives districts time to respond to discrepancies. It would be great if the reporting was mid-September.

Both my grant supervisor and outside evaluator have provided critical guidance in the helping me to administer the grant and reporting. I strongly recommend continuing the annual project directors meeting as a face-to-face opportunity for "newbies" to meet with and learn from the more experienced PDs. As a person who has benefitted from and worked with grant funding, I have discovered that administering one required developing a new set of skills and knowledge. It is important to remember that many are in steep learning curve and for staff to not to make assumptions based on. I have hugely appreciated the patience and support that have helped my learning process.

Meetings.....scheduled outside of Washington DC; maybe to other grant program sites

National Professional Development Program

CORE QUESTIONS

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

The Web-seminars could use some updated technology, having to tie up our phones and not presenting a visual as well as audio feed seems rather last century. Our students use more sophisticated technology so our government should as well. Try Adobe Connect, Illuminate or even Skype conferencing.

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

Title III NPD Reporting System

Title III NPD Online Reporting System

Not sure which one

dataqual.us

Provided link to website

Online reporting program

No idea what it is called. Other things to occupy my brain

Q46. Finally, please describe how ED can improve its service to you.

The new reporting system for NPD annual performance reports was, for the most part, easy to use. It was quite challenging (and a bit frustrating) for the narrative sections of the report to lose all formatting when copied into the system. I hope that feature will be improved in future versions.

Web site navigation can be improved, especially keeping active links updated. Grant competition feedback and updates should be more readily available (not in the case of NPD, but other departments). Generally all the personnel we have had interactions with have been knowledgeable, professional and helpful.

N/A

Unfortunately my answer would have to be funding for the best technology available to the Department of Education. Anyone that says money isn't the answer doesn't understand the challenges and they don't know where to shop.

Other than the webinar's use of technology, I can't think of any.

Provide more support for new project officers. They need to be able to handle all questions and issues that arise with recipients.

None noted.

Provide more information that is relevant to universities with NPD grants.

I don't know what a 'formal' complaint means. I certainly sent many emails asking for more information about the Program Director meeting, as did other PDs, and many emails about the online reporting process. To improve: Make the annual PD meetings useful, not a total waste of time. Have presentations that do not talk down to PDs as if we were in kindergarten. Focus on the logistics we are required to accomplish, particularly in a year when new technology is being deployed, eg, for the annual report. Send a program out in advance as is professional practice.

It would be nice to receive responses to questions or at least confirmation that emails were received.

CUSTOM QUESTIONS

Q5. 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)

Continue to have the annual NPD program directors meeting--that face-to-face time with NPD staff and other NPD program directors is incredibly helpful in successful program administration.

None. They have been excellent.

Continue to respond to e-mail and phone requests.

They do a fine job. The only issue has been when the funding was granted and the challenge it presents to matching academic year schedule. We were funded in April and our academic year is over in June so we have to forward our plans for end of year assessments to mid-term time-which confuses our data reporting.

Reports are often not clear. Information important but often times the way the reports are worded the items needed are not always clear. Please continue to have webinars/meetings to answer our questions,
none.

They are already doing a fantastic job. They are very helpful.

see previous comment on Improvements

Please reply to emails with questions.

I have really appreciated the promptness and accuracy of feedback [Name] provides me in administrating my grant. I am hopeful that the new online system will continue to be used. I thought the combination of the webinar, PDF instructions provided, and mails to my program officer were just what I needed. I have had 3 NPD Grants. The rule asking program officers to reply within 24 hours of receiving an email has made a huge difference in responsiveness from my perspective. I count on that.

Thank you all for your guidance and help in implementing our project.

I wish I could give constructive feedback, but I am very satisfied with the services I have been receiving and have no recommendations for improvement.

To spend more time learning procedures so that she can give approval without going to her boss.

Continue to answer questions in a timely manner as [Name] does.

I think it is imperative that we meet face to face at least once/year. There is so much more that we can learn from discussion and information sharing.

"The online reporting system still needs work. The annual meeting should devote time to walk participants through the process. If others are not interested, it could be an ""optional"" meeting/session.

I think having examples of grants that have been successful - would be great. Highlighting their goals, how they measured their goals, their reports, and outcomes - over time would provide a great model for new grant directors."

Clarity of explanation; More examples

Significant improvement in online reporting system

Basically they have been great. The NPD conference is incredibly helpful - all the presenters were absolutely fantastic!! I learned so much. The power points of webinars are good, and the PowerPoint summaries are good.

There was a while there when there was a lot of contradictory information and we had a lot of trouble figuring out what was wanted. Then it seemed to get consistent. There is a tendency for information from one of the office staff not to match the information from another one of the office staff - as if they are in separate, non-intersecting spheres - and that is somewhat disturbing.

We have also had trouble with consistency when we checked about whether certain things were allowed or not. We were told in an email that meals served doing a training were covered; but when we double checked because our university wanted to be sure, we were told that they weren't (even though we had read it carefully and taken a very narrow interpretation of the allowance). This threw off our plans quite a bit and we ended up with an out of town speaker and advisory board meeting to all of whom we had to feed leftovers from our children's graduation parties! We do understand the cautions, though, especially in this era of sequestration.

The latest excel sheet with all the categories of 2011 and 2012 grantees was, basically, a waste of time. We need to do our grants, and we've already won our awards - we don't need to know all the details about the other grantees. It was busywork that was not a good use of public money, in my opinion.

For the most part, however, it's a good office. We LOVED the AccELLerate publication put out by NCELA and very much want to see it resumed. It was an excellent gathering of news and scholarship of value to those of us working in this field. Please keep that office going. Thanks very much."

At this point I do not have recommendations. As long as we keep in close communication, the program will succeed.

I have always received excellent service from the NPD staff and I don't have any recommendations for improvement.

Let's continue to meet. Those meetings in Washington are very helpful and provide the opportunity to develop a community of educators across the nation who are working towards common goals.

I think they are all very helpful - no suggestions for improvement.

Program Officer and staff are great! Knowledgeable, responsive, great partners in grant administration. Per my previous comment: a little more flexibility, or sophistication, in the online reporting form would be great. Allow us to upload our excel spreadsheets directly into the budget section of the report. Do not include 2 budget sections if we can only input info into one of them.

There is quite a bit of guidance on the website and at the directors meeting; a lot of the administration of the grant really relies on the expertise at the local levels.

We need more time and support to meet within the state to share best practices.

Please hold the program directors' meeting every year and please continue having presentations at TESOL and at our Southeast Regional TESOL conferences.

Both [Name], Division Chair and [Name], Program Specialist have been wonderful in providing services to manage my project successfully. Especially [Name] has been always prompt to respond to my requests and questions.

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

CORE QUESTIONS

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

Too much to navigate; absolutely overwhelming. So it is difficult to determine what needs my attention. Perhaps we need some guidance on what is truly relevant.

One way would be to increase use of interactive video conferencing (versus webinars and call-ins) to provide a more engaging interactive experience.

Video taping trainings and posting on web

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

OVAE NRS & LACES

National Reporting System

State integrated system

Our IT person developed our system

OVAE NRS

NRS

NRS

Federal NRS website

OVAE/NRS

AERIS

NRS

NRS

NRS

NRS

Are we talking about getting the data to OVAE? If so, I enter it into their tables on line.

NRS

NRS

NRS

NRS

OVAE/NRS

Idaho Management and Accountability System

OVAE-NRS

OVAE NRS

Q46. Finally, please describe how ED can improve its service to you.

Keep the small states in mind

Expectations for SEA's needs to be tested, tried and thoroughly reviewed before requiring implementation. The ED can improve services by having open communication with the all state staff to determine needs of the field.

If possible, LYNCS develop teaching materials in Spanish for Spanish speaking teachers.

Overall, they do a great job. My area rep is always very responsive to my questions, etc.

If there is one thing ED can improve with the Insular Area is the way we conduct Shop Talk. Phone line meetings can be a challenge for the insular area.

Easier navigation of ed.gov site, please! Still way too bureaucratic!

CUSTOM QUESTIONS

Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs? (Open end)

My technical assistant is always very responsive.

Continue to focus on college and career readiness

More hands-on work by providing support for experts in various fields to work directly with the states. Technology cannot do it all.

Focus on definitions for core outcomes so that we are reporting relevant information, e.g. foreign students with a high school diploma - what does this mean as a standard? Different countries have different understandings of what a high school completion s.

Continued support on implementing CCRS

Continue with the technology integration in all of its services.

Develop an NRS training that is specifically designed for new state directors and covers topics that only the state director needs to know. DAEL could conduct online course or embed a face to face course in the state director's meeting that focuses on NRS.

Have regional meetings or "like state" meetings.

Designate a knowledgeable person to be responsible for the outlying areas.

Continue to share best practices.

Follow through on College and Career Readiness Standards: alignment with EFLs and new assessment tools

Work with the field and NRS to develop more meaningful measurements of students' progression along a college and career readiness pathway.

NA

Continue to provide quality training on data collection, analysis, and reporting.

More regional meetings; videotaping training and making more accessible on web

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.

Should be more than simply reading powerpoint slides.

I suspect it is more a problem of policy & protocol than use of technology. For example, most webinars cover information that could efficiently be transmitted in a memo as it is primarily one-way communication - no need for special scheduling, etc. because there isn't an opportunity for questions or discussion.

The DQI was inaudible

Many webinars are very elementary...so should be advertised as a level 1 or level 2 etc. especially if repeating information...it is difficult to be engaged with so many webinars....and certain communication styles do not project well in the webinar environment.

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

CAR, State Plan

CARS

Perkins CAR website

CAR

post secondary ISRS

Combination of EDEN/EDFacts and CAR Reporting Site

Q46. Finally, please describe how ED can improve its service to you.

Respond to e-mails. Consistent messaging

Improve site navigation to budget information.

The FAUPL almost always has errors in it and must be corrected.

I think the portal for state plans could be improved. Particularly on the Accountability side when we are negotiating our FAUPL. It can be a bit confusing on the process.

Given the size of the staff and their responsibilities, I just ask that they are able to maintain the current level of service.

Sometimes information which has been acceptable as submitted in numerous past years all of a sudden requires more explanation or needs to be changed. It can cause frustration and makes me wonder if the information that was required to be submitted in years past was really read.

I just want to say that the ED team members associated with Perkins are amazing. They are quick with a response and support - that is greatly appreciated.

Reporting secondary Perkins data through EDEN/EdFacts adds at least 32 hours to my CAR workload. the EDEN data are submitted in the reverse format from what I need for the CAR narrative, which means I must recalculate all the data, increasing both my workload and the possibility for error. Reporting was much simpler just using the CAR portal. If ED processes are more streamlined by using the EDEN portal, please rewrite the submission requirements so that the data are useful at the state level.

Keep up the good work. You're always there when we need you. You respond quickly and clearly. Thanks.

ED is most helpful and provides excellent services related to the overall administration of Career and Technical Education Perkins legislation.

I am appreciative the technical assistance and immediate responsiveness of the OVAE-DATE (Perkins) and USDOE OCR staff. The interactions have been professional, and the staff are knowledgeable. An improvement: provide states with quick email notifications when something changes to the website. Maybe allow us to pick which areas of the ED site we want to be notified about. Many recourses get published, and email notifications of such saves time in searching for what's new. Also, quick notifications (alerts) keeps us current with such posts.

I would like to see greater consistency between the guidance documents provided on the Ed website and the sources referenced during onsite monitoring. Also, it is not uncommon to receive differing guidance on the same topic (e.g., FERPA) from two different Ed divisions (e.g., Adult Education and CTE). This can lead to a lot of confusion when the same state staff has responsibility for multiple program areas. Consistency in guidance is a huge issue at all levels (fed to state; state to local)...it is an ongoing improvement need.

CUSTOM QUESTIONS

Q9. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs? (Open end)

Provide consistent guidelines

I think the Accountability process for negotiating FAUPL is a bit confusing.

It would be very helpful for the states to know and understand the criteria that is being applied to performance target negotiation responses so it can be used in the state's internal preparation. Also continue to provide as much "lead time" as possible or all items and information that must be submitted.

Needs are met currently.

OVAE does an excellent job of working with each state director. I appreciate the support and the timeliness in response. The systems, however, sometimes are still a bit difficult to navigate. Perkins is a large grant with many requirements. There are times that the requirements get in the way of us being able to simply do the work of making sure all students have opportunities to be college and career ready.

Continue to refine the e-submission process in making it easy to use.

Provide templates for submission of CAR and state plan prior to submission dates.

Consider developing stronger policy guidance, given the lack of regulations in the current Perkins Act. The budget situation has created a great challenges for Nevada, where posted budgets showed a 41% reduction but the 'actual' projected state allocation was comparable to prior years. At times, there appears to be a disconnect between budget services and OVAE.

This is a tough question! The main thing is to keep the various states' perspectives in mind when providing guidance. This is a challenge since not all states have the same delivery structures. I've appreciated the ability to have candid discussions with OAE staff regarding a range of issues. Having a sufficient number of staff available to address questions in a timely manner is a continuous need; I worry this could be negatively impacted if the sequestration/budget issues aren't resolved.

Ronald E. McNair Post-Baccalaureate Achievement 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.

That programs are encouraged to house TRIO programs in one location and share staff, resources and items that can assist all programs. Also that the pre-college and college side of the ED staff discuss how to best help Universities collaborate to save funding etc..

The National Science Foundation relies on active researchers to serve a period of time as program officers to evaluate grant proposals. This ensures evaluation standards based on current and relevant data.

I believe that the sharing of best practice, or successful programming that yields great data outcomes, would be beneficial to share.

A good example of collaboration is when Upward Bound former alumnae and Student Support Services students receive information from their counselors about Ronald E. McNair and are referred for interview to our program. / Another good example is when programs exchange information about program services, activities and also about the database that is use to follow up students . When collaborators have the opportunity to share experiences and information about scholarships and internships with other programs across nation.

I manage three TRIO grants. My previous McNair program officer communicated frequently with my UB and VUB program officer(s) which minimized the redundancy of their requests.

In answering this question, especially keeping the Ronald E. McNair Post-baccalaureate Program in mind, I am thinking of how the Department of Education chose to 'collaborate' with Upward Bound by reducing the amount of funding in the last McNair competition and allocating it instead to the Upward Bound competition. This reduced the existing McNair programs by approximately one-third, nationally. Cannibalizing the McNair Program in favor of the Upward Bound program was a type of collaboration across programs that I would offer as a model of what not to do in ED.

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

Prepare a FAQ: Frequently asked questions section for each of the Dept. of Ed. funded programs and post the correct answers to the questions, with include citations/references to the appropriate places to locate that specific information as referenced in each place within the legislation, regulations, and OMB circulars. THat would save both program officers and program directors a lot of time and be a better use of technology than just passively posting the legislation, regulations, and OMB circulars.

WEbinars are frustrating because there are often problems with the audio.

online APR training would be nice

Using webinars and videoconference calls on a regular basis would be more efficient and cost-effective for grantees than those expensive conferences in DC (e.g. the 2013 HEP conference)

Consider the use of online communities. Also, webinars and/or google hangouts would be good for question and answer sessions.

Providing training and on-line information sessions about questions to APRs and policies such as HEP.

Updated communication products would be helpful. /

The webinars boil down to slide after slide of bulleted lists that ED staff members read. Somehow there's real irony in this kind of vapid venue from the Department of Education. The best information during the webinars comes from the questions posed by the audience members. Unfortunately, this section of the webinar gets cut short all too often.

Webinars (and archived webinars) would be a helpful format for delivery of information. The information shared at the HEP Meeting for Directors in the Spring could have easily been distributed online and saved everyone a lot of time and money.

Don't really know, but the webinars are awful.

ED gets decent marks from me in ease of uploading the annual performance report directly to them. However, in submitting the annual performance report, we are required to fax a signed sheet to Ed offices before they will accept our report. Each and every one of our institutional fax lines are 'rejected' by Ed, (we've tried most all of them around campus) as they are viewed as spam, so I must go off-campus and pay \$5 out of my own pocket to use the local Fed-Ex office and have them send the fax for me. This applies to the other TRIO programs at our institution, as well: Upward Bound, Talent Search, and Student Support Services. One time when the Fed Ex office was temporarily closed for the day, the only fax line that a sister TRIO program could find in our small town that ED would accept as non-spam was the local liquor store! I am not making this up!! This is one example that I can immediately think of that occurs annually, is tied to something extremely important, such as our Annual Performance Report, and is ridiculously archaic, inefficient, unprofessional and inconvenient. The term 'service delivery', as it applies to this one example of The Department of Education's use of modern technology, is frankly oxymoronic.

We have been told about conference calls without any follow-up. We would like to see increased reliability.

Identify creative and most efficient ways of delivering services through cutting edge and user friendly technology

Q46. Finally, please describe how ED can improve its service to you.

Improve the ability of Project Directors to communicate with ED Program Officers by email.

Keep information up to date and provide drop down boxes for ease of access to current program updates.

Much more communication. McNair is an extremely effective program but it is ironic that for all of the emphasis on placing students in to graduate school, we rarely, if ever, hear anything from the McNair folks in Was DC!

The programming staff at ED has seen drastic turnover during the last two years. Our new program officer is response; her predecessor was not at all. A better effort to respond to email and phone queries would be much appreciated.

I suggested FAQ files for every program ED administers. / In all competitions for funding the regulations for that current project/program competition and also the reporting guidelines, form, and definitions for reporting should be written BEFORE the call for proposals and BEFORE the competition is held. Currently applicants for ED funding often write proposals without having knowledge of HOW ED will chose to define all or part of a performance criteria for regulatory or reporting purposes; so applicants are in a position of "making forced assumptions" (due to lack of regulations and/or reporting criteria) when selecting their rates for completion of standardized objectives.

This creates an unfair situation for applicants; subtle nuances in the language on how the objectives are measures as part of the reporting which are being delivered "after the fact" of proposals can mean applicants thought that the objective would be measured in one way and it is measured differently and then if the applicants become grantees and are held to a different standard of measurement than they believed would be used can make it almost impossible to achieve the objective. I would think that ED would want applicants to have the regulations and how the reporting will be done in advance of competition so that ED would get proposals that are accurately informed from the beginning and result in more grantees being able to accurately propose and achieve ED's standardized objectives.

Lack of access to DOE personnel assigned to projects. Emails are not responded to.

Faster turn-around time when I pose a question. I should be able to get an answer within 7-10 days, not 30 days or more.

Program officers could be more responsive

Respond to grantee emails or phone calls within 24 hours. / Do webinars (or conference calls) instead of making grantees attend expensive conferences in DC (which we had not budgeted for) and making it seem like our program will pay a price if we do not attend. That was the case with the 2013 HEP conference.

Improved responsiveness from program specialist, feedback from APR, and communication of what ED is looking for on a site visit would all be extremely helpful.

Update the website more often.

Clearly articulate what they can offer and a document on what types of assistance the ED specialist can provide.

Encouraging underrepresented students to pursue PhDs is no easy task and it would be helpful if ED staff would rely on program professionals more to determine the administration of grant activities. For example, to require McNair participants to go directly into graduate school without having the opportunity to take a break misses the point that even advantaged students take breaks between undergraduate and graduate school for travel, family obligations, opportunities to earn money, etc. Poor and working class students especially need to take time to be certain of the addition time out of the job market. McNair professionals have insight and expertise that can shape a better, more effective program and ED should find a way to use it.

Keep doing what you're doing! My former program specialist was very difficult to reach and didn't respond to my questions/concerns in a timely manner...if at all. This is very important to those of us "in the trenches," but my new program specialist has been very informative and responds quickly to the few questions that I have had.

Perhaps making more in person opportunities for program officers/specialists and PI's to come together. The HEP meeting was very helpful in accomplishing this.

It would be helpful if the wording and expectations were made more clear. I feel everything is shrouded in "beaurocratic speak" that uses fancy words to say one thing when what you're really saying is something else. Not enough straight talk, I guess. Furthermore, I think the Department of Ed leaves some programs out here flapping in the breeze about certain things they could take a clear stand on. For example, many programs on the listserv still participate in the ongoing debate about taxation of the stipend or research awards. Why is there a debate? This should be very clear and it isn't. So, things like that waste our time as program administrators. Other than that, I'm proud to be a part of educating the nation and am specifically proud to be a part of the McNair Program. I'm grateful to the DOE for the opportunity to serve.

More personal contact with officers. The HEP meetings were a good start. Thank you for this opportunity to provide feedback. You are being proactive and I appreciate the efforts. Let's keep getting better! Have a good day.

I wed like more web based seminars

Stronger awareness and knowledge of the legislation and regulations. Stronger connection and increased communication with TRiO staff to know how the legislation and regulations work on the ground.

Updated McNair Program Profile data on website.

The APR in past years has left much to be desired. I am pleased that it is in a process of re-vamping.

By providing a more user-friendly guide in applying for a grant where the major sections of the grant and regs can be easily identified.

Get information to us in a timely manner, especially if the turnaround time does not give adequate time for feedback. Constructive criticism is always welcome (and appreciated). Take into consideration that the school year, the fiscal year, and the calendar year all seem to operate with different deadlines when posting RFPs or survey requests; there are more convenient times than others that make gathering information easier for such requests.

We have been quite happy with ED support so far during our first year of funding.

In the past it was basically impossible to get any communication from my program officer. Questions were never answered, no response to emails or calls, etc. However, I must say that my officer just changed, and so far our new officer, [Name], has been much better at communicating this us. So I appreciate that. I hope things have improved for everyone as it can be very frustrating to never get help from the person who is tasked to help you.

Sometime it takes a while for the department to respond to emails. They need more staff,

ED can improve its service by reducing the extent of its self-service, web-based interactions. The questions P. I.s ask are typically complex, theoretical, and related to a specific operation's constraints &/or resources. One-to-one phone (Or Skype) conversations prove more effective for communication than email.

We just got a entirely new team to oversee McNair so it is unfair to evaluate the new ED staff members. They have all been extremely dedicated and willing to help.

Even though I know that there is a large amount of programs and the ED staff members receive lots of emails I would recommend that the emails that we send are answer in a proper amount of time (at least 5 business days).

My McNair program has been assigned multiple program officers within the last 2 years, some of whom never even replied to my emails and phone calls. A consistent and responsive person to contact would greatly improve the ED's service to us as a grantee.

Telephone accessibility to appropriate ED officials.

As practitioners, we are well acquainted with the impact of legislative and regulatory requirements on the day-to-day life of a program. However, it is not always clear that ED listens to the feedback it receives in comment periods on regulations, etc.

Add more material of McNair on your newsletter. We want to be included and celebrated as well.

Program officer responses to grantees should be executed no later than 24 hours after inquiry / More webinar options should be available covering a wider variety of topics from grant management to grant submission / Encourage additional face-to-face interactions between ED staff and grantees to develop rapport and to build trust

Other than increasing our budget, I am completely satisfied.

Update information on the main McNair webpage more frequently

Be responsive in a timely manner and when ED decisions are made that directly impact an individual program for ED to cite the specific regulations that support the made decisions.

Ed can accept the required fax for our Annual Performance Report, when it is sent directly from our institution. Ed can support the mission of the Ronald E. McNair Post baccalaureate Program by apologizing to the TRIO community for pitting TRIO programs against each other by taking funds away from McNair and awarding instead to Upward Bound, by apologizing for destroying over 1/3 of the well-performing and successful McNair programs

across the country, and for reallocating those funds in the future grant competitions and restoring the McNair program to its previous levels.

Respond to my emails.

1. Faster response rate (24 to 48 hours) 2. Send out confirmation email for important items (e.g., revised budget)

I think the Dept of Ed is doing a fine job. There are a number of new Program Officers however, I believe my Program Officer is very helpful when I need assistance.

Improve the website for readability and access to information. Make documents searchable files. Use more technology in delivering services. Improve clarity in instructions for APR and others. For instance what is the definition of STEM? Our program officer is great however.

Instructions for APR could be more specific and clearer by providing examples (sometimes the staff has to use their own interpretation to gather and report data). When new elements were added to the grant, try to provide clear and specific instructions with good examples. For example, grant priorities for 12-17 cycle were very vaguely and generally described.

Continue to support ways to be innovative.

ED needs to be more proactive in advocating for increased support (i.e., financial) for programs such as TRIO. This past year, ED seems to be doing a better job of garnering success stories of students we have served and publicizing them. I appreciated the meeting of directors from the federally-funded programs in Washington, but ED needed to recognize the budgetary constraints we are (and have been) under. I was quite shocked that the registration costs were so high. Costs should have been kept to a minimum and/or monies allocated to help directors attend the meeting. (The latter was done a number of years ago with a similar "called" meeting in Miami.)

I'm a new director, and wasn't previously involved with submitting the grant. I answered a lot of "NA" because of this. Right now, I think the website is a bit confusing to navigate for first time users.

Communicate more responsibly via email. For example: I emailed my revised budget a couple of week's ago and have not heard anything back as to whether or not they received it.

Improving APR process and allowing to get access to national (all programs around the country) information based on APR report of all ED supported programs. Also, re-thinking grant scoring process; particularly for score base on previous award outcomes, it should contemplate program progress across the years. It should be more in line with program mission, long term goals of ED funding for a give service.

1. Make information more plain and clear. 2. Use less paper to communicate. 3. Update website to make more user-friendly and searchable. 4. Send transcripts from webinars in more timely manner. 5. Have quality standards around response time to program requests (e.g., still waiting on budget approval) 6. Make the G5 system easier to access and navigate 7. Meet with a team of program directors to talk specifically about improving processes and products

CUSTOM QUESTIONS

Q1. The Department conducted a McNair Program competition in 2012. Please tell us what you liked as well as what you would have preferred for the Pre-Application Workshop and the application materials. (Open end)

I was satisfied with the pre-app workshop I attended.

The Pre-application workshop offered by DOE was helpful. The information that so many current programs would be cut was devastating to most in the room. That reality made writing the proposal even harder as it was almost with a fatalistic feel and honestly was not good for anyone's mental state. The Pre-application workshop offered by COE and the trainings on all the grants after the fact were amazingly helpful!

We were very satisfied with the Pre-Application Workshop and the application materials. No improvement is needed.

The materials and workshop was informative, assisted in understanding how to focus on writing the grant.

I liked the emphasis on specificity of points that are very important to address, especially the Priorities section.

The process ran more smoothly and the results were more timely than the previous competition.

"Having access to attend in person pre-application workshops is very important, so that not only can we ask questions of ED but can also hear what questions others are asking.

The Priority Preference areas for ED are deliberately written in broad manner to be applied to all competitions; however for each competition there should be definitions provided in areas where the points being awarded depend on accurate understanding of a definition; accurate meaning knowing the definition the peer reviewers of the proposals are being provided with. Also, in addition the way in which proposed activities for the Priority Preferences were/are going to be reported should have been in place before the competition."

"It was not clear that an institution could propose to offer a combination of STEM and Social Sciences/

Arts and Humanities programming. The turnover in the DOE office meant there was not sufficient access to people to ask questions. TRIO project personnel should be permitted to serve as peer reviewers for the competition. I liked receiving the calculations for prior experience. The online submission process was positive."

Pre-Application Workshop could have been more comprehensive with more time for questions. Application materials could be less repetitive and better written (for the sake of clarity).

What was done to us this past year was shameful! Why was the awards delayed to the point that many people received severance notices from their institutions? We are held to deadlines but the DOE drags their feet.

the pre-application workshop I attended was held in advance of the application publication, so it didn't address some of the important aspects, such as priorities, that turned out to be vital aspects of the application

"The Pre-Application Workshop could have been done cost-effectively via webinar or video conferencing rather than having both ED officials and grantees travel to various locations around the country to attend them.

I would also have liked to see more openness/transparency and less secrecy leading up to and after release of the application materials. They made the process seem so mysterious and scary, especially for a first-time applicant."

N/A. I was unable to attend the pre-application workshop.

I liked the clarity of the pre-application workshops. Of course, I think it was unfair for the 10 million dollars to be taken away from the McNair competition. It was so unfortunate for so many excellent programs to lose their funding.

More workshops

Pre-Application Workshop clarified the application process and materials. Would have preferred earlier confirmation of dates for the application availability and final decisions.

The application material was fine. The overview of submission details extremely basic and presented in an authoritarian style, perhaps understandable since applicants need to know the strict requirements for grant submission. However, this delivery style does not engender a sense of collegial responsibility for the program's goal. All proposals are presented in the same way, same activities, and same justifications as if the answer is obvious because applicants want funding. Money becomes the emphasis, not achieving the program's goal.

I liked everything in the pre-application workshops, except the prior experience points were difficult to understand and my score somewhat surprised me because of these points...it just wasn't clearly explained.

I like the way in which the information was disseminated.

The Pre-application workshops helped break down some of the confusing language so that was helpful. I think the Competitive Preference Priorities were somewhat unfair... and I'm actually not convinced they were legal. We got all of our points for that but it felt wrong. I think some expectations need to be made more clear. For example, we were docked points for not having an organizational chart even though we described it. If you want a chart, please say so. Also, I find the comment periods for the rant and the APR to be patronizing. It seems we all pour ourselves into a lot of thoughtful commentary to never have any of our concerns addressed and nothing is ever changed because of our efforts. So if you don't care what we- on the ground- actually NOW from running the program then please don't ask and pretend that you do. I don't mean to sound ungrateful- I am anything but! But I do think we have a lot of valuable insights and you should listen to us-- and not just as a curtsy.

"Less doom and gloom in the presentation of application materials. I participated in an application webinar, and the presenter was clearly reading from a script and did not answer questions as she said she would at the conclusion of the session. I was left with more doubts than new information. Maybe that was by design?

Also, the 30 day window was very tight."

We need a pre-application workshop held in the center of the US, maybe Denver

n/a

Workshop was thorough, no changes.

The workshops streamlined the application process. They provided everything I needed.

I did not attend a pre-application workshop.

I thought that the Workshop was helpful. I liked that the workshop reviewed the guidelines and emphasized the new changes, such as the competitive Priorities.

Only made it to one workshop and it was informative for sure. One of the presenters gave some very inaccurate information at one point and had the majority of the participants believe they had to write job descriptions into the grant that would write the out of a job. Please make sure that presenters are better informed than that in the future!

We were very pleased with the workshop, as well as the support from COE, the federal contractor.

I would have liked for additional workshops to be available for potential grantees.

I liked that a strong effort was made to keep answers consistent. I liked the openness to questions.

I appreciated that the Department was finally transparent about how PE points were figured. Giving us a chart (which I got at the workshop at COE conference) was very helpful.

The pre-application workshop provided me with the information I needed. I do not see much room for improvement.

I would not change anything

The pre-application workshop (technical training) was difficult to locate since the vendor registered it with its name instead of any reference to the Department of Education or the Ronald E. McNair Post baccalaureate Achievement Program. The Department o Education representatives who conducted the workshop treated audience members like recalcitrant middle schoolers instead of seasoned professionals. Their purpose, it appeared, was to discourage applications, or at least to communicate the Department's displeasure with the McNair mission. Many of us in the audience were stunned by this combination of shoddy reception and adversarial tone to the venue.

I liked and preferred the in-person workshops that program officers conducted compared to the webinars.

I like we had ample opportunities for pre-application workshops on the grant proposal. The workshops sometimes were in locations

That were expensive to travel to so it made it hard to attend. Webinars were available so it made it attainable for programs that could not travel."

n/a. I've only been on the job since Feb., 2013.

I really like that workshops were conducted in our area, the applications material were well written and understandable.

I felt both the face-to-face pre-application workshop (I attended in Las Vegas) and the application materials were useful, clear, and well organized. The trainers at the workshop that I attended were incredibly helpful.

I was happy with the Pre-Application Workshop.

The process can be complex. I understand that it is very competitive but it could be a lot easier.

At the Las Vegas workshop, [Name] did an outstanding job conveying ED's parameters for the competition. She answered questions as clearly as she could, and I appreciated that. The printed materials were what I expected them to be. There is a great deal of redundancy in them, and the pages could possibly be pared down.

Having the dateline post pond several times was a bit nerve racking.

However, the McNair community was ready grateful that the Department of Education made the decision before the dateline of grants expired."

More technical answers for the review process--especially the areas of emphasis for the competition

More about prior experience and how it is used in the calculations of overall points"

Pre-application Workshop locations were not regionally friendly and altered in an untimely manner..

I was not involved with this.

Workshop is good overall, but appears somewhat rushed to complete. Also might be helpful to have new and experience grant writers separated. Some questions appear to take up to much time.

More available locations.

I appreciated the department of ED offering live, in-person workshop sessions. It would be helpful to have these offered closer to the release of the application. Webinars are also helpful.

The Pre-Application Workshop and the application materials. Information was adequately provided, would have preferred more time for the application to be posted.

All was fine

More detailed guidance in helping grant writers understand and address the competitive preference priorities.

The phone-in workshop answered specific questions about length of pages, competitive priority points, etc.

The materials were fairly clear, and we have no complaints.

1. Continue to have the Pre-application workshop. It was very beneficial information. I really enjoyed it. They did a great job! 2. Provide handouts for all the presentations so it's easier for us to following along and take notes. Some presentations last year didn't provide handouts so it makes it harder to stay engaged because I was trying to take as much notes as possible.

I did not attend the Pre-Application Workshop; my supervisor attended.

I would recommend that the application instructions be distributed as a PDF document with a linked Table of Contents to facilitate ease of navigation.

I like the fact that information at the TRiO web site on the grant application instructions and deadlines were readily accessible.

Overall, the preapplication workshops were helpful.

I appreciate the effort! I like the fact that multiple pre-application workshops are offered at different times to try to meet diverse schedules.

I would have loved to have had a copy of the actual technical review form the readers would be using to evaluate applications. This should be included in the materials for the workshop.

It would also be helpful to begin to offer these as much as a year out! Of course, I know that the RFP is not published in the Federal Register that far out. There's what you need: Publish the RFP much earlier and allow more time to actually work on the proposal!!"

I can't answer this because I wasn't in on the process other than assisting with stats in the grant.

This was my first time writing the McNair grant and I found the process very intimidating. The workshop in Atlanta helped but I came away from it very nervous. I could have used more time in writing the grant, if I remember the call for the grant only left about a month or so to send it in.

More clear idea of the review process and reviewers and how to calculate point from previous year's performance

I really cannot remember that much. But I shorter page limit!

The pre application workshop and materials were acceptable. Notification of awards was very slow and it was a short turn around. McNair staff was on edge about the number of programs that would not be funded. It was a very ambiguous time period and quite unsettling. I rated the USDE staff a 9 or 10 because their personalities and management styles had nothing to do with the decisions made above their pay grades. Sharing information about funding in less than 30 days was not acceptable although the ED staff communicated when the information became available, I was dissatisfied with the time period given. People need at least 6 months to 90 days to create action plans for McNair students and staff. The decision to take money from one program (McNair) and give the money to another Program (UBMS) was unprecedented and quite unfair. Since this type of situation has not happened in my 20 years of TRiO, a better plan should have been devised to accommodate services for students.

The ED staff, products and services were rated high during the likert scale of this survey, but a open ended question above the 2012 competition garnered the response above.

I thought that the ED's Pre-Application Workshops for McNair were the best offered yet. Very thorough, yet engagingly presented. I enjoyed the one in LA.

Q2. What recommendations would you like to offer to the program staff of the McNair Program to assist you in administering your grant effectively? (Open end)

Continue to draw upon the expertise within the community of successful grantees and the experience of those who have actually been running the programs and in the field day-to-day. Advice from [Name], [Name], [Name] and [Name] from the council have been priceless. Encourage more Directors to attend the Legs and Regs trainings- I think they should actually be mandatory:) so that the grants are the most effective they can be! And always attend meetings in the field so we can work together and trust each other:) We have a great cadre of people supporting McNair and we need to keep us all strong:)

Keep us updated on DE requirements so we can respond in a timely manner.

Just more updates on a regular basis about graduate school, things like that...more opportunities for our scholars for graduate school, etc. Our program is going well after only 6 years, we have placed 50 scholars in to graduate school!

ED staff turnover is an issue that requires much attention.

Only what I offered in the previous areas: an on-line FAQ by program with references; for ED to complete regulations, definitions, and provide the required reporting and its definitions prior to each grant competition, and with Priority Preferences clarity in definitions and reporting.

Reviewers need to study the Notice Inviting Applications as they may not be familiar with Federal Register requirements. There needs to be continuity on the program office so that people have the knowledge and time to respond to questions. Evaluate the Priority Trainers. Some of the training was not effective, e.g., Priority #4

"Faster turn-around time to questions.

Explicit reference to EDGAR or OMB circulars when citing a decision as to permissible procedures."

Return phone calls. If we cannot depend on program officers to answer questions then who can you depend on?

Returning calls/answering questions in a timely manner would help. Also making an attempt to not treat the caller as if they were an idiot. Being polite is a plus even when delivering bad news.

respond to inquiries in a timely manner (or at all)

Ensure that Program Officers respond to grantee emails and phone calls within 24 hours.

Have Program Officers share with grantees, on a regular basis, resources that they think will help make grant administration more effective."

Faster response by program officers. I really appreciate receiving the Student Service newsletter. However, when I was in Washington D.C. for a training, there was mention made of some programs who were invited to submit success stories to their program officers to be included in the newsletter. I wish we had more chances to talk about our successes with ED.

I am satisfied with the new program officer.

Ways to maximize the dollar

Help our institution understand that the approved grant proposal should be honored.

Dialogue generally serves as a stimulus of research. How to encourage McNair-eligible students to academic careers is a difficult questions whose answer is not obvious. We need dialogue to share ideas and stimulate insight into what can work. Participates in this discussion should include ED, grantees, graduate and undergraduate programs, professional associations, such as CGS, and students. ED seems too often have priorities, procedures, and emphases that come only from ED.

Just remain reachable, please. Otherwise, everything looks good from my perspective!

None at the moment.

My program officer seems great and helpful. I feel I can call anytime to help if I need it. So, just being available is great!

Be supportive, understand that we want to do our best.

More wed based seminars

none

The ED should be connecting with the students. I know we are the grant managers, but our students would love to interact with ED and feel a part of it.

I can't think of any recommendations at this time.

Just keep being available - we appreciate it!

It would be great to have access to model "submissions" as examples of how materials should be presented to the Department of Education,

Provided additional post-awarded training opportunities to grantees.

I found the area of priorities to be very confusing. Not enough information about what the priorities mean in terms of annual reports, etc. This was not really the fault of the presenters. I suspect that this was something that had to be incorporated due o decisions further up the org chart.

Over the last several years, I have found my interactions with the Department of Education staff more pleasant and one where I feel we are in partnership in providing services to first generation college/low-income students.

The staff is more responsive and provides answers to questions in a more timely manner. The staff is not dictatorial as it has been in the past.

Please do not cut our grants anymore

Post an electronic bulletin board of great ideas for managing the sequestration budget reduction.

I would like for them to have a solid understanding of the legislation and regulations governing McNair, alongside an understanding for how different universities and institutions may operate. Programs often have to navigate both and something's might be I direct conflict.

I like it when information is sent out on what are frequently asked questions, e.g., we received information on how to appropriately use federal funds for conferences and meetings. That kind of information is very helpful.

Longer time frame to work on the proposal for the competition when the RFB comes out. Maybe some best practices or training surrounding allowable cost when dealing with research information.

Timely responses to questions would be very helpful.

I would recommend better communication (email).

As noted earlier, I don't need a lot of support but I do need a consistent and responsive individual whom I can contact when I do need support-- this has not been the case for my program for over 2 years. For example, the person listed as the contact for my state now I have never met or received any communication from whatsoever.

My Program Specialist is great.

We need more effective workshops before competitions and we need a site online to help McNair programs with issues.

There are a number of people new to McNair who are serving as program specialists. I hope they have received McNair-specific training, or if it were necessary, we would have access to more senior staff.

To continue being a friendly and energetic.

"The new group of program officers is more willing to engage in dialogue with grantees--keep cultivating their talents so we continue to have effective program officers who care about grantees

Quarterly check-ups with grantees would be useful via-email or other form of communication to maintain a good rapport and to identify any challenges that may need to be addressed"

I have always had program officers who have been very supportive in addressing concerns or questions I have had. I do have a new program officer but feel the same level of support will continue.

I like the opportunity to provide update to our program officer. We have so many McNair individuals doing such big and wonderful things. We do not get to convey this in the annual reports. So this is nice to share what we are doing within our programs. Also the directors training has always been a good idea.

I am grateful to work with the program specialist assigned to our grant. She is knowledgeable and holds us to high standards. I genuinely consider her a partner in supporting our participants. I have no recommendations for improvement of our program specialist's support or the support of other ED staff.

[Name] has been very helpful and I have no recommendations for improvements.

All is fine

More online training that offers specific guidance in grant management and budgeting. Included in the training would be established modules that grant managers could access and work through at their convenience.

Please see the answer to the previous question about accepting my fax for Annual Performance Report.

Respond to our email.

1. Provide some samples of the awarded proposals for others to review. It's very beneficially for those who are writing the proposal for the first time. 2. Provide more time for the edit and review process. This was very beneficial for me last year. Thank you!

N/A

Hold web conferences with all McNair grantees at least once or twice per year to provide updates and allow a forum for asking questions, sharing best practices and successes, and addressing concerns. This will foster community and strengthen relationships with ED staff in a cost-effective manner.

Have a hot line where knowledgeable grant professionals can answer grant related but non technical question. Provide cleaner and more specific instructions especially for the new initiatives or priorities.

1. Inform us of funding at least three months in advance. 2. Advocate to the Department tirelessly for what we do. 3. Show us how to advocate for ourselves. (COE does a pretty good job of that, but sometimes I feel that COE and the Department are at odds with one another; that shouldn't be, as we are all trying to accomplish the same goals.) Show us where our efforts are in sync with the prevailing administrations' priorities, so we can link to that when making our cases for our value to them. 4. Help us through flat funding and sequestration by accepting certain concessions in services and numbers served. Our costs don't go down just because our funding is level or reduced. They continue to rise. LISTEN carefully to our concerns and to our suggestions for how to address the concerns. 5. My experience with McNair program staff this past year has been very positive. I feel I have a program officer who is enthusiastic about the program and wants to be helpful.

I always find very clear, step-by-step instructions are helpful, no matter what. It leaves no room for error.

There needs to be more communication between Directors. What are other programs doing and how are they handling problems that come up.

Annual time line of events early in the year, e.g. when is next APR due(?) when is next conference schedule (?) is ok going to COE conferences but miss ED conferences? ED conferences are very expensive!!!!

1. For this program, I am satisfied with my Program Officer and she has been quite responsive in a timely manner. But the GAN notices need to be corrected in more timely manner; my GAN has been accurate for 3 years and I have tried several times to get it corrected. 2. Hosting monthly phone conferences with program managers to explore issues in more timely manner and then use that data to educate the masses through FAQs.

Continue an open line of communication and provide opportunities to meet the staff at conferences. I think the past models have worked out quite well. During the notification time period, please plan ahead to give Programs time to devise appropriate back up plans. My overall assessment of ED Staff is a 9 or 10, the 2012 McNair competition and possible elimination of all McNair programs was disturbing.

My comment is more to you: TRiO personnel run intensive summer programs, beginning in late June and running through late August. This is not a good time to ask us to do a survey.

Q3. How can we improve the McNair website to help you identify program resources and meet your technical assistance needs? (Open end)

Think it is fairly straight forward right now.

Keep informational directions clear and concise.

More research based articles on the challenges this population has in getting to and through graduate school

The website should be updated more regularly.

FAQ section. ED should also be willing to allow McNair to collect and to post information about our tracking longitudinal successes (even if they do not fall within the reporting or the objectives time periods. Just for example Ph.D.s obtained at year 11 or at the 12th etc.... or Master degrees years after the program, because for some former McNair Participants degree completion comes later. Directors track those successes, but the current ED reporting system fails to track or report them; to the detriment of the reporting of the true effectiveness of the ED programs.)

Is there a specific TA contact?

Make it a bit more user-friendly (better organization and links)

Make information available quickly.

Maybe an FAQ section with links to pertinent legislative, EDGAR, etc. info. ie the response to a question about allowable costs could provide a link to the page where McNair allowable costs are listed.

Make it less cluttered and delete the non-McNair stuff (on left, right and bottom) because currently only about half the page is about McNair. Then, organize information in distinct categories with bold links for easy access to the information. Add grant administration type of information. Keep the "what's new" feature updated monthly rather than annually. Improve the search feature to make for more effective searches.

N/A

It is fine.

Have not been on the site recently. More links to online articles and studies about the McNair Program and student success.

The website is fine.

Perhaps include a list of potential technical problems, similar to a troubleshooting section.

N/A

Lists of non-gov resources available to McNair Scholars- funding opportunities for graduate programs, etc.

It is ok as is

It could be more user-friendly. It has stayed relatively stagnant over time while other technology has changed.

Updated Program Profile information

The website works, but it is very technical. It would be great to have a portal for student resources.

I like the website the way it is. It has the information about the program at the top and how to access the regs. I am not sure about the statement in the program about eligibility criteria: must be a potential first-generation student I am not sure what a potential first-generation student means. I like the F&Q section.

As mentioned above, having model submissions available.

No comment at this time. All of the applications appear to be user friendly.

Seems OK.

Frankly that website needs a redesign. It's not impossible to find what you need, but it's not always very easy and not terribly aesthetically pleasing. Also the info is often not frequently updated.

None.

Leave it alone. It ain't pretty, but the majority of us know where to look for things by this point. Let us use our time on other aspects of grant management.

"Opportunities for McNair Scholars. An updated list of McNair Conferences."

The various systems and sites for different aspects of the grant - application, administration, annual performance reports, resources, and other tools, have been confusing with all of the changes and updates over the years.

Perhaps include more FAQ's and more specific topics.

Feature program highlights, best practices, listserve and where are they now for the scholars.

n/a

I would like to see in the McNair website up to date information regarding scholarships available for students in all academic areas, also a place where I can see research projects done by students in programs across nation. When doing the APR would like to receive my PE points when the APR is submitted.

Provide an up-to-date list of program officers/specialists and their contact information.

I can't think of anything.

The McNair site is too general, I would like a more specific site catering to how we can better serve our students.

I can generally find what I am looking for.

N/A

Seems fine to me

No real suggestions at this time. I feel comfortable with the website.

nothing

Just keep it updated

Updating info is the only need I see at this time. The organization makes sense to me and, if I can't find something, a simple search has yielded what I needed.

This is a general website with sufficient information.

NA

I think the web site is pretty good. So far I can usually access what I need at the McNair web site.

I would like to see an email link or live chat, where one can submit program-specific questions to the DOE and have them answered.

"Clearly identified definition for McNair Scholars Program so all the McNair Programs can just copy and paste the definition and put it in their individual program and campus website as well. I see somewhat multiple definitions, but they all seem to say the same thing. However, I think it would be best if all McNair Programs use the same exact definition from the Department of Education on their individual campuses."

I think the website is fine.

The website lacks visual appeal. It would be nice to have other information of interest that would attract students as well. The website hosted by UCF's McNair program (www.mcnairscholars.com) is a good example of the type of information that could be on the national website. Alumni success stories should be prominent to show the public that McNair works and TRIO works!

A Q and A link or a chat line for Q and A

Improve search functions, create more robust FAQ

Not sure

Not sure at this time.

List of programs directors contact info

The website seems to work out well. Usually, I quickly find what I need.

Continue to offer updates on conferences, seminars, discounted services, scholarships, professional memberships, etc that will help us to facilitate quality McNair programs.

Q4. What topics would you like to have discussed during meetings and conferences either in –person or by phone? (Open end)

N/A

Legs and Regs and keeping McNair Scholars at the fore-front of funding priorities. We cannot afford to lose any more programs....we are the only ones changing generations by helping parents and all of our low-income students get out of that low-income state!!

None.

Budget concerns, leveraging resources, GRE preparation, institutionalizing McNair, Marketing our model to a larger audience, parent workshops

Opportunities for scholars for graduate school research opportunities.

The nuts-and-bolts of responding to the budget sequestration at the program level.

If the changes I suggested were implemented, the confusion created by ED policies could be minimized

Encourage more McNair project staff to participate in events. There is no single person at the program office that new personnel can contact for information.

Guidance with cuts imposed by sequestration.

Future of TRIO. Will we even be here in another five years? People are scared.

The APR field special circumstances for a particular student could be explained, as well as the tracking consequences of such a student.

Upcoming changes in regulations and legislation as well as ED resources for effective grant administration.

What ED is looking for in a site visit.

Please make the APR more understandable and the acquisition of information more feasible.

Best practices.

Other programs (CGS, GEMS) have similar goals. How can we collaborate? What is the profile of McNair-eligible students (likely major, family responsibilities, immediate concerns, etc.) and how can we use this information to better use McNair resources to accomplish program's goals? What are the challenges of working with graduate research faculty who must produce to secure their own future?

Perhaps more information about potential challenges for new programs.

Taxation of Stipends/Research awards Broadening the ""successful completion"" bracket to include other terminal degrees that are found in higher education such as the MFA, the DMA, the JD and MD. We have folks from all of those degrees in tenured position on our campus. The continual attack on our budgets What we might expect to see in the next grant cycle

Legs and regs

Doing more with less - lessons and successes/ best practices from various programs

High Impact Educational Practices and Assessments

Compared to other undergraduate research programs, we are grossly under-funding our students. We are currently the lowest paying undergraduate research program on campus, and this is due to federal restrictions on the stipend amount. This is all the more frustrating considering we must serve low-income students. The irony is

not lost that the federal undergraduate research program that funds low-income researchers is the lowest paying. How can we make our program competitive and respected on our campus when professors consider our payment to students, "chump change?"

Allowable costs and non-allowable costs; research on the number of undergraduate students who continue enroll in graduate school nationally.

During large gatherings or conferences, if there is a McNair session set up, even if it is not a competition year, would be nice. Not as a social meeting but maybe with a DOEd person available for questions and to talk about McNair-specific issues. This may not be feasible as this can be more quickly executed in a large group setting that touches briefly on each TRiO program.

Ways to work with other TRiO programs on campus and ways to leverage and use institutional funds in support of the McNair grant appropriately.

My questions have been answered for the most part. I do think there should be some sort of clear guideline on carry-over. An acceptable percentage of the base grant would be more helpful than a flat dollar amount as budgets are not all the same. What amount raises concerns?

"Best Practices. The do's and do not's of grant management"

Post-sequestration budgetary outlook for McNair Programs. The removal of dollars from McNair to UB Math/Science during the last competition, and the previous year's defunding of the Javits Fellowship, suggested the Department does not understand or appreciate post baccalaureate initiatives.

"Budgets and how to manage cuts Annual Performance Report Submission Training"

Carry over monies GRE preparation Payment of Research Mentors Effective Recruitment Alumni Tracking
none

I would like to receive information regarding "best practices" in other McNair programs

I would like to hear more about best-practices from other McNair grantees regarding hot topics such as increasing STEM engagement, increasing male student participation, impact of Federal Financial Aid changes on the PhD pipeline, etc.

"How I am doing as a director

Advice as what other programs do that is a smart idea"

We are STEM, I would like to see more information on internships, grants and scholarships.

The APR dateline, and format.

Future program priorities within the TRiO programs.

streamlining and clarifying the APR instructions.

What is the future of TRiO programs? Some of us have made lifelong professions within TRiO and really have had no job security from year to year and are nearing retirement. How long will TRiO last as we have now it. I know all things evolve, but how will TRiO change.

Best practice ideas from colleagues

new policies and procedures, more on the regulations, and strategies for partnerships and collaborations.

NA

What is Ed going to do to restore the McNair community's faith that they support our program? What is Ed going to do to restore the de-funded McNair programs? How can we as McNair Directors believe that Ed even supports what we are trying to do here? Congress, our academic institutions, local communities, and students' families are seen as being more supportive of the McNair program nation-wide than is Ed.

The nuts and bolts of the APR.

Have a weblink for the following information:

1. Fellowship information.
2. Any new or update research internship opportunities for the scholars (e.g., SROP).
3. Graduate school Fee Waiver Information
4. GRE McNair FEE Reduction Information

McNair Annual Report Workshop--more webinars"

Department updates as they occur.

I think allowable/unallowable costs should be discussed at every meeting because there are always questions about this, and it is good to be refreshed on this on a regular basis. Other good things for discussion are program successes, best practices, and reviewing the regulations.

Rules and regs governing the funding allocations and expenses that are not in EDGAR.

How to adjust objectives and services to meet the budget and serve students at a reasonable level and meet objectives and not have to ask staff to forgo any kind of cost of living increase for the foreseeable future--or to take a cut in pay.

How to tout our successes so that Congress and the public take notice of the good we do.

What best or promising practices have been identified to serve our students and how can we implement them?

I think topics pertaining to the APR would be useful, discussing how to promote McNair on our campuses when we compete with other summer research programs (which tend to pay much more than McNair), and grant tips and ideas. GRE never hurts either.

"Recruitment of students. How programs handle the GRE. Copies of other program itineraries"

Training in how to get additional awards from ED that can enhance student experiences, such as study abroad or create a place for internships in the Gob, for our scholars

Management topics on program administration and working effectively with people.

Supervisor trainings. Continue regulation and legislation training. Budget administration. HOT topics and trends on keep people abreast of current issues. Changes in technology.

Retention, graduation and enrollment in graduate school of black students -- what are the cutting edge programs and strategies from TRiO that are working.

Q5. What type of communications with the McNair Program Office and the McNair Program Specialist do you prefer and how often? (Open end)

When I have a question and by email.

Glad to see the staff at regional conferences and at all COE board meetings. That really helps me personally keep on track.

e-mail as necessary.

Telephone, as needed.

via phone or e-mail is fine.

Email. As necessary.

Email back and forth (so we both have a record of the conversation). Email from our program to the program officer when needing permission(s) and the PO reply. Email from the PO to program only for reporting or notification purposes. When directors see an email from their PO it is viewed as potentially very important, potentially a time relevant request for information, and it is the very FIRST email they read; so over use of emailed general information from the PO address (maybe ED could create a generic ED address for newsletters and other information that is not specific to the operation of our grants and reserve the PO email for the important issues; as it used to be up until about a year ago.

Prefer to receive GANS by physical mail, but an email stating the GANS have been sent would be good.

There is very little communication from DOE in support of the folks working in McNair. It was discouraging for the McNair program to be cut so drastically to make up for gaps in the UB program. It does not seem like the McNair program is a valued TRIO partner.

Just quick responses when we have questions!

Currently we have little. An email or phone call once every six months would be great.

email is fine, as often as necessary to alert us to issues that will impact our programs

I would like to get some sort of monthly update from the Program Specialist via email.

I prefer to be able to contact with questions and have them answered promptly. Although this was very difficult 1 year ago, it seems to have become better within the last few months.

Workshop, seminars, webinars quarterly to present any new requirements.

Emails work better for me and only as needed.

Email, web updates, sessions at existing meeting (e.g. COE), webinars.

Things are fine the way they are right now.

Email, once a month.

Emails are great! As often as is necessary.

Email, phone calls. Either or both.

I like to talk by phone or communicate by email. My one complaint is that program officers are slow to respond.

Email - as needed

email communications and online webinars, as necessary to notify programs of any updates they need to be aware.

A phone call would be great.

Email is fine as is the telephone, so long as everyone (including us) remembers the time zone differential. I don't have a timetable in mind. I think information worth sharing should be shared as it comes up, but I don't expect (and probably would not like) a weekly check in.

I prefer telephone communications when needed.

Email is best. Perhaps every two to three months.

Email is fine, at least once per month.

I really enjoyed the opportunity to speak with program officers at the HEP conference, additional resources such as that would be helpful.

e-mail and only when necessary.

I prefer them to answer any questions I send in a timely manner. This happens fairly rarely.

E-mail is really good. As often as needed.

No preference

Programmatic things

Emails as needed are the best and I enjoy the regular newsletters from the Dept.

E-mail or phone calls.

Communication by email is preferred and once a month or biweekly is appropriate

I prefer either email or phone communications.

I would like to receive communication monthly by email.

Bi-annual check-ins by phone would be helpful and assist us in feeling connected to the Dept of Ed-- currently we do not receive any communication (and never have) from the individual listed as our program specialist.

Phone call once every other month

An email monthly is fine.

I prefer electronic communication, and the frequency is fine. If I have questions, though, of course it is helpful if they are answered on a timely basis. Is a turn-around time suggested to staff? That would be useful information for us.

Are communication has been good.

E-mail is good but I would love to speak to my program officer via phone at least once every three to four months

Honestly what works best for the Program specialist would work for me. If Program Specialist could attend some of the McNair Research Conferences the opportunity to meet personally could be enhanced.

e-mail, at training venues, site visits

Email is best for me. Maybe once per semester, but always available if needed.

I appreciate the support services newsletter. I don't have other recommendations.

email and about twice a month

none

The current type of communications seem to be working, as long as the program specialist is available and responsive, rational and professional in behavior, and able to cite specific regulations that support decisions made.

I would like for them to be available to answer questions or concerns when I have them, in a manner that feels as if they are being professional, supportive and helpful.

Any communication would be fine: email or phone. We have a question every couple of months. Receiving regular updates from the specialist would be good. I can't recall the last email we received from our specialist.

I think once a month or everything other month should be suffice.

Email- twice a semester.

A combination of email, phone calls, and web conferences would be good. Each one is needed.

"Email is find but the response was very slow. Sometimes the office of specialist seemed to pick the questions to answer and sometimes there was no response at all.

Regular update will be helpful or a brief newsletter sharing critical DOE or grant updates and essentials. The McNair program staff seems to rely on the network to share and address issues and questions instead of counting on program staff."

email and phone

I'm appreciating the Program Specialist's emails that are showcasing program and student successes. I don't need frequent communication, but I do need it when I need it! And during difficult budget times (like now), I need it!

Email is what I prefer because phones cut out too much. Checking in once a month is nice.

Email Monthly or quarterly phone and in conferences.

have a personalized approach

Communication via email seems to work out quite well. Telephone messages are returned. Communication about programmatic issues is excellent.

As needed, from either side.

Q6. What role can the Department play in providing the McNair grantees with networking opportunities for the purposes of sharing program success and sharing ideas for improvement? (Open end)

Sessions for McNair at the national meeting

Hosting more national meetings but that are program specific would help- the larger meeting this spring was so full of meetings and there was so little time to network as particular grants. That would be a good for sharing best practices and morale.

Networking opportunities are already adequate.

Have a best practice section on their Website, utilize the National McNair Newsletter more effectively.

Maybe have an opportunity to profile our programs and scholars

An up-to-date website would be a nice start.

Make a website for voluntary submission of success information, accessible to ED and to other McNair's but not to the rest of the world, rather than sending out success stories via the POs. (If every program reported its successes twice per year, when we have participants who have won NSF REU's or other prestigious summer internships, and again near graduation when our participants receive national fellowships and funding that would be over 300 "sharing our success" emails a year for us to wade through an which are not relevant to the day to day operation of our programs.

There should be separate opportunities for McNair. It has been neglected in order to accommodate the other TRIO programs.

That's a good question. In this time of relative economic austerity, it would be challenging. Maybe more webinars?

Host McNair specific conferences at the DOE.

the website would be an ideal place for depositing such info.

I send a copy of our fall and spring newsletters and research journal regularly to the our Program Specialist each year. I am sure other program do too. Sometimes, I get an acknowledgement with thanks. Sometimes I don't. The Program Specialist can summarize such information received from various programs and share widely once a month. This way, grantees can know what others are doing successfully and network with those programs as needed. Also, let Program Specialists participate actively in the McNairlistserv where grantees currently go to ask questions and discuss issues.

I think an online community, perhaps using Google plus, could allow for sharing of resources and real-time discussions between McNair staff and ED staff if necessary.

Bringing programs together more often.

Our program specialist sends out links to success stories and special recognition of McNair programs or scholars and those successes are inspiring, and contact information are available for networking as needed.

Allow more creativity in the development of grant proposals. Strict requirements and field readers who are not well versed in the work result in grant proposals with the same information. Dialogue with stakeholders at conferences should be used to inform grant administration. Program officers should place themselves in the position of learners to acquire knowledge about how to achieve McNair goals. Sometimes they are emphatic without a basis.

Taking the lead in the coordination of activities similar to the HEP meeting.

I enjoy webinars because they don't cost much. The listserv is helpful as are the student conferencing opportunities.

Organizing a National McNair Journal. An annual McNair Directors Meeting. More presence from officers at McNair conferences.

I loved the big meeting in Washington DC this past spring. I would like to see something like that, but smaller, maybe invite TRiO programs.

Webinars and the like

Facilitator of networking opportunities and sharing ideas for improvement

Facilitating best practices is an excellent idea. Perhaps provide funding for very successful programs to train other programs.

Some of this seems to happen organically among the grantees. In a way, however, the question implies the answer; that is, to provide opportunities in different formats. For example, the HEP directors' meeting this past spring could have made more use of a more effective use of technology to disseminate information and provide for a broader range of input.

The Department can provide this opportunity at conferences and training sessions.

Perhaps a place (online) where programs can share their ideas and best practices. Like a forum of sorts. That format would best serve McNair programs as the information could be in an easily searchable format and easier for those individuals who are new to McNair and may not find the listserv format user-friendly. It would also serve as a great database where a new director could sift through old FAQs and get answers to questions (but still relying on their program officer for clarification on specific situations).

Perhaps have a repository of program newsletters.

Monthly or quarterly newsletters are always helpful.

No opinion.

Maybe the Department sponsored a list serve and even develop a knowledge base where grantees may share sample forms, letters, surveys, etc.

See earlier comment

Free webinars that do not require us to use program funds.

I enjoyed the Higher Education Project Meeting that was held in DC. Conferences or meetings that bring the program officers together with the project directors are great for networking and idea sharing. This might also be cost-effective in the long-term also if partnerships are built.

Professional Development Workshops. More structural retreats, workshops, or trainings geared for McNair PI's

They could facilitate regional opportunities (or virtual) for sharing.

Create at least one meeting a day before or a day after the COE Conference.

The Department can assist in connecting us with other McNair programs who are experiencing similar challenges so that we can share best-practices and ideas with peers.

May be a McNair Newsletter, McNair blog, or a Facebook page.

Some type of correspondence highlighting different institutions throughout the year and how they are successful.

The Department might consider partnering with other agencies such as the NSF or Council of Graduate Schools to conduct training for McNair staff on scholarly issues that will affect participants' lives as graduate students.

To include us on the Department of Education Newsletter.

Attendance at the COE annual conference with dedicated sessions provided by ED staff would be useful

The conference held last March in DC when all program and services areas met was productive. I do know cost wise it may not be realistic annually.

An annual "newsletter" or bulletin that is McNair specific

McNair Newsletter with regional stories, update, networks, etc.

It would be nice to have a gathering of McNair directors only without being attached to some other meeting or conference.

Use some of the HEP Directors meeting time for networking and sharing.

Webinars and best practice model programs on the website.

None

An affordable, assessable bi-annual ED-sponsored conference for funded TRIO programs would be helpful.

???? I cannot even begin to imagine the Department would have interest in, or knowledge of, how to help McNair programs share ideas for success or improvement.

Online discussion group--does this exist?

We can do a blog. Have a location where all the McNair Programs can submit their success stories and/or concern that they may have.

Highlight opportunities in ED newsletter.

An annual face-to-face meeting and possibly trainings with the ED staff and the McNair community would be a great opportunity. McNair tends to get lost in the larger TRIO forums because we are one of the smaller programs, and our objectives and issues are vastly different than the rest of TRIO.

Conferences are good but with the budget reduction, it is getting harder and harder to pay for the conferences. Some conferences are not highly organized or of poor quality. Increasing the conference quality and decreasing its cost is highly recommended.

2013 HEP conference was very beneficial. I hope this will continue and that McNair personnel can have more time to connect directly with each other/program officers.

Host a free webinar wherein one or two highly successful programs describe their best practices--with time for all participants to share with each other. Publish a ""best practices"" book or booklet and send out to all programs (or make available on the web--we can always download a pdf). Publish a document (on the web) that details data that the Department is gathering relative to McNair program success. It is being sent and collected; we need to be able to use that data. Look for studies from programs and publicize their findings. For example, I will be conducting a study this year and for the next couple of years that will compare our McNair Scholars' graduate-school-going rates with not only a matched cohort of our university students, but also with the state dept of higher ed's data. Others are doing similar things that should be shared."

Create and manage a national McNair website (maybe through Facebook?). I use Facebook all the time, so if I was logged in, seeing updates in my news feed would be productive for me. It'd also give all of us McNair staff to connect.

Maybe a Director's webinar

Yearly booklet with everyone's itinerary, summary of successes and problems, etc.

Conferences to share strategies for programming among programs (and less expensive conferences)

Other Trio training opportunities at the national, regional and state level seem to provide networking opportunities. The most recent national ED conference seemed to be helpful. Every 5 to 10 years seem to be an accurate time period to have the entire TIO directors meet with ED administration and the yearly ED Relations session after the policy seminar is relevant and effective.

Q7. What topic(s) or purpose(s) do you most often contact ED staff about? (Open end)

N/A

Don't usually need to.

We have requested modifications of our plan of operation as stated in our proposal. We have requested changes in the Qualifications of key program staff, when we have filled vacancies in key program positions. We sometimes have questions about allowable expenses.

GAN letter and other important documents.

policy issues

Personnel changes.

In response to ED staff request for information.

I just attend COE and HEP meetings.

Budget issues.

Expenditures and eligibility questions.

changes in staffing, questions about allowable costs

The topics vary. Usually it is for clarification on one thing or another.

I have most often contacted ED with budgetary and reporting questions.

Rules and regulations

"Required reporting or prior approval due to change in scope.

Budget issues."

Budget concerns

I haven't had the need to contact ED staff for any specific issue.

Clarification on legislation and regulations

APR questions, and when I am writing the grant

Budgetary and regarding reports

Student eligibility

Questions vary; there is no "most common" purpose.

This past year I contacted ED staff about getting my official GAN. My pre-awards office or I did not receive it when they were first sent out.

Fulfilling expected reports and submissions

Budgets

I contact ED staff only when I have a change in scope request or need to move funds from student support line items.

Questions about GAN, permission to change scope of program or personnel

I primarily contacted the ED staff in regards to approving charges that are included in the original grant application. This may take place once a year.

APR

Regulations/ budgetary

Budgetary updates as needed when cuts are made or questions regarding the Annual Progress Report.

Annual Budget, occasionally for program element clarification

Grant Award Notification and the Time and Effort of PI

general questions about fiscal matters

Clarify doubts regarding activities and services to be provided for our students.

GAN and budget questions

"Revised budget

Compliance"

Not often, maybe once about grant information

My APR.

Budget revision and updates.

usually around budgets

Usually a budget issue.

questions about operating procedures and allowable expenses

Usually budgets and definitions

budget and grant implementation

special administrative issues from my institution

expenditures

Interpretation of program regulations. Interpretation of OMB circulars. Budget-related questions. Request for budget revision.

I don't contact Ed staff anymore. For years, my program officer would not respond to emails or phone calls, so I quit trying, and found the answers through professional networking with other McNair directors and TRIO professionals through state, regional and the national Council for Opportunity in Education.

1. Budget 2. Staffing change 3. Annual Report questions

I rarely contact the office.

Budget

Budget, staff or program change or questions about rules and regs.

Clarity on regulations, program updates, budget

Budget and objectives.

Switching me over to the new director and getting me into the system has been the only reasons why I've contacted them.

Budget

APR deadline, changes in award description- mistakes made on the Gob end on the process. Coordination to meet at a conference

I often contact ED staff to give program updates, meet required deadlines for the APR, budget etc. I would contact ED Staff for approvals, such as changes in key personnel.

Very seldom have to :)

Q8. Please give us a specific example of receiving technical assistance from the McNair Program staff describing what you liked and what you would have preferred. (Open end)

N/A

We wanted to change the Associate Director's position from full-time to 80% time. We had a hard time getting an answer from our previous program officer as to whether we could do so. We now have a new program officer, so this may be an isolated problem, n longer relevant.

The national conference in DC was very well orchestrated.

I had an opportunity to visit a McNair administrator in Was DC some time ago, and they were very helpful in providing constructive feedback on our McNair program

I would appreciate a timely acknowledgement of receipt of emails. Our current program officer is off to a good start in this regard.

Request for initial budget and budget narrative was send via email, and that is how I prefer to receive requests. However it seemed very odd to me because all of the programs were just funded and each had to submit a budget sheet and its narrative, so EDalready had the information for the first year within the funded proposal. Perhaps request should have only been; if your initial budget or narrative has been changed since submission in the proposal please send the updated information; and that would have saved dozens of hours for the POs and for the Directors who could have just replied, No Change.

We work within our regional groups and support each other at annual student conferences by networking on our own. The TRIO listserv is not helpful.

I like that my program officer does call me sometimes. That is helpful when I have a question. However, it still takes a while to get an answer!

I called our program officer multiple times regarding an eligibility question and never received a response. I would have preferred a response.

can't think of any

Once, I received a query about our budget. I spent a lot of time putting together a detailed response to make things very clear. The Program Specialist kept coming back with question after question which I found baffling. Eventually, it turned out that she had simply not read my initial response fully. I considered that a gross waste of my time, considering how much time I spent crafting my first response.

I requested clarification from my program specialist regarding prior experience points and did not receive a response. I would have preferred to receive an answer about how our points will be awarded for the next grant cycle.

I like the quick response time of the program specialist. I did not like the questions that was on the proposed APR.

No example

N/A

Most of the time I just want my program officer to respond to my email or phone call

Had questions about the past APR that were not answered in a timely manner. Staff are often on vacation during critical periods, including within the time frame for APR submissions. Someone aware of the APR format, requirements, and able to get into the database to make any necessary changes/fixes should be readily available during the APR submission period.

We haven't received technical assistance from McNair Program Staff, on for the grants.gov

The best example of an excellent contact occurred this past December when we ran into difficulties submitting our APR. With the support of our program officer ([Name]), we were able to ensure that data for our APR was submitted and accepted before the deadline. Although no one seems to be able to explain the why we had the problem we did, I certainly hope we all look at our respective systems so that we can avoid similar problems in the future.

I can't think about a specific example at this time.

We were happy with the speed of a response to a question from our sponsored programs office about the appropriateness of a specific expense.

I really have not had much contact as the program regulations, etc. seem clear and the process of reporting also seems clear.

In the past I have tried twice to change incorrect information on my GAN but no one ever responded to me. The SSS director at my school (who has been in TRiO much longer than I) told me that she has had the same problem for several years and finally just gave up trying to get the changes made. She told me not to worry about it as long as I could document that I tried to contact the department. So it would be nice if there were an actual workable system to deal with mistakes in the GAN and other paperwork.

None.

APR 2012 I called and emailed everyone from [Name] on down. No one ever responded.

Quite recently discuss the use of left over trainee stipends from students withdrawn from program- we discussed her approval on this and explained that the monies would be used to provide scholarly activities to the students left in the program.

I had specific questions for my program officer at the HEP Project Director's Meeting and she promptly researched and responded to me. [Name] is excellent and always prompt in responding. I do not have any other preferences, other than keeping the same program staff for as long as possible across years in one grant period.

Our program officer changed twice in last few months and the current one called and introduced herself and ask about any challenges or issues. Monthly I would send her the McNair Newsletter and she would read and give feedback.

None

In the last grant cycle, I asked for clarification regarding an important point on the APR. I liked that my program specialist responded quickly. Although the answer I received was short, it was to the point, and I received the direction I needed. What did not like was that ED (in general) had not given clear guidance on my question.

N/A

Budget issues.

I asked about checking out material to our scholars and received an answer almost immediately

I discussed the meaning of "internships" with program officer and got a clear definition

I had a question about hiring key personnel. My program specialist contacted me immediately in response to my email and we discussed the matter over the phone. Her response was consistent with my understanding of ED's expectations. I would not want the situation handled differently.

n/a

NA

In the past (not currently) I was assigned to a program specialist that was unreasonable, temperamentally unpleasant, confrontational, and, I believe, somewhat emotionally unstable, and certainly staunchly inflexible regarding his myopic interpretations of program regulations and requests for minor budget revisions. The specialist was so confrontational that I was reluctant to contact him for anything. Now I am assigned a program officer who I believe is new and on a learning curve, but she is friendly, seems as stable and reasonable, and is helpful. I prefer professional interactions in which I believe I am heard and my needs and issues are directly responded to. I accept that I may not always agree with or like decisions made, but as long as the decisions are reasonable and supported by the law and / or specific program regulations that are specifically cited, then I believe I have a foundation for an effective working relationship.

I do not have an example of receiving direct technical assistance from the McNair Program staff. All the assistance I have received has come from COE and other McNair directors, not Ed. I frequently use the web site to review program regulations, allowable costs, etc. That is extremely helpful. Also, the uploading of the APR (performance report) with its built-in alerts for incorrect/missing info is extremely helpful. These are two areas which have proven very helpful by Ed.

I would have preferred to receive a response.

I've sent out an email on the revised budget proposal to the McNair Program staff. I think it went through ok. I would've preferred to have a confirmation back from the staff that they got it ok. It is just a peace of mind thing.

N/A

N/A

One of the questions we asked the staff was the definition of STEM majors and fields. The response seems to be a quote from somewhere and was very vague. It made us wonder if the staff was afraid of misleading us or not knowledgeable enough to answer the question.

Working through a GAN issue I appreciated the assistance I received from my program officer.

When we had a problem drawing down our money this year due to a mix-up in DUNS numbers, my program officer was very sweet and gave me the contacts to deal with the problem. She also checked back to be sure we had taken care of the problem. Now...in term of what I would have preferred: I would have preferred that the correct DUNS number (as I had submitted in the grant proposal) had been used in the first place! :-)

I don't have an example as I've never needed technical assistance.

When it comes time to do the Annual Performance Report, last year I called the helpline several times and was unable to reach someone to answer my question because of the timing of the call.

Help to develop a log on G5, but it did not have contact very often, maybe 2 or 3 times a year.

Technical assistance is above average. Information on Prior experience calculations ahead of time would be most beneficial. I believe the new APR will provide this opportunity because it would be helpful to have prior experience numbers on an annual basis.

Q9. Do you prefer to have large national meetings with other federally funded higher education programs or do you prefer to meet solely with other McNair programs? (Open end)

Both are helpful

A little of both but definitely need to provide individual program meetings so we can also hear from the program specialist in our own program. Certainly not enough time for that in the last big meetings:)

I prefer to meet solely with other McNair programs.

I would prefer to meet solely with other McNair Programs.

Both serve their purposes in different ways. California has an annual McNair Director and staff Best Practices conference.

McNair only

McNair-specific meetings are far more valuable.

A large national meeting with a large registration fee from federal funds makes no sense to me. Group meetings BY Program is the only thing that is logical, and to charge federally funded programs a registration fee to attend a federal meeting about their programs is merely a tacit reduction of available funds for the program unless the requirement is built into the call for proposals to start with.

I prefer opportunities to meet with just McNair as the other programs are so large that they spend all their time discussing how overwhelming their jobs are.

Other McNair programs.

Only with McNair

Only McNair

McNair only would be preferred

I would prefer to meet solely with other McNair programs.

I prefer to meet with other programs that are not pre-college. I do not think it is useful for our meetings to be integrated with TS or UB. Also, when meeting with SSS, McNair staff needs to have several sessions where only they are together.

Solely with McNair

McNair professionals already attend state, regional, and national meetings that can also serve to provide dialogue about the McNair program.

I like to meet with other McNair programs mostly, but not exclusively.

With other McNair programs.

McNair programs. It seems like we have such specific guidelines and such limited opportunities to get together to sort things out. I appreciate the other programs so much but would rather have my time spent on McNair business only.

I prefer both.

I prefer to meet with all TRiO programs with some individual breakout sessions for McNair, UB, EOC, etc.

Solely with other McNair or TRiO programs. Our needs are very distinct. However, we have a lot of meetings and conferences within our regions, so we really do not require ED meetings, unless there is vital information to be dispersed. Prefer such meetings to be online, as we have minimal funds for travel. HEP was a waste of federal resources as nothing new was learned or passed on.

Ones solely for McNair programs

There are benefits to both.

All programs- helps simulate the 'big picture'

I do not prefer large national meetings in which the proposes become to diffuse. A meeting specifically for McNair programs may be quite useful, and many of us have sought to find some way to help make such a meeting happen.

Both but I really do like meeting just with McNair programs because we are such a small group (since we lost so many programs last year).

McNair programs are most useful, but we also hope to link more with our Upward Bound program on campus and to apply for SSS.

Both opportunities are helpful.

I prefer to meet with all TRiO programs, not all higher ed programs

I like both, but I do wish there were McNair specific meetings at times, or at least more McNair specific activities (workshops, etc.) at national meetings.

Both have their advantages.

National

Solely McNair meetings. The HEP meeting we had this year was a waste of money because there were many sessions that were not relevant for McNair and we had to stay the extra days. The meeting on McNair's APR report changes was the most important one focus. Maybe one thing to consider is to do the meetings in groups in different tracks and giving the schedule to the directors in advance that way they can better assess what days to go to the meeting that are relevant for each program. It was also a very expense to attend all of those days in Washington. I would have rather wanted to come in for the day.

Council for Opportunities in Education is great for all TRIO Programs but having a conference meeting only with other McNair programs would be ideal.

It's helpful to meet with other McNair programs.

Large national meeting with McNair sessions

Other McNair Programs

I prefer meeting solely with other McNair programs.

I would prefer to meet solely with other McNair programs

I would prefer to meet only with McNair programs. The HEP meeting in the Spring was largely unhelpful regarding networking with other federally funded higher ed programs because the break-out sessions were organized by program and didn't allow us the opportunity to participate in sessions with other programs.

Solely with other McNair Programs

McNair and SSS

I prefer to meet with other McNair programs. Our needs our quite specific, and there is not a great deal of overlap with other programs. Although there is something to be gained by getting a sense of the big picture, it always feels most useful to be able to network with other McNair staff and people who know our services and regulations well.

Only McNair Programs or at least only TRIO programs

Large national meetings with other federally funded programs but with dedicated McNair sessions

I have no real preference. I know cost has to be factored into what is most appropriate.

All programs

I think McNair focused would be more productive. As do I think it would be for all other TRIO Programs.

Prefer to meet with only other McNair programs.

With other federally funded higher education programs, but with time for McNair-specific content and time to learn from successful practices in other programs

Meet solely with McNair

Solely with mcnair

There are benefits to both. But to facilitate day to day operations, meeting solely with other McNair programs may be the most beneficial.

Meetings with McNair as well as other TRIO programs. Huge meetings with Title V and other non-TRIO Ed grant programs are not helpful and just an excuse for folks to travel and sight-see, frankly. And if we are 'required' to attend Ed meetings, I would ask that Ed: a. provide us funding for travel b. If travel funding is not provided, then please do not reduce our funding for the grant year.

Either is fine, but prefer McNair programs.

I preferred just solely on McNair program because our program's propose and requirements are a little different from others.

Prefer to meet with McNair programs.

There are benefits for both, but more meetings with just McNair programs would be ideal.

One of each year will be great. If funding is an issue, I prefer a small conference focusing on the McNair programs.

HEP meetings would be an ideal hybrid model.

I like both. I like the large meeting to have a strong strand for McNair, however.

Meeting with solely McNair Programs is nice - seems like there are too many differences from other programs because we are so focused on grad school.

I like to meet with other McNair programs.

Solely McNair program. We are a very different program than others.

Meeting with McNair programs is quite effective, but a meeting every 5 to 10 years with other Programs would be beneficial.

Both are useful.

Q10. Considering a McNair grant has a five year cycle, when in the grant cycle would you find it most useful to have a project directors meeting and how often should they occur? (Open end)

This should occur annually

Annually would be ideal. Definitely right after we are all funded and right before we need to rewrite.

With the current funding levels, project directors meetings are difficult to afford.

Early in the grant cycle. Once per grant cycle.

At the start of the grant cycle to have a unified, shared vision of direction and expectations.

In the 2nd year

As soon as possible during the grant cycle.

IF the requirement to meet is mandated that should be a funded mandate, not placed on grantees AFTER the grant is provided to them. In a 5 year cycle a project directors meeting should happen near the end of year two and only happen once in the cycle. ALO ED should select a less expensive location than Washington DC and not hold one

meeting, but two: one for East Coast programs and one for West Coast programs, and both should be streamed live and recorded on Internet.

Every two years and then a pre-application meeting.

Every 2-3 years.

First and fourth year of grant

Maybe midpoint and then when we are preparing to write the grant application

yearly or every other year. So year 2, year 4, at least

I would prefer to have a VIDEO conference, once a year, during the summer months. Given the budgetary restrictions in the last application cycle, I do not have funds in my budget for face-to-face conference.

Perhaps meeting three times per grant cycle: at the beginning, middle, and end.

The beginning of the grant cycle and every other year.

They can occur every year if we take advantage of existing network of meetings.

Maybe once a year starting in year 3

I prefer a meeting within the first year of the grant cycle. Once a year.

Definitely prior to the introduction of the newest grant application so we can prepare for what's coming. It would be great if they could be held in a more affordable place. Washington DC hotel rooms are about \$400 a night-- that's a lot of money from my budget that I could rather spend on student research. But I feel invested in the conversation at the same time so regional meetings would be great!!

First year of grant.

every two years with one 6 months before the APR comes out

One year into the new grant cycle (our cycles vary though) and at the end of year 3.

During the first year and the fourth year of the five year cycle.

I think that every-other year would be ideal. Most certainly in the 2nd and 4th year would be best.

If the idea is to have one meeting per cycle, then either year two or year three seems to make the most sense to me.

No more than every two or three years.

The very beginning and year 3.

During year 1 or 2 of the grant cycle.

First or second year of the grant cycle. Once per grant cycle.

Probably most helpful right before time to compete for next grant cycle.

May be with the first year and the third year of the grant period.

Not on our nickel, please. HEPP was expensive and a preach-at-the-choir exercise.

Once every two years would be fine.

Annual meetings are ideal.

Twice per cycle. Year two and early in year five.

Year one, every other year would be adequate.

At the beginning of the cycle period and maybe right before Y3

As early in the cycle as possible.

In the first semester when the budget is assigned, then annually.

At the start of Year 2, 4, and 5.

Yes, once a year or once every other year.

Meeting once a year and more often as we end the grant cycle

Perhaps mid-cycle. There are, of course, times of year that should be avoided. We are all busy with summer research programs, and the APR time is also difficult.

The third year and the four year of the cycle.

Every two years, especially the year prior to a competition

Having program specialists attend McNair sponsored research conferences would be nice and for all project directors at least once, maybe the third year of a cycle in DC with support of travel cost for projects.

unsure

I think they should occur yearly or at least every two years. I think, cost must be examined. It would be great if DOE staff could somehow work to have these at the beginning or end of regional conferences. That way, program staff would be traveling shorter distances and usually get hotels at a lesser rate than some of the larger cities.

Second year after beginning new grant cycle, then every other year.

1st, 3rd, and 5th year of grant cycle

Every other month.

I am an experienced director. I would prefer meeting to ward middle or end of cycle.

Probably within the second year of the cycle ... possibly the third. But I think that having a directors' meeting in the second year would allow time for directors to identify issues and questions to take to the meeting and also leave time after the meeting for potential constructive changes to program operations be made.

As often as Ed is willing to pay for it. My budget has been reduced, my objectives increased, and I have been awarded even less money this year, a reduction of over 5%. I do not have any additional monies in my travel budget, for if I do attend a trip, it means that one or more of my McNair students will not be able to present their research at an academic conference or symposium, nor travel to a prospective graduate institution in order to potentially get accepted with full funding. Asking me to spend money out of my own budget to meet with Ed, who frankly have not been supportive of McNair goals and objectives, and telling students that I don't have those funds for their travel or research, is not something I am willing to do.

Just as the program is funded and then again half-way through (year 3).

Twice a year would be good.

I am interested in project directors' meetings annually.

Immediately prior to the start of the 1st, 3rd and 5th years.

Second year of the grant when the staff know enough and may have questions for the new grant cycle.

Sooner rather than later. I would love opportunity to share best practices on meeting the three new competitive priorities. Additionally, with HEA reauthorization it will be greatly beneficial to have opportunity to share key changes that should be implemented to maximize McNair programming.

At the beginning is especially helpful for new directors; a year or so out from the end (so sometime during the fourth year?) is also useful, because everyone is concerned about getting all the information necessary for the new grant proposal. It wouldn't bother me to have one every other year, perhaps in conjunction with COE? Just a thought.

By year 3, and twice a year. This could be a phone meeting, or even an online chat via facebook.

One year prior and then again six months prior

Year 3 and 4th

A project directors meeting would be helpful on a regional basis every 3 years. ED Staff could schedule project directors meetings by regions in year 3 of a five year grant cycle.

National meetings every other year, or regional meetings annually.

Q11. If you use the data from the Annual Performance Report (APR) to inform program implementation, please indicate how; and tell us how we might best support your APR submission? (Open end)

I am not sure

We look at those numbers all the time. We use them to address programmatic weaknesses ie: numbers of students who are doing what. We use them to report to the campus on progress and outcomes of our Alum. And it seems we are the only ones who have such a comprehensive data set for the Alumni office and Academic Affairs to use as they report on progress. VERY helpful to have all across the board.

The implementation of cohorts, which is already planned, will help in utilizing APR data for program improvement.

Yes we use data from the APR to make adjustments to our program. Current procedures for APR submission are adequate.

By following the prescribed fields, we are in alignment with receiving the prior experience points. Once questions are submitted on line, having a 24 hour turn around for receiving answers.

no suggestions at this time

We use APR data to confirm our interpretation of internally-generated data on the effectiveness of program services.

Of course we use APR to inform program implementation (and future proposals); as part of the evaluation process that we provide in the proposal. With the huge exception of not knowing what definitions we will be held to for our APRs for our standardized objectives in advance of writing the proposals the APR process actually goes pretty well now that the automated field checks during submission are in place.

Our programs do not serve large numbers of students on our individual campuses. The workload is manageable as set up.

We use research internship completion, immediate and first-second year Graduate School enrollment results to strengthen/better focus our services.

We use the data extensively, particularly to help us identify which types of students are matriculating and which are not.

One use is to provide data on how many students complete the MA its' the APR itself that's problematic, not the submission of it.

The best way to support APR submission is to accept and implement the comments that we submitted in May for the pending major APR revisions.

All program services are evaluated and tied to numbers reported in APR. Whenever we have poor outcomes in enrollment or other measures, we go back to program services to ask ourselves what we can do to adjust.

It helps in generating an executive annual summary of the program accomplishments.

I use APR data to compare our project's performance, understand national trends.

APR submission has never been a problem in the past.

The APR information gives me the information about whether or not the objectives are being met. It also allows me to make improvements to the service delivery for students continuously. The APR submission process has been smooth.

We look at how many students matriculate into graduate schools and then built assessment tools aimed at finding the effectiveness of our seminars, mentoring programs, and grad school preparedness programs. From there, we aggregate the data to inform how we need to tweak seminar content, student expectations, mentoring opportunities and HOW we get them ready for grad school.

In a revised version of the APR, our reporting capabilities will be more robust. Currently we're limited in that our former PhD and degree recipients have been dropped from the list. We currently use our APR to report on students' progress, degree status, and our objectives.

Have a 60-day submission time frame. 30-days is too short of notice for submission, especially when you're asking for numerous new fields to be added to the APR. Either that - or inform programs as soon as the comment period is over and the final fields have been determined, so we can plan in advance for the information we need to collect, and adapt our annual surveys accordingly.

We communicate our outcomes to the campus and our legislators. I think the Dept. should provide programs with a yearly, comprehensive result of the APR data. It would not be hard to provide data relevant to program outcomes region, nation, and state. Also if the ED can provide similar data on the entire population (not just McNair).

I'm not quite sure of the meaning of the question. If the question refers simply to the data from our program, then of course we use it, but the data is a summary of information to which we always have access. If the question refers to aggregate data collected from all McNair programs, then access to that general aggregated data may help us assess where we stand nationally. That would assist us in our on-going evaluations.

We use APR information to supplement information requested by our university for their reports and re-accreditation.

Still in our first year, so unable to say.

The annual performance report is utilized as measurement tool to ensure that the project meets and exceeds its goals. The APR is used to make improvements for the next fiscal year and strategies are reevaluated to ensure project goals are met.

We use outcomes to modify our services. For example, we talk with all students to find out why any one of them are not going on to graduate school and what services we might have offered to change the outcome. As long as we have sufficient time between APR changes and submissions deadlines, we are fine.

The best way you may support me is to provide immediately feedback on the submission, so that I may take corrective actions on process or issues we may be doing incorrectly.

I use the APR to make adjustments/take corrective actions where necessary in order to meet program objectives.

Read our grants where we tell you this in great detail.

We are currently waiting on information regarding the new APR and its submission process. Having this information as much as in advance as possible would be the best way to support program administration.

It is useful to gather data annually. It does help inform the program

Data from the APR is put in place to first see where our students are attending and graduating from schools to continue or create partnerships through campus visits or summer research participation. We also invite former alumnus back to host workshops for current scholars. We use the data to help with possible workshops topics after speaking with students. We would like to know findings of submission yearly"

We use the US Department of Education to submit the APR

Post questions from the program directors and the answers from the DOE in a website.

APR is time consuming but is self explanatory.

Please address the comments that were submitted during the comment period. The actual submission process is fine.

The submission of APR has been smooth, thank you.

it would be useful to get a summary by institution by state and nationally on how we stack up on evaluation categories (program objectives) this would give us an opportunity to leverage resources from our universities and non-federally funded programs to support our efforts

No

Sorry, I do not understand this question "to inform program implementation." I do use program data to inform the University administration of the accomplishments of the program. They want numbers/percentages

I summarize the findings from the APR for the Advisory Board and Dean. So far, I have found the APR submission process to run fairly smoothly. Perhaps an email message indicating that the faxed page was received would be helpful.

The statistical data is most valuable for program implementation. A different formula for calculating prior experience would assist in better program implementation in the future.

Please do not make it due when our universities are closed!!

The current APR submission process seems to be working.

Please see my other answer about accepting my fax from an institutional line. If this is not possible, please do away with the fax requirement altogether. I really do not want to have to go to the local Fed Ex (or liquor store or wherever) and pay them \$5 to fax a required form. Embarrassing, unprofessional, inconvenient, archaic, ridiculous.

We're a new program, and so we don't yet have any data from the APR.

1. For recruiting new scholars 2. Division Report 3. Campus undergraduate research program. Anything that would help us organize and get ready for the report before it's due would be wonderful (e.g., best practices)

N/A

We have revised our alumni survey and put it on the website to facilitate tracking. We also used the data to increase communication with alumni and will begin to highlight their successes on the website to keep them connected and to improve graduate school retention.

The data required in APR should be directly linked to the program objectives and required services. It does not seem to be the case for the current APR.

Concerns shared during recent APR restricting comment period.

We use performance measures as formative evaluation to tell us where we need to strengthen the program and where we are doing just fine. For example, we apparently set too high a bar for the percentage of students who will go to graduate school IMMEDIATELY after graduation (the first fall semester after graduating), so we have come up with some specific steps to address that objective (and we have reported these to the university in our institutional assessment).

The best way to support our APR submission is to be available for questions. No matter how hard you try (and I know you DO try) to make everything crystal clear, there are always questions about how to report on some of the items. The McNair Listserv always gets busy during APR time with questions folks have about various fields and items. It wouldn't bother me if someone from the McNair Office in Washington who is very knowledgeable (and a very good communicator) "lurked" on the listserv and offered some helpful, non-judgmental advice. I don't know if that would bother some folks or if it would make people less likely to ask the questions in that venue. Just something to think about...

I appreciated the apparent willingness of the Washington staff to consider the input some project directors had regarding what extraneous data would be reasonable to ask for in the APR and what would pose an undue burden."

Less fields of data to collect on would be helpful, not more fields. In the past when my former director submitted the APR, all seemed to go quite smoothly, even if tech assistance was required.

Tell us if we have filled in something incorrectly so that it can be corrected. Inform us as to how the prior experience points are calculated. Let us know if we did not meet the criteria for that year.

Improve categories used in APR.

We share student success rates annually for the university's annual report. Retention and graduate completion rates are compiled and shared. An area should be provided to share stories about student success. I believe the annual report should provide brief essay portion/paragraph to share program success. Information on students' accomplishments would be quite helpful along with the quantitative results.

We use the data from our APR -- no suggestions for better support from ED.

Educational Opportunities Centers (EOC)

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 can't. My knowledge of other federal programs, indicates that ED is the best of the lot! They are more organized, and have clearer regulations. They still lack some areas and things can always be improved, but ED could teach the other government programs a lot.

Not sure of any

Appears to be some collaboration with Veteran's Affairs, and Financial Aid

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

It would be most helpful to have a monthly email with updates, information about all TRIO grants, etc. sent to ED funded programs.

Inform everyone when something has changed with the technology.

Improve quality of content and delivery staff.

Videoconferencing or ITV

Send emails to whom they are intended. Have received emails for others.

Ed could make a better effort to adhere to their established deadlines and provide more than 30 days notice for new report forms.

Web based information on financial aid and education is excellent. The use of email for official correspondence is unreliable because sometimes it goes to junk mail and it is missed. This survey is too general, lumping too many diverse entities to one query. Also, it has single questions that request multiple responses.

Q46. Finally, please describe how ED can improve its service to you.

Reply to questions submitted via email or phone calls in a timely manner - or at all.

They need to hire more people to serve as Program Officers. The officers are overworked and often do not have time to provide the contact needed. That would enable them to send the GAN document out in a timely manner. That would have helped the performance reports be completed on time for us to use. Someone things they can just keep pilling more and more on the staff and that causes poor service to the grantees.

Help us as we are being asked to do more with less

Please issue the EOC APR (revised) in a more timely manner and not into the second year of operation.

Improvements have taken place over the last ten years that greatly utilize the use of technology. Well done.

More accessibility to the ED program officer and more information about what's coming up for our grant; for example, what about the budge for year 3? We were asked to send a proposed 5% budget cut for our programs back in March, however, I have heard nothing more about it. It makes it difficult to plan for staffing and services if we don't know how much money we will have.

Get ahead of the curve! I have had to interpret the legislation and regulations for many years and make it work for this EOC. Only when public comment was sought for the APR and other issues did ED read them and adapt them. Get your timing straight, e.g. get the new APR form ready before the form is due so we know what will be counted and how. And please...make sure the APR requirements correspond to EOC/TRIO legislation. The APR form has usually been out of sync, asking us to track things that aren't even legislatively required. It seems like the person who develops the form doesn't know what EOCs do. Again, when I was asked to provide comments, I did, and ED made modifications. Not all TRIO directors, however, may be this self sufficient.

We have had excellent support getting all information and support throughout this program. Our manager calls frequently and provides suggestions that streamline the process. At this time the Department of Education is adequately servicing our needs

The ED changes the program officers to much.

Since we are no longer receiving any funding this doesn't apply.

The time lag for receiving the 11/12 APR is an example.

Update information on the GAN when requested, and send new corrected GAN to grantee.

Hire more staff to decrease the workload of Program Specialist.

Responses to inquiries could be more timely. Communication could be more consistent. Twice, I received a new program officer and never received notification.

Responsiveness to questions seems vague to null (no response), Little understanding of population served and inflexibility in addressing needs

If would be helpful if the education specialist would respond to emails on a regular basis. Currently, she is much more responsive, which is appreciated; however, there are times when an immediate response is not received or a response in a timely manner. Overall, in the past year, the Ed specialist has improved significantly.

When searching on the website, there could be more routes to the same information. Sometimes, it takes several attempts to locate what I am looking for. I do find it but it could be more like google.

Give more time for requested info received notice at 11:00am today that my program officer needed count of participants and low income first generation percentages by 5:00pm today. Last week, it was a budget accounting received late Friday afternoon due by Tuesday noon.

Continue to make the website user friendly.

More communication and information when the processes are lateness.

More prompt responses to direct inquiries about program information requests.

ED services are fine.

Dept of ED does a great job! Impossible to improve. Although, I do worry about how over-worked we all are in this environment of 'do more with less.' Federal funding impacts all of us, grants as well as Dept of ED staffing.

Provide the EOC Grant Notification Award at last a month before the end of the grant's fiscal year. Simplify the TRIO grant's legislation and regulations.

Being less adversarial towards grantees.

Continue to offer inexpensive training opportunities (Webinars, etc) so I can improve delivering my services to the public.

Currently, I feel you are doing a great job in providing support and services to assist us in doing our jobs for the participants in the EOC program.

ED's service is satisfactory.

More timely information, earlier notices, more time to respond, more notice of decisions especially renewals. We had to official notify our EOC staff on more than one occasion that they were officially laid off because we had to give them more notice than ED gave the college.

I need person to person contact because emails don't always adequately express the concern and appear to be impersonal. So I would like the opportunity to talk to my Program Officer instead of just communicating through emails.

CUSTOM QUESTIONS

Q8. Please provide any additional comments below. (Open end)

I respect my program officer; he has a lot of knowledge, I just want a response when I have a question.

[Name] is very competent, helpful and customer-oriented!

I have almost never contacted my program specialist, therefore it is hard for me to comment on their knowledge and expertise. I know the regulations and legislation by heart and am able to interpret them accordingly and justify my decisions appropriately. The same goes for the institution's grants and contracts office.

No additional comments.

There are no additional comments.

My EOC Program Officer has changed during the year, so perhaps in the future some rankings will change.

Some of these questions were hard to address as I rarely inquire anymore because of the past lack of response or inability to answer questions definitively. Frustrating.....

It would be nice to get consistent information and answers to the same questions twice. depending on which office you speak to, the responses are very different and often time very subjective.

As previously stated, the Ed Specialist has improved over the past year.

none

My program officer is responsive, professional and communicates very clearly in written correspondence and in person. She is reasonable, fair and show genuine concerns for the clients we serve in Middle GA.

N/A

The Education Department officials do their work quickly and responsibly.

Can't evaluate Grant Officer's knowledge about legislation and regulations because I have no way of knowing what they know.

Program specialist should know more that I do about legislation (I'm new to the field). Difficult to get in touch with. Long wait for responses to email...requires all correspondence via email.

No comments.

Minority Science and Engineering Improvement 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.

Collaboration between programs that are designed for students and teachers in STEM

Q46. Finally, please describe how ED can improve its service to you.

Simplify the reporting process.

ED can improve its service by making the distinctions between programs more clear. Sometimes you must dig deep to find out if your institution, system, etc. is eligible for specific ED programs.

Site to check grant application progression. Online access to grant application review reports.

The communication between the University Grant directors and the USDE Project Managers has improved tremendously since the last 8 months. Now, we need faster feedback from the ED to the project directors regarding the information sent on the Annual Reports.

It would be better if we can copy and paste the charts/graphs/tables in annual progress reports. Currently we cannot do that. The information needs to be entered as linear text only, which is not very effective.

He is always attentive and answers inquires promptly. I can think of no ways to improve.

The results of proposal reviews should be communicated with PI's. In the last 10 years, I have submitted several proposals to ED, and sometimes I received no response.

I am truly grateful to the U. S. Department of Education and all of its staff. They have been wonderful and very helpful.

Please develop an online system similar to the NSF Fastlane, in which people can submit proposal, check proposal status, file annual and final reports, etc.

I have no particular suggestion. The services or responses provided have tremendously improved during the last year as it relates to MSEIP.

None. As it is fine!

By continued assessment of their product and services such as this and by hiring more Program Officers such as [Name], who has turned out to be fantastic, he promptly and accurately responds to emails or phone calls providing and excellent support for project directors.

CUSTOM QUESTIONS

Q9. Based on your expectations and experience since the beginning of your grant award, tell us what additional services you would like this Program Office to provide in support of the MSEIP program. Describe difficulties you had, what is not working, and include improvements that the current services require. (Open end)

No difficulties.

It would be helpful if the Program Office supported the MSEIP program by identifying alternative funding sources that enhanced long-term sustainability of program goals and objectives. Updates from ED could included, to the extent possible, successful follow-on funding from programs that have completed their MSEIP grant period.

Difficulties contacting program officer during 2011-12 due to staff changes. Current program officer is very prompt and professional.

For APR provide pasting tables/charts/tables which allows describing the impact more effectively.

It would be helpful if the reporting system were more simplified as according to each grant and allow an area for comments.

Only problem in the beginning was the turnover of Program Officer and never receiving reviewers comments.

Better communication after the proposals are reviewed and ranked. Sometime we get no response.

I think MSEIP program offices provided excellent assistance to me. I appreciate all of their assistance.

None

So far we are completely satisfied with the services provided by the Program Office.

Our program is relatively new. We are about to complete our first year of the project. During this period MSEIP Officer has been very courteous and helpful. So far we have not felt any difficulty.

[Name] did a superb job with everything.

None.

PREDOMINANTLY BLACK INSTITUTIONS

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 2013 Annual Project Director's Meeting was a good example of how cross collaborations can be successful.

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

As a new Grant project director, it would be great to interface with other Grant project directors & our project officer through the use of webinars or Skype sessions.

More up to date information on website. Use 'go to meeting' or similar instead of conference calls.

Site is still very cumbersome, I struggle to locate simple info. I would like to see a site map or dashboard with simple webinar training.

When glitches (upload issues etc) arise they do NOT give applicants consideration. This is NOT fair. One person tells you it will be okay on the phone then you receive an official letter indicating otherwise - ZERO accountability!!!

Post all necessary forms, organized by task, online at the program website. Post a calendar of required reporting. Post a dictionary of definitions unique to the reporting necessary for the program

Q46. Finally, please describe how ED can improve its service to you.

Increase periodic contact with grantees just to check in.

More organized in relationship to information sharing of expected grant funding. More affordable training options. More timely updates regarding policy and procedure changes.

Response of program officers could be faster. I have waited almost 2 months sometimes for simple approvals. This delays our ability to fulfill the goals of the grant

More communication and a more timely response to questions raised by Grant Project Directors Program officers that I have worked with have been very slow to respond, and often do not understand their programs. Communication from ED is poor, in particular with regard to the PBI program, which has among the worst program officers I have ever worked with.

I appreciate the quick response I get from my program officer. However ED can do the following: 1. Make submission date for Annual Performance Reports more consistent. It seems to vary each 2. Also, it would be very helpful if we get some form of communication about our GANs when they are delayed.

The program directors have not been accessible. I would like to have a relationship that allows more consistent feedback. I do not like being in a position where I do not have access to program personnel or they are too busy to respond to needs. Improve customer service.

I don't know how to do that. In the past my attempts have not resulted in anything - from past issues

I would guess that like most places, people are over-worked and under-trained for the roles they have with a relatively poor working knowledge of how to use technology to improve their efficiency.

Hold training sessions that focus on specific grants i.e. one for PBI F, one for PBI C, and one for TRiO, etc. / Include small group sessions at HEP Project Directors' Meetings so those with a specific grant i.e. PBI C can get together and share best practices, concerns, and ask questions and set-up by appointment time for so each grant recipient can meet with their program officer. / Each program officer needs to have a joint Q & A session for their grant recipients so we can hear each other's questions and the program officer's answers. / My chief concern is not getting a quicker response to my emails and questions. / I really appreciated the grant meeting in DC. It was very helpful! I also was glad to meet my program officer, but she is no longer assigned to my grant. I now have a third program officer. / In August email us a calendar of due dates and events for the year. / Change grant cycles to coordinate with college semesters i.e. request data collection for the academic year, fall-summer, rather than October-September.

Streamline annual reporting process/length

Returning phone calls.

In our experience the ED staff is well informed, dedicated and happy to help. It is also clear that their work load is too large and prevents them from providing the rapid turn-around that we need.

CUSTOM QUESTIONS

Master's Degree Program

Q8. About which topics or purposes do you most often contact ED staff? (Open end)

Approvals

Annual report.

Change in budget.

Q9. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Respond faster

Non

None, she is very friendly, knowledgeable, and helpful.

Q10. Do you have suggestions for improving the annual performance report process? (Open end)

Communicate the process sooner. Last year the format changed and we were given only 2 weeks to complete a report. That was tight considering some of the information needed required reports from institutional research.

It is someone confusing as the instructions and the forms don't really match.

Part A Formula Grant Program

Q18. About which topics or purposes do you most often contact ED staff? (Open end)

Grant award notification. Any program revision needs that require approval.

Clarity on understanding regulations governing the administration of out grant & deadlines on submission of forms.

Questions regarding what materials are due when. Requests for budget revisions and/or extensions.

Deadlines, overall general questions

scope changes, operational concerns - generally NO response

Permission to move funds between categories. Clarification on definitions.

Annual report submission.

Adjusting allowable activities when some come in under cost.

Allowable expenses.

Q19. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Notify us when funding schedules have changed. Send us updates on anticipated policy changes.

Better & more frequent communication through the use of technology (i.e. Skype, PowerPoint, webinars, etc).

Prompt responses regarding requests. Proactively communicating regarding changed deadlines.

Program Officer is wonderful but a response within 24 hours should be given or another contact to call for information if not available. Otherwise, no problems and excellent service.

Promise of response time range. Tracking system of some sort so there is accountability that fundees receive services

I must repeat my earlier comment that I suspect staff what to do good, they just are over-worked and under-trained for their role, especially in the use of technology to make their lives easier or more efficient.

None

Automated-online process for submission of allowable activities adjustment request

Q20. Do you have suggestions for improving the annual performance report process? (Open end)

No, we have that down...

Provide examples of what the report should look like. Perhaps hold a conference call with Project Directors so that they have a better understanding of what the U.S. DOE is looking for.

Proactively indicating what will be due when. Last year there was no communication whatsoever, and not receiving a response to my question regarding our report I submitted a report to be in compliance with the regulations. An email subsequently was sent out (after the regulatory due date) with instructions for the online report - this would have been nice to have earlier. Instead, we submitted two reports.

Allow for additional "characters" in responses.

Allow us to re-do the objectives section if necessary. As problems have been addressed and new ones arise, the institution changes. Our objectives and measures should reflect that growth and the new insights.

My only suggestion would be to allow the ability to include more text in the document.

Now, but should be stream-lined--current process is tedious and sometimes challenging to follow.

Part F Competitive Grant Program

Q28. About which topics or purposes do you most often contact ED staff? (Open end)

Request guidance on outcome measures.

I need the actual president's initiative.

Budget and programmatic topics and questions.

Deadlines to submit information to U.S. DOE & Clarity of protocol governing the grant.

Requests for budget revisions/extensions.

Budget

Question regarding possible project changes or clarity when submitting reports.

Budget adjustments in the grant activities that support the objectives

Annual report submission.

Q29. What recommendations you would like to make to the program staff of to assist you in administering your grant effectively? (Open end)

Provide more hands-on suggestions similar to the ones provided at the recent conference.

My program officer has been very good in helping me implement this grant.

N/A

Timely communication. Perhaps establish a help line for general questions by Project Directors which would take a week or less in response time. I had to wait over a month to get an answer for the last a question I asked, and this was after emailing & calling on multiple occasions. Also, better communication with Project Directors (I was impressed with TRIO program officers as they appear to do a good job with sharing information via PowerPoint/webinars with their Project Directors).

Prompt response to requests. Proactive communication regarding changes. For example, our program officer was changed, which was not communicated to us until we made a request of our old program officer. Following this communication, yet a third person was listed on our GAN.

None for now.

Having a better working knowledge of what I do, maybe reach out from time to time find out if we are on track. Maybe some feedback on reports letting us know if we are meeting expectations.

I could not really respond well to questions about my program officer because I just got assigned someone new. I had to answer based on the last two program officer I had. Respond within 48 hours to let me know you are going to review my question or request; then keep me informed to the status of the request. I always truly appreciate the help I am given. Take into consideration some of us are new grant directors. We may need more guidance the first year.

None.

Q30. Do you have suggestions for improving the annual performance report process? (Open end)

No

Increase maximum word allowance and the ability to attach pictures and pdf files.

Host a webinar/conference call for project directors. Provide examples for what you are looking for in the finished report.

See previous response. Prompt and proactive communication would clear up many of our frustrations.

I am never quite sure when it will be due. The time seems to vary every year. We moved away from the Nov 30 due date many years ago. Now, it's either February or March.

I would like to know if I have completed the APR to the ED satisfaction.

Email us the instructions as early as possible. Give us an opportunity to gather data based on the college academic year, fall-summer i.e. August-July, rather than October- September. A January due is extra hard since we are trying to kick-off a new semester.

The ability to allow more text to be entered into the annual report.

Fulbright-Hays Group Projects Abroad

CORE QUESTIONS

Q46. Finally, please describe how ED can improve its service to you.

More user friendly IRIS system. More prompt responses by email from program officers.

The application process is a totally hair-raising experience. The information for how to put the application together and what to write in each section is all over the place in a document that is about 70 pages, meaning you have to go constantly over the entire 70 page document to make sure you are doing each thing correctly. The uploading process is incredibly difficult. I had technical issues that were not resolved by the person on the help line and had to figure it out myself. As for reporting on IRIS--I have to input information about each person separately meaning for each person I have to go to a drop down menu and click on for instance, their university, their project discipline and the country in which they will be working. Can't we just create a pdf with the all the information and upload it? It would take a fraction of the time? Also, the reporting requirements don't make any sense for our program. Sadly, I wind up "guesstimating" a lot of the time because the questions don't make any sense in terms of our programs.

Services are generally very good. (No complaints!) However, if information could be provided in multiple places, that would be helpful for me.

A bit more info on format and length for the section of the application on pre-travel orientations, and evaluation/survey methods for the proposed projects

They are doing fine. Project Directors should have a salary to cover what they do for the project period if possible.

The biggest bureaucratic problem with the Fulbright-Hays Group Projects Abroad reporting system in IRIS is that the dates of the required reports do not align in a logical way with the calendar of the program as a summer language teaching institute. It would be very helpful if the dates of the project fiscal year(s) could be realigned to

capture the actual schedule of expenditures. Another improvement could be better communication about the required student self-assessment(s). F-H students, it turns out, do not need to do pre-program self-assessments, only post-program ones. Whereas FLAS students need to do pre- and post-self-assessments. Confusing.

CUSTOM QUESTIONS

Q2. How relevant are the GPA IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of the project (open end)?

Not relevant. I use them to submit reporting to the USDOE.

Serviceable, but not sufficiently flexible.

Extremely helpful

IRIS is just impossible! Having to use drop-down menus to report on so many different people is incredibly time-consuming. The reporting questions very often make no sense for our program. The questions are often irrelevant but I can't leave them blank so have to "guesstimate." There are also no clear guidelines for questions about, for instance "how much free time" do participants have. Does that mean per day, per week? Does that include time they spend sleeping? They ask how many hours spent doing X. Does that mean per participant? Per day? Per week? No guidance. So I have to "wing it." I can't imagine the data being collected could be useful or accurate if everyone interprets the mysterious questions differently.

Both appropriate and relevant

still using it and have not filled much in yet

I was able to capture data with the amount of space allocated

Very relevant and useful.

Not really an applicable question at this time. We haven't completed one year of reporting on the IRIS screens. Please ask us after October 30, when our first year report is due.

I think the IRIS site is difficult to navigate. It seems too complicated and may not be getting at the meat of the program when participants respond because they are already tired by the time they answer questions...

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

necessary documents and approvals

Program logistics.

Travel authorization, budget approval, and annual report

Questions on any changes to program.

pre- and post-award issues.

About applications, about difficulties with figuring out how to create the reports

Clarification of language in applications

guidelines, changes, and rules

Security issues in country of Fulbright Hays program

Budget allocation and general procedures of certain sections of the grant.

Reporting problems in IRIS. Revision of budget.

We had to change the site, so many questions related to how to make changes.

policy clarification

Q5. What additional technical assistance can GPA program staff offer to meet your needs? (Open end)

Confirm the submissions of participants

The need for individual travel approvals for each and every F/H GPA participant is cumbersome. Once a GPA is approved and the arrangements made, it is time-consuming to have to submit individual travel approvals for each individual participant. Also, to clear what larger public goal is served by this process.

None at the moment

Make IRIS more streamlined.

The program officers are not familiar with the mechanics of applying and the technical staff are not familiar with the application criteria. So it would be great to have people who can do both

None

none. the emails are always responded to quickly

Improved webinars with copies to the participants.

Revise the fiscal year project dates to reflect the actual program calendar better.

Somewhat inconsistent about guidelines for making changes to an award, but overall good and supportive.

Q6. How can we improve the IFLE website to help you identify program resources and meet your technical assistance needs? (Open end)

Allow program director to know if participants submitted their evals and reports

Website is good and relatively easy to use.

What you have for now is ok

Make it easier to find new grants and announce them earlier!!

The archives of previous funded projects could be managed for better accessibility. Right now, only a handful of them can be accessed.

Allow us to upload reports as pdfs instead of using drop down menus. If we are being asked to quantify information, then provide very clear instructions of what exactly we are supposed to quantify

By placing information in multiple places on the website.

none

Early notification to applicants.

Don't know. Since we received our grant, we have not consulted the IFLE website except to log on to IRIS.

none

Q7. Please provide specific suggestions for how GPA program staff can improve customer service? (Open end)

Respond to emails in a more timely manner

The critical regions of the world where GPA operates are, almost without exception, difficult environments for maintaining necessary levels of program quality and safety for participants. To the extent that GPA can help US GPA grantees by keeping any purely formal bureaucratic processes to a minimum (especially during the "surge" periods of actual program operation), the programs themselves will benefit and the results will be strong.

I think you have a perfect system at the moment

In times of staff turn-over respond more quickly.

N/A. They are doing a great job.

GPA program staff are very helpful but they can't address the technical problems with IRIS or the application process

No complaints -- GPA program staff has been extremely helpful.

none

Constant interaction during the project life and process/

none

Q8. Why is GPA funding important in supporting overseas experiences for faculty, K-12 educators and administrators, and students? (Open end)

To provide educators with opportunities to learn more about other languages and cultures to pass this information and understanding on to their students. To develop more tolerant, open-minded educators. To maintain good cultural relations between the people of the US and other countries' citizens."

In many regions, GPA is the ONLY regular source of overseas funding for pre-service and in-service K-12 and higher ed faculty professional development. It is a critical piece in the overall foreign language infrastructure in the US today, especially for less commonly taught languages.

It helps more Americans to learn foreign languages and cultures

It is critical and a fabulous way to learn. We learn more in 1 month abroad than in years in the US.

I can't emphasize enough its importance in changing K-12 educators' professional and personal perspectives that ultimately benefit their students in the classrooms. When teachers learn to walk in other people's shoes, profound changes occur.

It is essential that Americans have meaningful experience with the rest of the world. It is essential to train as many people as possible who have foreign language skills and intimate knowledge of other cultures and societies. This is of critical importance for the national interest.

The funding allows teachers to travel abroad to learn first-hand about various aspects of a particular culture, language and people. A lecture or power point presentation at home in the United States -- no matter how great -- can NEVER provide teachers with the same experiences.

It is allowing us to take teachers of color who work in underserved community colleges and high schools. It allows us to globalize our curriculum for our students and colleagues.

It is the only mechanism for our university to expand knowledge about the very important topics covered in our program. Most of our participants have never traveled abroad and not to the Middle East. Their teaching about world issues, world cultures diversity, etc. is significantly improved and enhanced. It is always a "life changing" experience for the better.

Let the US K-12 teachers and administrators appreciate and learn what other teachers do in other countries and form collaboration with them as has been proposed and planned between the US teachers and administrators with colleagues and counterparts in Malawi, Africa.

This funding is crucial because there are very few other sources for sophisticated language study abroad. In the short term, students and educators benefit from overseas experiences in that it broadens their outlook, gives them opportunities for language practice and academic networking. In the long term, the United States benefits from having an educated and multi-lingual citizenry, who also can access the contact that they made while studying abroad.

The funding allows students, faculty, and educators to have cultural and linguistic immersion they could not otherwise experience. Through this experience, in turn, they will be able to serve as models--in their work and careers--of global citizens and help others here see and appreciate the diversity that exists in cultures and languages.

The GPA funding allowed us to give 13 pre- and in-service teachers - including several educators who had never been on a plane or left the state of Texas - a transformative experience in Peruvian classrooms. Giving the growing diversity of our public schools, GPA provides an invaluable intercultural perspective.

Without it we would not go!!!!!!!

State Directors of Special Education

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 Fiscal division and our regional representative worked diligently to answer questions we had about what projects and supports the state could provide to various agencies and not for profits from Part B funds. It required significant research and conversations to reach a conclusion which served the state's needs and kept us in compliance. The advice was excellent and the work together fruitful.

I do not have an example that they might be able to relate to. We are engaging some OSEP and ESEA sponsored centers in our work but I cannot forecast how it will finally work out at this point in time.

My main concern in answering with a 5 for the last few questions was related to the amount of time between a request for assistance and actual assistance. I believe that there is too much reliance on OGC and it slows everything down. Not all questions are legally driven and this bureaucratic process does not assist in collaboration, cooperation, or good assistance to states. I would offer as a model a mixed response capacity that seeks to support practical and prompt responses over an extended review to ensure that everyone is saying exactly the same thing and that OGC agrees.

IDEA and Title I (NCLB)

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

Control mute of participants consistently, check links before emailing and consider video conferencing.

The webinars are very sterile and allow for very little interaction with the audience. Perhaps a more interactive format would be beneficial.

A number of webinars have been plagued by technical difficulties such that the slides are not consistent with the speakers, the listeners can hear each other too much, and sometimes the level of conversation is so basic as to be insulting. However, I do want to give credit to ED for trying to use more technology (such as webinars) better. They do seem to be improving over time.

Poor quality of audio and video - doesn't always work either

Recorded webinars and copies of material used and discussed, done with consistency. On conference calls, provide copy of the script people are saying beforehand.

Webinars need tweaking!

Start on time and mute all phones.

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] direct responses to questions asked

I have had no interaction with the OESE in the past 12 months. I work closely with my colleagues in our state agency on the initiatives of our ESEA Flex Waiver. Have not interacted with any staff other than OSEP.

The State Director of Special Education "inherited" from a staff member some work with the ARRA funds. the work was substantially incomplete and was subject to audit. working with the Finance Division of OSEP, the State Director was able to mitigate the situation, provide the appropriate documentation and reach an acceptable conclusion. The Finance Division, [Name] was exceptional in this effort.

Our OSEP TA consultant conducts monthly TA calls that are very helpful. We recommend continuing this process. At a regional meeting we had good conversations with top staff on the developing meaning of a "results driven accountability" measure.

State contact calls from time to time

Work with WRRRC, MPRRC, and OSEP on completing an interagency agreement between the Soh-Ban Tribe and the SEA.

Our State Contact with the Office of Special Education has been responsive, provided helpful resources and information regarding regulations questions and concerns.

Meeting directly with staff while in DC and getting an overview of the programs

My interactions with [Name] have been most helpful. She is very responsive to our State's needs and is a great leader.

Immediate/timely response to inquiries

Communication

OSEP memos

Assistance with APR/SPP

Meeting with US Department of Education staff at OSEP IDEA Leadership Conference. This was a face-to-face meeting with our State contact, along with other States, which allowed for a very rich and honest discussion of common issues. I was also later able to discuss some State-specific challenges and concerns regarding the SSIP.

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 comments above

Some of the scheduled Thursday conference calls are deadly. It's not necessarily the MSIP staff but those who they bring on as "experts." Those experts often speak as if we in the field have complete knowledge of what they are talking about when we actually have very little which makes trying to listen to those folks very difficult. Just be sure that an "expert" really knows how to share their information in a clear concise manner.

This is not about the staff, but about the general processes: I asked for specific assistance on a new Medicaid program in order to give assistance to local districts. Despite the ED office saying that they had developed such assistance, it was under legal review and it was over 6 months before the assistance was available. We didn't wait and developed our own.

would rather not say

Responsiveness in getting the new Medicaid regulations out.

NA

guidance on Indicator 3 and reporting based on ESEA waiver and changes in calculations

Timing of responses that require coordination between multiple divisions within the DOE. However, I certainly understand the complexity as the same does occur at the state level.

None at this time

None

Lack of guidance re: food/drink @ conferences/meetings particularly when parents/families are involved; implementation with sub-grantees.

3 month wait for USDE to provide decision regarding approval or non-approval - districts are held waiting for an answer

There really have not been any bad experiences.

Q46. Finally, please describe how ED can improve its service to you.

Establish routines for reaching out to SEA staff on a regular basis.

ED should not be blamed for many of the issues related to service. The processes of reviews and the need to maintain reasonable consistency across states creates delays in responsiveness. Their staff members are always helpful and willing to help.

Be more practical. Respond more quickly. If I were to be responding to overall quality it's not so bad, it's just really slow to get out and by the time it is out I have used state resources duplicative and have already issued assistance within my state --- because we can't always wait.

Reduce, reduce, reduce paperwork (electronic or otherwise), multiple hard copies of letters and overall reporting.

Often the information or resources set forth by ED are not the most timely. Our state would appreciate a more diligent effort to get the well developed resources out sooner to the field.

I really appreciate the TA calls, but it is always difficult to find information on the calls on the web and there is never anything that comes out as a guidance document of powerpoint to share and disseminate the information. That sends a message that ED is not confident enough in the message they are sharing to put it in print.

More guidance on the RDA initiative and exactly what will be expected from states and districts.

Timely response to all requests for information needed. / USDE contacts to states should provide all responses 'in writing' so that there is no question as to the decision made by USDE and 'who' made the decision.

It would be helpful if answers could be straightforward without the tension or fear of repercussion. Guidance documents are sometimes "muddy" at best and if questions are asked to clarify, the answers lead you down a path that is more treacherous than the one you began on.

CUSTOM QUESTIONS

Assistance from OSEP Staff.

Q3. What improvements can you suggest regarding support from MSIP State contacts?

Regular communication and heightened expertise!

The monthly calls need to have value or not be had at all. It most certainly is enjoyable knowing that the MSIP staff is supporting us in the field but if there is no need to have a telephone conference call, please do not have one.

The State contacts are some of the best supports provided. The monthly TA calls should be maintained. Some of the webinars do not provide new information or go beyond reciting the statute/regulations.

More autonomy to work actively with the state and say "yes" that makes sense in the moment.

Please do not overburden her with OESE requirements.

Our State has had very positive interactions with our state contact.

Responses sometimes are not very timely as they have to go through legal which can greatly delay the state and impact their ability to meet deadlines. We often hear the letter/question is at legal and then there is delay after delay after delay (for example the fiscal letters that are almost a year old in being issued).

[Name] has been very helpful to our state. We appreciate her assistance and collaboration.

Be consistent with responses to all states and when monitoring all states.

Consistency

My state contact is very timely in getting back to me. Senior officers keep us waiting for months for answers - and typically never get back with answers.

Timeliness in responding to State phone calls and needs for technical assistance.

They are very prompt in responding, but it would be helpful if States did not have to wary about what they ask.

Q4. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

Letters addressing specific topics are a big help. Topical webinars are often very helpful as well.

Dear Colleague letters; Q & A and Monthly TA Calls

Phone calls

Topical webinars are really very strong.

MSIP monthly TA calls and SPDG calls.

The MSIP monthly calls are good. topical webinars are mixed, but when they are good, they are good. Q & A content is generally very good, but usually quite late.

Question and Answer Documents, MSIP Monthly TA calls, Dear Colleague letters

Q and A

Dear Colleague Letters, FAQ's, some MSIP monthly calls, topical webinars, RRC meetings, Leadership Conf TA Calls were helpful.

The Dear Colleague Letters

receiving some follow up after TA calls and documentation of what was presented the dear colleague letters, FAQs, and monthly TA calls are most helpful.

Q & A documents

Assistance especially when matters should be taken before the legal division.

MSIP monthly TA calls and topical webinars.

Q5. Which types of assistance were least helpful?

News letter with little relevant content. Not really helpful, but ok to receive.

N/A

The monthly calls.

The assistance that takes months and has to be checked by everybody and their brother and sister.

Director's newsletter

long letters clarifying the last long letter

Other MSIP Calls, OSEP Director newsletters (link didn't always work)

General informational documents were least helpful.

Often the TA calls are late in coming.

The revised SPP determinations were a huge improvement, easier to read and good data. If this is the direction ED is going I look forward to seeing further improvements.

OSEP Director's Newsletter

Assistance that appeared 'iffy' or responses were not issued in writing.

Although I enjoy reading the OSEP-Director's newsletter and don't want to see it stop, in terms of providing TA and support, I believe it is the least helpful.

Assistance from OSEP-Funded TA Centers.

Q7. Which Center did you work with the most? (Open end)

WRRC

NSTAC

NSTTAC

RRC program

NERRC

North Central Regional Resource Center (NCRRC)

it is overstating to say "work with" --- I accessed materials from SWIFT, the transition center, and regional resource centers.

PBIS Center

an RRC

WRRRC

RRCP

National Secondary Transition Technical Assistance Center

RRC

Post Secondary transition, early childhood outcomes center,

WRRRC

NERRC

north central rrc

SERC

SERRC

SERRC

MPRRRC and National Drop-out Center

Mid-South Regional Resource Center

NERRC

SERRC

Q12. What technical assistance should the TA centers provide over the next year to help meet your State's program improvement needs? (Open end)

Strategies to meet new changes in the APR

Resources that can be used by school districts are helpful - evidence-based practices with a proven track record in a variety of settings (urban to rural) in other states.

preparing the state systemic improvement plan

Indicator 17 information

We expect to receive supports in the areas of data and teacher quality.

I don't know -- it seems to take so much time to inform such centers about individual state different contexts that I don't know exactly what would be helpful. I think it might be helpful for such centers to bring together some state reps and ask that enact question in some needs assessment method.

bringing in people at the federal level and RRC level with recent school administrative experience

better communication through monthly calls

TA for developing and implementing SSIP.

Assistance with the R.D.A requirements

more assistance connecting OSEP and ESEA requirements at the SEA level

Transition Autism Indicator 17

RDA guidance

Consistent video conferencing. Point to point conferencing. Webinars. Phone conferences.

Clearly assisting States with the SSIP, support and TA as needed for APRs, and addressing any systemic issues.

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.

Early Childhood Comprehensive Systems (ECCS)

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

Use a system that works for all states--Link will not work in the state offices here

I don't truly have any recommendations, as it would be impossible to coordinate with the entire country, but it's very difficult to listen to a topic, such as Results Driven Accountability and just stare at a PPT for an hour and listen to someone talk via phone.

Use webinars

When there is a conference phone call many times there are not handouts to view. Notification of phone calls are not sent out in a timely matter. I would like to have at least an electronic version of the information to view while it is being talked about.

Use something other than conference calls.

Have one location for all materials. Currently things are found on ED.gov, The Right IDEA, ECTA, tadnet, etc. It is difficult to locate materials or once located, remember where they were found. Some is not updated often enough.

Consistent scheduling with materials provided in advance for copying prior to webevent, better coordination across sites presenting in the same webcast to prevent; loss of visuals and/or audio.

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

Email

eMAPS

CAS

EMAPS

MAX

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)

Monthly calls with [Name]. She provides extremely helpful, relevant and timely information and technical assistance.

A different project officer answered the question and provide follow-up calls and emails almost immediately after spending several weeks trying to get assigned project officer to find out the answer.

My state contact is very timely in answering my questions and returning my calls.

My contact is always very responsive and gets a response generally within 24 hours.

Seeking guidance for reporting child and family outcomes using the ECO web site.

OSEP Part C Policy contact has provided excellent technical assistance and guidance in an exceptionally responsive manner.

The support received for Part C of the IDEA maintenance of effort.

OSEP State Contact for WY has help with Part C Policies revision

Our State contact has been very responsive, supportive, and helpful

Preparation for 1-1 phone calls and discussion.

State Part C Contact phone calls and follow-up emails for Q/A, clarity.

I don't have just one experience. I have found that contact with DOE staff have always been responsive to our needs, and have been addressed in a timely fashion.

Timely feedback on policies and procedures

The ability to speak with staff and the deliver materials to staff directly.

Working together on the development of a fiscal training initiative for beginner and intermediate knowledge holders on Early Intervention fiscal management.

Timely responses to questions asked regarding to implementation of new Part C regulations

Assistance w/our Systems of Payment polices and Interagency Agreements

When submitting the Part C application for the first time, I received much support from [Name]. He guided me through the process and, when I made errors, he assisted me in correcting them. My experience was a positive learning experience which will aid me greatly in upcoming applications.

The ability to speak with staff and the delivery of materials directly to staff.

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)

Lack of clear legal guidance on specific issues from Kala and lack of review and opportunity for input into status determination process for APR submitted 2013

See above--while assigned project officer is nice, she is disorganized and we end up re-sending information multiple times or not ever hearing back from her.

I had to submit my application 4 times, each with a new signature, because it couldn't be agreed upon what I was required to submit and what I wasn't. My state contact's supervisor contacted me, told me what to submit, and 2 days later my state contact called me, didn't know their supervisor contacted me, and told me to submit something different.

Filing of Annual Application for funds. OSEP was not clear on requirements. They were not responsive to drafts submitted in advance as requested, resulting in last minute scramble to revise application. Staff contact does not have authority to approve policies since they need to be vetted by legal. Process is backed up and results in burden on the state to comply in a timely manner. Process does not seem consistent across states. "Legalese" required for forms do not result in parent friendly or understandable process.

This was out of the control of my direct contact but it took months to resolve an issue regarding a determination.

Asked USDOE contact about the ways the ACA may affect Part C funding from insurance, person did not know about the ACA.

NA

Can't remember a worst.

TA Calls were not conducted well, confusing Part C and Part B information on the call.

Submitted policies for review and it took several months for a response with no time to make the required changes before formal submission of grant application was due. Very little state specific assistance provided regarding system of payments policies.

None

Multiple back and forth to finalize policy language that was sufficient to meet federal requirements when language didn't fit state policies. Helpful to have charts to keep track of changes though.

Not applicable

Still awaiting response from OSG for question submitted November, 2011

None

Lack of timeliness on some responses to letters submitted to the office for guidance.

N/A

None.

None

Q46. Finally, please describe how ED can improve its service to you.

More specific, timely answers to questions from states and associations.

There needs to be consistency of message/instruction and decisions need to be made regarding how programs/policies are going to be implemented, before issuing the instruction/policy and expecting us to figure out how to implement.

State contacts need to be reasonably available and responsive to phone or email. Often communications to them go unanswered for long periods. It would be helpful to get more information in writing such as content from phone conferences.

Continue to simplify the programs as possible within the current law

No suggestions at this time.

There is frustration when at times, we appear not to be on the same page with what we are trying to accomplish. The written directions on the how to write and submit a report seem vague at times and over specific at other times. Many times, felt like we needed a glossary of terms. Other times there seemed to be a conflict in the directions depending on who was giving the answer. Being a new PART C coordinator, I was expected to have the same working knowledge of "this is how it has always been done" instead of providing guidance. I did not always know what question to ask. A tutorial on line on how to write an APR that I could go to as needed would have been helpful.

Be consistent in responses, respond in a timely manner, have some idea of how the policies and regulations affect the average person.

One area of improvement would be a quicker turn around for products. The responsiveness of the staff is great.

Clear instructions / Deadline should be well thought out/ enough time to complete the data collection for accuracy

There is a lot of information but overall consistency and standardization of information, TA and documents/materials is still a problem.

Put everything in one place (website) and keep it updated.

Monthly TA calls are helpful, more advance notice on the topic and time of TA calls so we know if the call is related to Part B or Part C (different people attend these). A way to know what TA was given to another state because our state may have the same question? Seems ED staff get the same questions but how do we know that we get the same answers? Somehow sharing FAQ and A would be helpful to both ED and state staff.

Ensure presentations or speaker notes are available online for monthly TA calls.

Include technology for "original signature" so application submissions do not need to be sent via U.S. Mail and may be submitted electronically.

It would be of great assistance if the OSEP state consultants had more interaction w/the states they serve and were able to provide more guidelines. /

The opportunity to submit the annual performance report electronically will be beneficial. I appreciate the technical assistance provided by Mountain Plains as some materials (when lacking familiarity with Part C as a new coordinator) are difficult to decipher their meaning. Their support is highly valuable and I am extremely glad both [Name] and [Name] reached out to me early after my arrival at Part C.

Include technology for "original signature" so application submissions do not need to be sent via U.S. Mail and may be submitted electronically.

CUSTOM QUESTIONS

Assistance from OSEP Staff

Q3. What improvements can you suggest regarding support from MSIP State contacts?

Keep caseloads small for the state contacts.

Better organization when submitting documentation and questions. Having to re-send information is time-consuming.

Consistency and knowledge. I shouldn't feel like I don't trust my State contacts info.

More consistency

Everyone needs to get on the same page. State contact seldom knows answers to questions and always has to ask a supervisor and get back to us. Supervisor changes her mind and we have to redo something.

No improvements needed. My state contact is very helpful and responsive.

More timely

None at this time.

I would like a better quality of answers. I found many times hearing..."I don't know that answer, let me check with legal." Time availability of staff and when we needed answers to move forward did not always match. I would like a back up of a person who could answer my question as needed.

Have consistent standards for information that is provided by MSIP State contacts.

The MSIP State contact staff personnel have been wonderful. The process of vetting so much through General Counsel is tedious.

N/A at this time.

None, our State Contact is great!

Continue efforts to ensure information is provided to states in a timely manner when changes to state systems are necessary.

None at this time.

No. Excellent responsive targeted assistance and support.

As stated earlier, it would be beneficial for State contacts to have more interaction w/the states they serve.

None.

No. Excellent responsive targeted assistance and support.

Q4. Which types of assistance were most effective in helping you meet Federal requirements and/or improve program quality?

TA calls, topical webinars, participation in conferences

Not sure if any were specifically helpful.

Topical Webinars-when they actually relate to Part C

All of the above

clarification of what is expected on forms and submissions

Q & A documents, written check-lists, monthly calls

Q & A documents and topical webinars.

I use the contracted technical supports for assistance for the most effective help.

One-on-One discussions with my State Contact

The MSIP monthly Ta calls have been very helpful.

not sure

All of these are helpful but, there are so many different calls each month, it ceases to be as effective as it can be.

calls from state contact most useful. Monthly TA calls ok.

Q/A letters, TA calls

Monthly TA call, leadership conference, Dear colleague letters, webinars.

MSIP monthly TA calls

Continued assistance to States to implement Results Driven Accountability without duplicative redundant submission of data, and lengthy narrative responses.

TA calls, Dear Colleague letter

Q & A documents, TA calls and webinars

Technical Support

I was unaware of the monthly call until late spring as a contracted individual was obtaining notification and had not shared that with anyone at the State office. I believe it will be helpful. Newsletters and documents are most helpful to me as they meet my learning style.

Continued assistance to States to implement Results Driven Accountability without duplicative redundant submission of data, and lengthy narrative responses.

Q5. Which types of assistance were least helpful?

OSEP Director newsletter

letters, newsletter

OSEP-Director's newsletter

OSEP Director's newsletter is in an odd format. It won't download easily and often the links in the document are not valid.

newsletter

Newsletters.

MSIP Monthly TA calls; poor quality sound and visual and yet you were expected to know and act on the information shared on the calls. Dear Colleague letters do not respond to the specific details to be helpful...in implications to state situations.

Monthly TA calls are not generally helpful. Part C programs do not need to sit in on Part B conversations. If these calls are to continue, I would like to see their be separate and distinct Part C calls from the Part B calls.

I did not use the calendar that much. The submission requirement dates were handled on the monthly TA calls. TA calls with Part B staff/ confusing. Often used Part B language when addressing Part C program issues. All have some degree of usefulness--when new information is being presented having the agenda or slides, etc ahead of time would be helpful.

Newsletter, webinar

OSEP Director's newsletter

Specific professional learning on exactly what MSIP wants and expects with scoring rubrics of expected responses.

Question/Answer Documents

N/A

I am unaware of any unhelpful assistance.

Specific professional learning on exactly what MSIP wants and expects with scoring rubrics of expected responses.

Assistance from OSEP-funded TA Centers

Q7. Which Center did you work with the most? (Open end)

ECTA

NECTAC (now ECTA)

MPRRC

ECTAC, WRRRC, DaSy, ECCO

Regional Resource Center

NECTAC/ECTA

ECTA

Early Childhood Technical Assistance Center and the Western Regional Resource Center

NCRRC

Mountain Plains and ECTA

The North Central Regional Resource Center was the TA provider I worked with the most.

MPRRC

WRRRC and NECTAC

SERRC

ECTA/NECTAC

Northeast regional Resource Center

ECTA

MSRRC

ECTA

ECTA and Regional Resource Centers

SERRC, ECTA, ECO, CADRE and ITCA

NECTAC and SERRC

Mountain Plains Regional Resource Center

MSRRC

Q12. What technical assistance should the TA centers provide over the next year to help meet your State's program improvement needs?

Support around the new SPP/APR

Help with clarifying OSEP expectations and assistance in interpreting directions from OSEP.

Assistance with understanding and implementing the new APR indicator #11.

"Assistance with APR

Topical discussions of finance, data collection, monitoring, insurance billing, states' sharing of issues"

Improving outcomes

Assistance in using self-assessment data to create continuous improvement plan - both proposed Indicator 11 and also to address additional state needs.

Continue to work with implementing the new Results Driven Accountability system now being envisioned.

reviewing our findings of non-compliance process, review of our draft APR, answering questions about specific points in practices of implementation.

We will need technical assistance on the new SPP/APR.

Help with SSIP

Information about Indicator C-11

Assistance with the new SSIP process will be critical.

Measuring and Evaluating the Part C Program at the state level - how do we know Part C is helping children given the state's system of services and supports?

Monthly or bi-monthly contact with states

supports specific to new RDA and revised SPP 'super indicator'

Provide more direct support on capacity building, infrastructure and implementation science.

New Results Indicator

Assistance w/the new Indicator 11, completing the APR/SPP, and SOP information and procedures

Assistance with the creation of the SIPP and outcomes measurements.

Provide more direct support on capacity building, infrastructure and implementation science.

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.

I can't. I haven't experienced many good collaborations across programs and/or offices, though I know how I wish they worked.

There needs to be more collaboration between VR and Special Education. If there is collaboration happening, it is not evident at the state/program level.

Integrated Employment Initiative

The RSA Mentor Grant provided states to interact and receive assistance from various programs within RSA and OSERS; more state VR program grant opportunities would be welcome. Also, interactions have been good, though limited, with ED staff over the 2012-2013 Federal Fiscal Year. [Name] disseminated a webinar to help In Service Training grant project directors develop their annual reports. We also had good interactions with [Name] when developing amendments for the DOR In Service Training (IST) grants.

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

Webinars are too focused on the reading of powerpoints. We can do that. It would be helpful to have more program (state) based examples of how the rule or regulation is intended to be applied in implementation.

More communication to states via teleconference and videoconference. In RSA site reviews they note that states need to do more communication, yet they do little to none on a regular basis.

When issuing out policy directives and technical assistance circulars, it may be worthwhile to have a conference call or something similar to go over the new information and allow questions to be asked for clarification. Also, we recommend that funding for the National Clearinghouse on Rehabilitation Training Materials' (Utah State University's) webinar program be reinstated and expanded beyond national topics to include regional and state issues and best practices. This was a fantastic way to share training programs and webinars developed by other VR agencies across the country and develop high quality distance learning opportunities nationwide.

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

RSA-MIS

G5

Agency developed

RSA-MIS, 911 File Transfer

RSA MIS

MIS

RSA database

RSA MIS

AWARE case management system

RSA MIS

Alliance

RSA MIS

RSA MIS System

RSA MIS

G5, MIS

RSA MIS

RSA MIS

RSA portal

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)

Depth and breadth of information delivered in short time frame

Our agency had a question regarding a funding issue and received immediate feedback and a succinct, clear answer.

RSA is consistently responsive and helpful on a variety of topics and questions.

Staff have been extremely responsive with support and guidance on topics and questions we have presented to them over the last year.

Timely provision of necessary documentation associated with Grant award.

Most have been positive.

The staff are knowledgeable, professional and courteous. They seem genuine in their efforts to assist states.

Direct point person is very timely in answering emails and phone calls

The RSA MIS system for data entry has been greatly improved. Entering data for the state VR plan as well as for a program improvement plan has been simplified and is a fast and effective way to communicate information to RSA.

Staff were quick to respond and offered examples of other state's that were helpful.

RSA staff got me VR outcome data in an EXCEL format so columns could be ranked to bottom/bottom to top and the turnaround time was unbelievable....like 24 hrs. I used it in a legislative appropriations committee. [Name] and [Name] did an in person site visit after we had a change in the State Department to whom we reported.

The staff we work with are always courteous and respectful.

The best customer service experience has been working with our state liaison. This person has field and program experience and understands the challenges of service delivery at the state level. This person is able to strike an excellent balance between responsiveness to state needs and compliance to regulations and policy.

Quick responsiveness and accommodation of our time differences on several occasions to address some of our program challenges.

[Name] comments at CsAVR and his direct interaction with SRC members went a long way to build credibility.

Monitoring of VR program

The liaison assigned to Alaska, [Name] is available to me when I phone and if not returns my calls within 1 day. He finds the information that I need rather than making referrals to other program leads.

[Name] provided guidance to the DOR staff when the Department submitted requests to amend its IST grants. [Name] walked the Department through the amendment approval process, discussed the amendment process with DOR prior to submission, and responded to the DOR request shortly after it was submitted.

Collaborated with RSA to develop a methodology that allowed us to increase our state match and bring in more federal funds. This could not have occurred without the technical assistance provided by RSA. Their staff were committed to helping us and our services are benefitting as a result.

Asking for and receiving T.A. from our RSA state liaison.

My best experience has been when I contacted my U.S. Dept Representative about obtaining information relative to providing maintenance to our consumers. The information provided was so very clear.

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)

NA

Our agency was assigned a point of contact, who then left RSA. We were never informed of this person's separation from the agency and continued directing questions to that individual that were not addressed.

I'm not going to do that, because I'd like this to be anonymous. I haven't had a whole lot of really helpful interactions.

NA

N/A

It just takes so long to get a reply if the question is complex or challenges the status quo.

None.

Financial questions have been slow and at times with different guidance.

Can't think of any.....

N/A

Reading the federal code to our legal counsel, and or administrative staff is not customer service when we are trying to solve issues and gain an ANSWER to a question. USDOE does not want to give an answer that is based on a yes or no proposition. Of course anything can happen, but when speed is key to get things done that is in the best interest for who we serve, DOE is extremely lacking. In the case of those liaisons we were work with, it may be that their superiors are not responsive to them. The frustration level that is experienced on a daily basis when interaction with DOE RSA is necessary is met with fear and apprehension. Not for what counsel may be given, but the fact that no direction will be given.

Whenever information needs to be cleared by the Office of General Council, it typically brings the TA/guidance process to a screeching halt.

None.

The reluctance to give legal opinions and staff who are afraid to give direct information to BEP vendors when it might upset them. There seems to be little tolerance for difficult conversations; instead they push them back to the states.

The delay of the monitoring report.

Once an inquiry advances beyond the liaison to General Council, I rarely receive a response.

When the former IST project director attended the Fall 2011 CSAVR/NCRE/RSA conference, [Name], [Name], and [Name] mentioned that they were going to reach out proactively to project directors every quarter. The former IST project director only spoke to his RSA project director when he initiated the contact a handful of times in 2011-2012. When the current IST project director attended the Fall 2012 CSAVR/NCRE/RSA conference, RSA was unable to attend due to Hurricane Sandy, and it was disappointing that no follow up information or materials were received.

None to report.

Attempting to find specific information at the RSA website.

My worst experience has been when I have requested a return calls from representatives and in return, there was a huge delay or I never received a call back.

Q46. Finally, please describe how ED can improve its service to you.

Ensuring all information meets 508 compliance.

NA

Consistent information and responsiveness.

Current data available on website; allow states more individualized flexibility in how compliance criteria is met; establish a streamlined and expedient process for questions/responses
More technical assistance and training for new leadership.

KEEP RSA UNDER THE DEPARTMENT OF EDUCATION!!!!!!!!!!

Ease of access and use of electronic data and improved search capabilities.

We have discussed the interaction at all levels within our agency. On balance, the responses were overwhelmingly negative. This is not based on the people we interact with or their demeanor. It is based on responsiveness and

the inability to relate to the nuances that states must deal with and the political realities faced on a daily basis. How can services improve? Don't tell us that you can't tell us something is wrong or not in compliance until it's enacted, especially when we are asking for approval FIRST! Be proactive and not reactionary.

ED needs to put greater focus on promoting program improvement than on process and compliance. There needs to be an increase in the number of ED staff that have experience in state programs.

First, they need strong leadership. Second, staff need to be able to answer questions timely. Third, legal opinions need to be timely (less than 14 days).

Timely responses to agency.

The RSA team has provided outstanding support in the past. Would like to see the ability for the team to provide more on-site assistance. Travel restrictions have prevented this from occurring, but would like for RSA to consider alternative approaches to providing direct technical assistance. Also, we would like for RSA to provide better customer service to IST project directors. This includes providing webinar power points in advance so people can have them for the webinar, facilitating a mentor/mentee relationship between seasoned project directors and new ones, and communicating more often with IST project directors, perhaps through quarterly meetings, which will provide a forum to communicate expectations, provide guidance, and for project directors to discuss training and grant management success/challenges. And finally, we would like to suggest that RSA take into consideration in their regulatory development and monitoring efforts the complex issues related to larger states and provide guidance or flexibility to address them, such as geography, population, rural vs. urban settings, cultural languages, diversity, and limited state fiscal, staffing, and other resources.

Continue to improve the RSA website. . .it's getting better and can be even more user-friendly.

Ensure that the information provided by ED Senior staff is consistent and that their responsive is timely.

CUSTOM QUESTIONS

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

The TACE Centers could be reduced to one - most of their training is not on-site anyhow, and putting the joint resources into one bigger entity sharing good info & best practices with everyone would be more effective than little ones that do not effectively cross-pollinate.

TACE resources remaining in the Regions

Detailed guidance and follow up.

Would be great to go back to the RCEP model

Data download and analysis options could be significantly improved. The design-your-own-report feature is not particularly useful. The main data options are fine but limited. Comparisons to other states are interesting but not always as useful as they might be if more finely tuned comparisons were easier to accomplish.

KEEP RSA UNDER THE DEPARTMENT OF EDUCATION!!!!!!

More timely and definitive responses to questions.

RSA staff need to have more state program/field experience.

Due to the recession we had difficult time with out of state travel and missed many training opportunities. RSA should find a way to fund VR staff and require attendance.

Timely responses to agency.

Increase grant award to serve a state geographically far away from the TACE.

The RSA liaison has provided outstanding support. Would like to see the ability for the team to provide more on-site assistance. Travel restrictions have prevented this from occurring; but would like to see more on-site or alternative (e.g., teleconferencing/videoconferencing) opportunities. Also, would like to suggest improved timeliness in issuing sub-regulatory guidance so that we are able to more proactively address any action items that result.

They need a few more staff to improve on the timeliness of some of their technical assistance guidance. Sometimes our timeframes are very tight when we need to act upon a pending matter and their availability is often limited due to the many priorities they need to address.

none

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.

Non-public school guidance and webinars.

Title IIA does not agree with ESEA, TIF or SIG offices on their various programs.

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

Offering to use these systems during the national conference or provide WebEx features during important sections for those that were restricted to travel would have been beneficial.

Actually use video conferences or webinars. Schedule and keep monthly meetings to inform people about the programs and any updates there may be at the federal level.

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

SAHE so don't do this

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)

Received excellent telephone response to issue with a PNP/LEA issue from [Name]

As questions have come up, working with [Name] has been great. She is very responsive and clear in her answers.

We love working with [Name]. She gives you a straight answer and if she doesn't know the answer - she finds out for you. She has been helpful in answering questions about allowable expenditures, budget updates related to the ongoing pending status of ESEA reauth. We also have had great experiences with [Name] who has been very responsible whenever we have questions about allowable expenditures, etc.

[Name] has been wonderful in quickly responding to my questions. She is very knowledgeable and answers inquiries in a timely fashion. I'm very happy that she's my contact.

[Name] has been extremely helpful in supporting NYS work with equitable professional development services to non-public schools. She has also been very responsive to address complex questions asked during the year.

The SEP annual meeting in DC December 13-14.

I receive detailed and helpful responses from the Team Leader for TQ Programs within a day.

Acknowledging my program inquiries in a timely fashion within 24 hours. Also, providing a response within a reasonable amount of time. Great work.

All my questions will be answered.

Quick turnaround time when contacting the US DOE about concerns/questions.

None

Individual e-mail responses

Sending an e-mail question to [Name] to which I felt I knew the answer. In her response, she affirmed my thinking and sent additional detail that helped to pass on an answer to my LEA.

Staff is very understanding of turnover issues in our agency. and promptly responds to questions

Info about providing meals during grant funded activities

We have been working with the US department on the Flexibility request. Generally the direction has been frequent and clear; the responses have been timely, the interactions have been professional and helpful. We also have been with the Office of Risk Management on a project involving a high risk district. [Name] and [Name] have been patient but persistent, offered numerous suggestions that were helpful, provided timely feedback and recognized progress when it occurred. They have been very responsive and coordinated efforts well with the SASA, IDEA, equitable services and other offices.

Email responses to questions about correctly interpreting NCLB provisions relevant to the program I administer are excellent. In-person responses at annual US Department of Ed-sponsored workshop are excellent too. Assistance with teacher and principal evaluation principles within the ESEA waiver application.

Email request from Title II-A coordinator

Personal attention and responsiveness to requests/questions.

By email, the program officer was very responsive.

My program manager, and the newly assigned program manager always get back to me in less than 24 hours, and they have the answer to my question(s).

[Name] is wonderful; her emails with the allocations for states are excellent.

Having a question answered related to fund for grant participants.

Program specialists are very responsive to ad hoc questions submitted via email, even though they are extremely understaffed. [Name] is always eager to help find answers to questions.

[Name] has been very responsive and very helpful in regard to two issues I had to resolve with in a very quick time frame. I really appreciated her help.

Excellent service from [Name], Title II, Part A contact. I often contact her with questions and she is always prompt and comprehensive in her responses.

[Name] of the Title II Office is always stellar in her responses and technical assistance.

[Name] is very responsive. She answers emails and responds to phone calls promptly. She provides helpful guidance.

n/a

I work with [Name] and [Name] on the Title II SAHE grants. They are both exceptional and respond to me quickly with accurate responses.

Were able to respond quickly with accurate answers to my questions.

My Program Officers are always prompt in returning calls or email. They have always been helpful with any questions I have had. I can't think of a best scenario, they all seem best to me.

We are kept up to date via email on the newest release of the SAIPE U.S. Census poverty data, what is happening with the reauthorization of ESEA, and the SAHE allocations for Title II-A

Timely feedback

I work directly with [Name] and she has been fantastic responding to my many questions in a timely manner.

None

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)

I don't have one.

I haven't really had a bad experience in any of the federal grant programs we work with. We are however, very sorry to know that SAHEs are likely to be cut out of future teacher prof dev / ITQ type funding with all going to the SEA. The teacher dev provided by the SAHE run program is more intense and in depth. It keeps the IHEs more tightly connected to ongoing teacher prof dev and it informs their work in teacher prep programs. We'll lose that. Teachers give very good reviews on the SAHE funded projects because they are more than 1 day workshops (usually grad level coursework that can lead to specialty certificate).

While attending the Title II conference in December I looked forward to attending the session for new directors. However, instead of hearing what our questions and concerns were, [Name] spent the entire session talking about herself and her role. Unfortunately the session was only 30 minutes and she spent 25 of it not addressing the audience. It could have been a very useful session if moderated correctly and more time was devoted to it in the conference schedule.

None

Being completely ignored by the department except for that one conference.

NA

none.

NA

ESEA waiver approval - does not agree with title IIA guidance on reporting requirements

None

NA

Working around the changes with [Name] being reassigned temporarily. The burden on others is understandable, the service is just different now.

None

None

The recent guidance coming out of the Title II office on meeting and conference expenses were confusing and created more questions/issues than they resolved. It might be helpful to run something like these past some stakeholders at the SEA and LEA before sending them out.

None.

N/A

Finding information that is current for Title II-A

None

My challenging experiences are only related to the navigation of the website and the ability to find what I need.

N/A

Customer services is good and our program officer is always eager to answer what she can or refer questions to others when necessary, so I can't recall a "bad" customer service situation; the office is just understaffed. Additional non-regulatory guidance would be helpful related to the nuances of HQT and teacher effectiveness.

NA

N/A

n/a

None

I haven't had one. The only time I experience any difficulty is when the program officer is moved to another "job" and someone fills in. That is when most problems with communication seem to rise. But, it has been more than a year since that happened, and am only mentioning it here, so you can understand how good our program officer is.

None.

Not flexible

If a question needs legal advice it may take time to receive a response but I have worked with other US ED staff in other offices that were very unresponsive. The Title IIA office is amazing compared to those experiences. [Name] and [Name] make sure to leave someone to contact if they are out and/or respond within 24 hours even though they must have very full plates.

The worst customer service experience continues to be the lack of acknowledgement/recognition that Title II, Part A funds a program for professional development of teachers with grants administered through state higher education agencies. This program is invisible to the U.S. Department of Education because program staff does not collect information about professional development grants awarded each year or collect information on outcomes of these grants.

None

Q46. Finally, please describe how ED can improve its service to you.

Increase web-based trainings.

I think the primary problem is they just don't have enough staff to wrestle with all the work / grants issues that come up and due to budget uncertainties beyond federal worker control - it becomes very challenging to deliver the best possible service.

The Title II A guidance are sorely out of date. By updating the latest version, 2009, it would really be beneficial.

Help design a streamlined and simpler reauthorization of NCLB.

Communicate with me. Offer brief training opportunities for both the IIA and IIB grant programs. Offer regional networking opportunities so I can talk with others who have the same success and challenges as I do in my state. Offer weekly or monthly updates on the programs and what is happening at the federal level.

The technical assistance centers provide on the ground networking opportunities with other states and experts re: research and best practices for building the new educator effectiveness programs, and the USDE Teacher Quality Program provides assistance in answering technical assistance questions for running our grant programs. While the USDE has provided some recent webinars to help develop the new state educator evaluation systems which are somewhat helpful, that TA could have been more timely a year ago.

Take more of a technical assistance approach rather than being heavily compliance driven.

More professional development for the SEA to utilize the product to its extent.

NA

More collaboration among depts within Ed; more consistent information; quicker turnaround on requests for waivers, amendments etc; less paperwork in said processes

Provide more online training for implementing and complying with all aspects of relative CFRs that relate to effective federal grant programs.

As a fairly new Title II-A Coordinator for my state, I would like to feel as though I am being guided through the learning. I'm not exactly sure what that would look like, but that would help in my transition.

Sponsor regional or state federal meetings-face to face to address common problems such as Common Core. How can the funding be leveraged across federal programs to help support districts. / Provide flexibility for rural and small districts. / Provide language translations on websites.

Keep knowledgeable staff assigned to their projects, so we have consistent contact with staff who have the expertise and institutional/historical perspective to help us.

Getting ESEA reauthorized would help a lot in reducing the confusion about the future direction of Education in the USA. / The communications from USEd via updates, newsletters, announcements have been very helpful, timely and valuable. keep these coming. / I particularly like the move to emphasizing outcomes (accelerating achievement and closing achievement gaps) over just compliance. If you hold states to these outcomes, the states will hold LEAs schools and teachers to them. Give us some flexibility in getting performance but hold us accountable for performance. / Continue to focus on coherence between offices, programs and even between agencies (e.g. agriculture and Education). / We really need a national emphasis on teacher preparation institutional quality! This is one of the persistent problems that other nations have solved but which the USA has not yet barely begun to address. / How can you also help us address the transition to the new paradigm of technology driven educational options?

Provide clearer guidance regarding whether or not grant funds can pay for meals at meetings (for example, a "under no circumstances" statement is more clear cut than a "except in unusual circumstances" statement. Clearly describe acceptable workarounds, if any, such as having grant project participants purchase lunch out of money they are receiving for stipends; and provide clear guidance on whether increasing participant stipends to cover lunch is acceptable (I assume it is not, but would appreciate clear guidance on the issue). Also, it would be helpful to have a clear statement for the legal authority behind the guidance on meeting meals that the Department provides. For example, if the guidance is based on the Department's interpretation of what "reasonable and necessary" means in the context of federal costs principles, clearly state that. If there is a stronger legal basis, please let us know.

Provide more up to date information for Title II-A

Keep on keeping on.

N/A

Additional sharing of best practices across the country; sample forms/practices that can be shared with LEAs; updated guidance documents.

Bring [Name] back to Title II!

Not sure

Provide more advanced notices of Title 2 meetings. To consider moving the meetings to various locations throughout the country.

It would be nice to have more technology use to deliver instruction on how to manage different grant aspects and understand how to work with budgets etc. It would be nice to have some type of index that could lead a person to the correct OMB circular and the correct OMB circular sub-item for different questions. The circulars are not user friendly. I had to take a college course to learn how to use them appropriately. Not everyone managing these grants has the opportunity to do that. Some type of on-line instruction would be ever so useful.

ED is so large, with authority over so many projects, that it often seems it can't keep up with pK-16 changes in the field. I realize your hands are tied with the ongoing lack of reauthorization of ESEA and this means that we have to use Non-regulatory Guidance that is 7+ years old and hasn't changed with national needs.

Relevant knowledge on up-to-date information. Flexible and willing to adjust to situations.

It would be great to have FAQs and findings published as a reference. I have sent the findings from other monitoring visits which help to educate me on the US ED interpretation of the law but it should be more accessible. I suspect some of the questions that I have had, have already been asked so a fluid Q&A document would be very helpful to me and probably too many other program coordinators as we end up e-mailing each other and the questions may already been asked and answered.

ED can improve services to SAHEs for the Title II, Part A program by acknowledging the existence of the teacher professional development grants, collecting data on outcomes of the SAHE program and using that outcome data to develop policies and programs to support teachers currently in the K-12 classroom.

CUSTOM QUESTIONS

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

Excellent and responsive

Productive.

My assigned contact, [Name], has been a blessing.

Outstanding

Non-existent

Great supportive relationships. I can trust that my inquiries will get prompt and excellent responses.

Excellent. Reachable. Responsive. Knowledgeable. Makes it a point to seek legal counsel when necessary. Not afraid to say, I'm not sure, let me get back to you on this. We have a great working relationship!

Excellent.

Excellent!

very good

Congenial

Very positive

Professional, effective, courteous, respectful, timely

Great!

sporadic, inconsistent

Very cordial. I am grateful to US Department of Ed staff for providing thoughtful, excellent technical assistance.

Respectful. Supportive. Balances attention to compliance and technical assistance.

Good

Excellent.

Very good

Excellent, and on a personal professional level.

They are very responsive.

Very good

Very good

Excellent working relationship. [Name] has been extremely helpful to me.

We have a professional relationship with the Title II Part A Staff

Excellent

good

Excellent

Excellent!

I feel confident that I can contact them and that I will get a response from them. They are always helpful.

Collegial. They listen (or read) and respond.

Very good--informative and timely.

Flexibility

The IIA program staff are absolutely amazing!

There is not a need on my part for contact with ED's Title II, Part A program staff to obtain guidance or directives re program implementation.

Very good.

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.

A knowledge and understanding of expectations to which 21st CCLC grantees are expected to comply, even if they aren't directly pertaining to 21st CCLC (i.e. FFATA) and/or who to direct questions to. Also, consistently communicating new guidance from the USDOE (i.e. May guidance pertaining to conferences and food--we received this information via another Title program and not our federal 21C contacts or listserv, which created some state-level confusion as to whom it was applicable).

Title I and Title IV, Part A family involvement.

Don't know

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

Use of technology is very limited. They have provided one webinar this year- and it was a 30 minute webinar to announce dates of future webinars.

Enhance search feature on USDOE website by associating key words with pages, so that searches don't just bring up every page on which the word is mentioned. Use listservs to distribute updated guidance and expectations of grant recipients.

More webinars would help with transparency, updates on discussions, opportunity via webinar to participate in ED discussions about the 21CCLC grant instead of only getting input from a few states.

More webinars and/or SEA specific content on the Y4Y portal.

Webinars for training state level directors, virtual communities or PLC's to build a network of state leaders, monthly conference would be helpful.

During webinars, don't make us phone in for audio. Use the webex audio so that we can listen from our computer.

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

PPICS

PPICs

PPICS

PPICS

PPICS

PPICS

PPICS

PPICS

PPICS

PPICCS

PPICS

PPICS

e-mail / PPICS

LPA

PPICS

PPICS

PPICS

PPICS

PPICS

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. (Open end)

I received a response to an email within 24 hours.

Our federal program officer, [Name], is incredibly responsive. Recently we phoned him regarding the updated guidance regarding using federal dollars for conferences and meetings, and he took his time and walked through various scenarios with us to explore the implications of this new guidance. He responded to each of our questions thoughtfully and gave careful consideration to the impact on our grantees.

[Name] is always available when I have questions or concerns. I have called him many times and he either answers his phone then or returns my call quickly.

Beyond School Hours conference in Jacksonville, FL

The quick, concise responses I get from my program officer, [Name] when I e-mail him with questions about the 21st Century Community Learning Center administration.

PPICs staff have been very helpful in assisting us in extracting data for the purpose of our state evaluation

The best customer service experience is 99% of the time I ask for assistance. My questions and concerns are addressed in an appropriate, friendly and timely manner.

Quick response from project officer on request for clarity on the guidance related to use of funds for food and travel.

I requested information and dialog regarding our systems realignment, DOE 21st CCLC Project Officer was extremely responsive and supportive. He provided clear direction and ongoing support through this two month ordeal. I am appreciative for the TA.

n/a

When I call [Name] he returns my call within a couple of days and I am able to problem solve and collaborate with him directly. That is helpful in knowing that our State office is in line with the Federal office.

The best experience I've had has been with [Name], the program contact. He answered questions via phone and email regarding an applicant disqualification issue and was very helpful.

Receiving guidance via email to help document the source of the information and to be able to use it as an on-going reference has been very helpful.

Our direct supervisor does a great job of getting back to us in a timely fashion on questions we have and follows up directly on quarterly calls .

[Name] is our program officer. [Name] is always available to me to answer my questions. Our interactions have been in phone calls but she did come to our office for a monitoring visit and I took the time to get some technical assistance from her and she was very helpful.

Technical assistance during monitoring process with [Name]. Warm, partnering discussion and good follow-up with [Name].

Responses to questions from my program officer and [Name].

Good responsiveness to Expanded Learning Time questions and for PPICS assistance.

Our phone calls and emails to our program officer are always promptly returned and we believe there is a genuine attempt at this level to be of service and support to our state. There is always a friendly voice and our officer always asks for clarification to ensure that we get an accurate answer. The difficulty becomes the lack of guidance from the Department, as the written guidance on this grant has not been updated since 2003. We have received much verbal guidance and believe the staff is trying to assist us in offering quality services - but this issue of updated guidance is difficult to manage at the state level.

I appreciated the webinar on changes to quarterly reporting.

Often time, clarity is needed on the non-regulatory guidance and our contact have provided feedback in a timely manner. The topics of discussion was ESEA Waiver/ELT and monitoring questions.

Program Officer designated as our state contact -- provides very prompt & accurate replies to T? A questions -- professional & courteous quarterly conference calls and productive communication at other times as well.

Program Officer was the remote lead for our monitoring visit and did a really good job. (However, I would have liked him to have been there face-to-face.)

Monitoring staff from ED was most helpful.

TA offered in DC headquarters for evaluation processes.

[Name] is always respectful to my questions and assisted me within 24hrs. He is a real professional

The program officer is responsive to emails and follows-up with me on any request.

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)

Unfortunately, the typical customer service experience fits under this category. I've learned not to send USED too many emails (i.e., more than 3-4 per year) seeking their guidance because I either do not receive a response at all, or the response I receive comes too late to help. For example, I am currently waiting on a response from USED staff from an email sent two weeks ago, even after sending a follow up email to ensure they received the first email. Our funding would justifiably be pulled if our state provided the level of customer service provided by USED.

The guidance regarding the use of federal funds for conferences and meetings came to us not directly through our federal contacts for the grant, but rather first through an email buzz amongst other 21C SEAs who had heard about it and then through our state's Title IIA program, which had received the notice from their federal coordinator. Interestingly, our Title II SEA was the only one who received the notice and if it hadn't been for our close knit

partnering across Title programs at the state level, none of the other Title programs would have been aware this information even existed.

None

No bad experience to report.

The worst experience has only happened once when it took some time for staff to respond to a question. It was only considered the worst experience due to the fact that I waited for over a week to get a response but that is not the typical response time.

Lack of clarity and detail in the guidance related to use of funds for food and travel.

I requested guidance on a decision I was planning to make, it took two weeks for a response, I do understand the office is understaffed with personnel assigned several duties. This was the only issue I have faced the seven years I have been working with the DOE 21st CCLC staff. They work hard.

N/A

To my knowledge, there are not many 'publications' or 'guidance' fact sheets available to State offices. There has always seemed to be a hesitation to put anything in writing. Other than the NRG, I do not use the website or know of any other communication strategies that keep us informed.

I have very few instances of interaction so do not have a "worst" to share. All interactions have been more than satisfactory.

Sub-grantees receiving conflicting guidance on the same topic/subject has been an area of concern – if there is conflicting guidance then the program is not being implemented consistently across the board.

The information we received from a contracted service regarding our recent monitoring visit was not clear. The forms we needed were not sent until after several emails asking for clarification about what kinds of materials we needed to have prepared. The information regarding the site visits was not clearly described and caused us to have to make last-minute changes to allow for conference call ability.

None

The New Frequently Asked Questions and Answers on Expanded Learning Time (ELT) Under the ESEA Flexibility Optional Waiver are not clear and create more questions than they answer. /

Technical assistance with transferability of grant funding.

With the USDE unable to travel our program officers to meetings with state level leaders - we often have mixed messages from program leaders/management answering questions in a meeting to USDE program officers not being aware of what is said. This leads back to the issue of guidance and regular communication with the states on this specific grant.

I just got a notice to bring 10 subgrantees to a regional meeting with Feds. Not enough notice, not enough agenda info, not enough justification, no info on whether we can attend via tele-conference, too expensive to bring all these people.

When the response was not provided for weeks...

I do not have one -- the work that I have experienced has been professional and good quality customer service.

We had a webinar that was hard to follow.

3 years ago - monitoring staff not friendly.

N/A

N/A

Q46. Finally, please describe how ED can improve its service to you.

Just be more responsive. We have worked with different staff over the years, but the response rate still remains not existent. Many times, our state Title I department forwards guidance to my office that comes from their USED staff. We will then receive the same guidance from our 21st CCLC USED staff 2-4 weeks later. Why is there a delay? Also, USED staff announced a regional conference a little more than a month out (an agenda was never released). None of my staff and only one of the many programs attended because of the extremely short notice. The list can continue, but I just think a re-dedication to customer service is necessary. Many state leaders are worried the national 21st CCLC leadership is not only unhelpful, but actually a detriment to the program.

Regular, consistent communication regarding grant expectations, including program specific and non-program specific (i.e. FFATA, federal guidance, etc.) Sharing of information across all Title and non-Title programs. Timely, available written guidance on current issues challenges facing programs as well as state-level and local-level grantees. Increased opportunities for SEA networking and information sharing--we learn a tremendous amount from each other!

Continue to be effectively responsive to inquiries and documentation.

I would like to have the opportunity to network with other SEAs as well as receive specific 21st CCLC guidance. I am very disappointed that the Summer Institute was discontinued as I thought it was a valuable service for state representatives as well as our subgrantees.

Greater alignment between federal agencies regarding definitions and items of cost.

Continue to offer timely, friendly and appropriate guidance. Allow for more opportunities for stakeholder input.

Reorganize and improve the ED website.

ED is providing the necessary support needed.

Increase communication. An annual meeting isn't enough communication to keep up with trends, best practices, and innovations that could help us improve the quality of the work we do at the State level. Even when we do meet, the agenda isn't always relevant.

We were not involved in this procedure, but I was very disappointed in the amount of service and support that the 21st CCLC SEAs received regarding how checking the 21st CCLC box on the waiver applications would affect their programs. There were so many questions for them and not many answers coming from US DOE. I would expect that before a system change such as this would come down that these things would have been clarified in the department so that as soon as it was laid at the feet of state directors, the information to support them and help them work with their Chiefs would be very clear.

We struggle at times with the guidance being too vague. We are left for interpretation and then we fear we are interpreting the information incorrectly.

Set up mentor-mentee relationships with SEAs. Share SEA best practices with the rest of the states. Facilitate discussion among states at national meetings. Stop threatening states with increased monitoring. Better equip program officers to recommend best practices. Make much better use of national/regional meetings---not just about compliance, but about best practices in implementation. Thanks.

More SEA coordinators meetings to share ED's information.

To continue to implement new and innovative technologies to streamline services and professional development training.

Again, as I think of the individual interactions with ED staff members I believe that there is a genuine desire to be a service organization supporting this work and to be innovative. This program is about "thinking outside of the box" with education, yet our program staff seem stifled at times to do so in their supports to us at the state level.

I'm not sure.

Provide detailed written guidance on issues surrounding afterschool programming requirements.

In the current political environment and funding uncertainties, the Program Officer with whom I am in contact has provided excellent customer service that includes reliable information, prompt, accurate and well-informed technical assistance in any area with which I have had contact as the state coordinator of Title IV-B. His name is [Name].

We need to have regular face to face meetings. At least twice a year - and bring back the summer institute.

When approving contract work with technical assistance providers, ED should inform seas of this so that we are prepared to engage with them in a timely manner. For example, a technical assistance provider contacted me via email, however I had heard nothing about this provider, nor that they will be doing work with states.

CUSTOM QUESTIONS

Q3. Where and how the technical assistance or support take place? (Select all that apply)

Monitoring contractor (Please specify)

eNSync

contracted staff

State Monitoring Visit May 6-7, 2013

National association meeting (Please specify)

Mott and Foundations, Inc.

Beyond...

Mott conference

Beyond – Foundations

REGIONAL MTGS

Other (Please specify)

ongoing email support

AIR contractor orientation

21st CCLC summer institute

Q5. Please name the area(s) that the technical assistance or individualized support received helped you improve. (Open end)

Literally nothing.

Open communication with our federal program officer--[Name] is accessible, well-informed, and tremendously supportive.

Understanding expectations of grant, data evaluation, and legal guidance.

grant administration

Document retention protocol

Guidance determining allowable activities

Monitoring of grantees, evaluation, PPICS reporting, tracking expenditures, grant competition, TA for grantees, etc.

LEA distribution, grantee spending guidelines

N/A

I received very specific guidance on a supplanting issue.

PPICS reporting, identification of 21CCLC focus areas

Ideas on monitoring. Looking at sub-grantees who are similar in size and allocation award.

Gave us the ability to directly answer sub-grantees applicants questions with authority. Helped us feel that we were on the right track. Gave us ideas for places to go for ideas that we might use"

The expanded learning time. [Name] helped to provide guidance on what we would be required of if we received the waiver.

Data management and PPICS reporting.

Too soon to say.

ESEA Waiver Flexibility technical assistance - involvement resulted in our State 21st CCLC Assistant Director becoming part of a national focus group.

We have received technical assistance regarding fiscal documentation of LEAs claims in our state electronic grants management reimbursement system and positive technical assistance & support on a number of inquiries that we have brought up during grant competition and our regularly scheduled quarterly calls.

Guidance to sub grantees.

Program management

With information from EDGAR, Dealing with difficult grantees, support in monitoring grantees, connection with other SEA's that have resources for me to use. [Name] is awesome

USE OF FUNDS

Q6. Describe any concerns about the quality of the technical assistance received by your Program Officer. (Open end)

Please see my comments regarding customer service. The last "technical assistance" related email from my officer was early February (it is now the last week of June). I've received one email since then and it was only to request information from me.

We received a federal monitoring visit, and having been through the process before, were significantly disappointed with the pre-visit coordination this time around. The contractor appeared ill-informed and disorganized. Communication was unclear and no timely, and overall was very frustrating. Although it was not intended to be his role in the process, we relied heavily on our federal coordinator to make sense of the communication and provide clarity regarding expectations.

Some findings reflected past issues and did not reflect current improvements and evidence.

No concerns.

The follow up time, although I realize Federal staff are having to do more with less time.

N/A

I recently learned that I will have a new Program Officer. Not being able to establish a long term relationship can be a concern.

None at this time

It seems that in several instances when we are asked for nominations for programs for a specific study that is going on - there is no follow up information. If a sub-grantee in our state is part of a study - we never hear what conclusions have been draw from the work that the contractor was doing. While we did not expect information specific to our state - it would have been interesting to hear what they found on a nationwide basis. If there is no information - why pay for the study? The 21st CCLC Sumer Institute was an excellent service and many of our sub-grantees depended on it. I am sorry that it is no longer an option.

Verbally guidance provided versus written

No Concerns

n/a

NA/

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.

The RTTT office seems to provide a lot of technical assistance, broad knowledge of how other states are handling specific challenges, seem well versed in the grant requirements and project milestones/deliverables. I do not see the same level of understanding of policy, of best practices, or technical assistance in the TIF office. The TIF office focuses much on compliance for compliance sake and less on the implications of their policy decisions on human capital management and teacher effectiveness.

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

I think it is adequate. I tend to utilize e-mail and phone conferencing as the primary source of information.

Please allow at least annual face-to-face meetings with the ED. Webinars do not suffice and limit interactions between grantees.

While technology is sufficient for some information dissemination, face-to-face meetings are imperative, at least on an annual basis. I have found that webinars end up with little to no questions asked by grantees; while face-to-face meetings lead to much more helpful interactions.

We often do not get copies of the powerpoints a head of time to take notes and the presentations do not usually run smoothly.

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

ARDA

E-mail

Email

email?

Email attachment

Email

email

email & G5

Email

e-mail PDF documents

not submitted yet

email

USEd e-mail

e-mail and Microsoft Office documents

G5

email

not sure?

Email

FederalReporting.Gov

PEIMS (Public Education Information Management System).

Email

email

Email

email delivery

PEIMS (Public Education Information Management System).

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)

[Name] is great to work with.

[Name] - Despite the many grantees she assists, she has always responding to my questions/requests promptly and in a very professional manner.

The site visit was tedious to prepare for but it was critical. I do not think we could have identified the strengths and needs of the project without that assistance. The periodic phone conferences have been helpful. In essence, there are parts of the communication that are not equally effective through digital communication.

The best part has been timely responses. When I call or e-mail, I can usually expect to get a response with 24 hours. When we ran into a big issue, we had a phone call that day and then a conference call with higher authority within a few days.

Our program officer is always very friendly and willing to answer questions.

Our TIF project lead is very responsive to requests for input and feedback. She responds in a very timely manner and is very thorough.

The consistent clarity and helpfulness of our Program Contact ([Name]) has been excellent.

My grant manager [Name] and [Name] have been phenomenal. They always answer questions and meet our needs in a timely manner.

Contact with our program officer has generally been good and helpful, but the responsiveness times are very unpredictable.

I always enjoy working with our Program Officer. She is always very responsive and understanding of our needs. I especially enjoy our bimonthly monitoring calls and her sincere interest in our project's successes.

Individualized assistance at the technical assistance meeting.

[Name] always helpful and willing to work with me.

I am not sure about the BEST customer service experience, but as a TIF grantee, we really appreciate receiving written feedback. Recently we received written feedback on a site visit. We really appreciate written feedback because it helps us get better in the work we are doing.

Our TIF project officer ([Name]) has always been very responsive, eager to be supportive and timely with her follow-up when we ask questions or need information. She even apologizes when she has to provide a "no" response.

The onsite visit was great. We got to know each other and understand what is important to both USDE and our technical assistance provide and they learned about the challenges and the positive outcomes we were achieving with the use of our grant funds.

[Name] is really receptive to discussions about how best to accomplish the overall vision -- instead of being too stuck on proposal language

[Name] has been incredibly helpful throughout, particularly during our site visit.

Our only good experiences have been with [Name] in the General Counsel's office. [Name] is clear and thoughtful during our phone calls and is responsive over email.

Their on-site visits were extremely helpful.

[Name] . Knowledgeable, timely responses, on point.

With coordination between our Program Officer and her supervisor, our district was able to acquire clarification on a budget item.

Interaction with the program officer to deal with specific program topics.

Comprehensive, value-added desk monitoring review completed

Strong

Both cohort leads for our TIF grants have responded very quickly when I am need of support.

Cannot think of a "best" customer service experience. Most interactions have been friendly/cordial but not very helpful or focused on effective implementation of the grant.

I have been very pleased in the past 12 months with the service of our program officer. In having just become the grant manager for this program, I was always given the impression that working with USDOE was impossible and that everything was stalled. I have found that to not be the case at all. I get timely answers from my program officer and she works hard to find answers and sort through the confusion that often exists.

The continued guidance when reporting my APR as well as our monitoring site visit. We were able to discuss in person what is going on and any changes that need to be made to improve the grant.

The program director assigned to Life School, [Name] is outstanding. She is very much available and eager to answer question and to provide excellent support and customer service. [Name] has managed to help our organization by alleviate anxiety associated with our monumental project.

The program director assigned to Life School, [Name] is outstanding. She is very much available and eager to Our program officer has been responsive, pro-active, and supportive in a timely manner.

Very responsive to emails or phone calls. Nice people dealing with challenging circumstances.

ED senior staff members working with the Teacher Incentive Fund Grant have been helpful during our implementation.

N/A

The DOE staff who lead the webinars are very knowledgeable and address issues comprehensively and accurately.

The work I do with my Program Officer, [Name] has been the best over other experiences.

Our Program officer always responds in 24 hours when we have a question/concern. Our Monitor from CECR/Westat is top notch!

[Name] has worked diligently with our staff to have Attachment T approved. She has been a pleasure to work with.

In general, all of the interactions are good: requests are made, we answer, and "approvals" are relatively fast. The most recent experience with the Interim APR was pleasant and iterative in terms of the Program Officer asking for more clarifying information, which is nice to have because "perfect" is a fluid term within TIF grants.

The program director assigned to Life School, [Name] is outstanding. She is very much available and eager to answer question and to provide excellent support and customer service. [Name] has managed to help our organization by alleviate anxiety associated with our monumental project.

Our grant officer, [Name], has consistently been helpful, professional, responsive, and well-informed on relevant issues. She has responded to us quickly each time we had a concern or request.

Timeliness and quality of responses to questions that I have as the new director of our TIF Grant.

The desk monitoring APR went very well, ahead of schedule, and without problems.

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)

It is difficult to get a timely response from ED legal counsel.

n/a

The support from Mathematica has been confusing and, to a great extent, not helpful. The collaboration between Mathematica and the Dept. of Ed. program officer seems to have been minimal.

We thought we were very clear in the way our grant was going to work. Then about 9 months into the grant we were told that we couldn't do it that way. It caused a huge burden on many people, especially our finance department. While the ED was willing to work with us on different options, I don't think they realized what an impact it would have on our district.

Having the expectations of the grant change after implementation.

Not having a face-to-face meeting to discuss goals for our new grant, led to several emails and phone calls. Had we had a face-to-face meeting, as has been previously permitted, we could have provided required information much more efficiently. Please allow face-to-face meetings, including topical meetings.

Actually, realizing that the deadline for the Goals and Objectives worksheet was months away from the actual performance measures reporting was disconcerting, since time might have been more productively spent on the preparation of the Interim APR.

When I initially started TIF 3 I requested technical assistance for the Data Management element of the grant. It took the grant manager at the time, [Name] six weeks or more to set up a webinar and then the individuals on the webinar were of no assistance.

Generally, I think ED needs to decide if they genuinely are going to allow districts to innovate or if they're just putting us through the paces until we finally 'innovate' to a model that they knew they wanted from the start. If

they have one blueprint to an effective PBCS then they should simply be transparent about it and not put us through the motions of trying to collaborate and innovate a PBCS that works in our district.

I have not had any negative experiences to report.

Haven't experienced bad service.

[Name], hateful, uncooperative, appeared to want our program fail.

NA

There has not been one to date.

Refusal of TIF program manager to complete even a brief report reflecting findings after monitoring protocol visit in April. Difficult to learn from one's mistakes when mistakes are not identified.

Continual changes in our point of contact, we have had several program officers in one year. We have to share over and over again about our program and learn how they like to work with us. Not the other way around. none to describe -- only thing that is difficult to deal with is that some items in our proposal were deemed not allowable by the General counsel's office even though we wrote them in as a result of pre-submission guidance. I wrote extensive feedback after the most recent TIF gathering -- I enjoy these gatherings, but think that the session content and presentation could be greatly improved.

Nearly all of our other customer service experiences have been very poor. Our program officer, [Name], is slow to respond and exhibits very little grasp of the content and poor critical thinking skills. She has not been helpful to us at all in anticipating or working through issues, and her lack of helpfulness has been a significant impediment to our ability to be successful in implementing this grant.

During grant submission, we experienced difficulty in trying to get access to the section to upload the application.

Monitoring call when they started discussing project's goals and objectives and correlating strengths and concerns.

Problem: it was not our project.

None

Interaction with the program officer to deal with specific program topics.

Long response time to get more detail on information that had been presented at the Project Directors' Meeting
Good

Webinars in lieu of face-to-face meetings have not been sufficient.

The staff who work on this program have changed several times in 12 months and over the course of this grant opportunity. There is not a lot of deep knowledge of best practices in teacher effectiveness or performance based compensation or human capital strategy on this team. Again, the staff are very adept at reading the policy rules and public comments to rules but seem to lack working knowledge of school and district operations. Most responses are not focused on solving problems but rather reiterating grant expectations or policies or application information which is outdated.

In now having a program officer that is working with us, including a site audit this past May, it has been frustrating to see how far we have been allowed to move without truly knowing the full scope of the process. The current team has helped us work through all of this but it's disappointing how off track an ill advised officer can lead you.

Haven't had any.

The format in which reporting documents are required make it difficult to provide timely and accurate responses. Our hope is we will be able to use tools, such as Excel when reporting on budget numbers and statistics. At the moment APR are to be submitted in Word.

At times, strategic emails go to multiple people causing some confusion as to who should respond.

In-person conference in Washington. Missed opportunity. Could be excellent opportunity for sharing of TIF findings to date and grantee mutual sharing-- of experiences and lessons learned. Instead, had the unfortunate result of insulting grantees. Needs more sophisticated planning and substance.

None

N/A

Our program officer seems to be very unfamiliar with the regulations and the guidelines around the TIF program. Responses are often delayed because she has to confer with colleagues because she doesn't know the answer herself. Also, our program officer does not seem to have any financial background or experience interpreting complex budgets as we need to do double work to address her questions and misunderstandings around our grant finances.

Getting answers from those whom are above [Name] seem to be the worst. We seem to wait for answers for extended periods of time.

Just submitting hard copy pdf's for reporting--mailbox full reply, etc.

None

We were told to submit Goals and Objectives for our grant to discuss on a monitoring call. I interpreted it as an ask for a draft to discuss rather than a submission of a final document. After a few clarifying conversations, all was fine, but getting to the resolution was a challenge. In general, there is a framework of compliance that is challenging because it feels like at any point we'll make a mistake.

The format in which reporting documents are required make it difficult to provide timely and accurate responses. Our hope is we will be able to use tools, such as Excel when reporting on budget numbers and statistics. At the moment APR are to be submitted in Word.

None. The support has been consistently helpful and prompt.

None

NA

Q46. Finally, please describe how ED can improve its service to you.

It might be beneficial to have Program Officers regularly share promising practices they see in other TIF grantees. While we get some of this in our annual meetings, informal sharing can often prompt creative responses in the field. This type of informal sharing may accelerate speed of change and success with reform initiatives.

n/a

I honestly cannot identify what could be improved. The reporting process is time-consuming and I wonder if it is a stream-lined as it could be. I believe I fill out tables of information that the DOE already has because if I make an error I get a message that tells me that the number already existed and my report is being compared with figures that are already calculated.

First, I think it might have been helpful if we had been able to attend the first kick-off conference for TIF 4. That initial conference might have cleared up some of the misunderstandings that have occurred. It is also hard to work with a program director that I have never met. If we had a chance to go over things together, I think ED staff members would understand our goals and initiatives better. We met with the technical assistants, but I don't think that has been helpful at all. They said they were going to do a lot of things and send us a lot of resources to help us, but I haven't heard from them since their visit. Maybe ED could find different ways to support its grantees.

Clarity in directions and expectations for reports and implementation / Ensuring that there is not contradictory information in the directions or guidance

Nothing in particular comes to mind regarding this topic.

Empower the program officers to make decisions and give them caseloads that enable them to provide support. They always seem to be 'catching up,' and never seem to have a clear grasp of our project. We were an SLC grantee in the 2006 cohort, and the support our program officer provided was incredible. She knew our project, knew effective SLC strategies and structures, and was genuinely an asset to our school reform. We've had numerous competitive federal grants, but we've never had the sort of support and interaction that we had with SLC. They (ED) worked as a team and really seemed to be working on our behalf and as our advocates/support. Also, with TIF, we are often given exemplars that are in nonunion states, and such exemplars really aren't possible in union states. Those issues aren't going away, so if PBCS reform has a future, we need ED's support to develop more than one way to get to the finish line.

I am pleased with all of my interactions with ED. It has been a wonderful learning experience for me, and I appreciate the patience and understanding exemplified by ED staff.

Responding in a more timely manner would be helpful.

Absolute lack of focus, concentration, or preparation on the part of the ED program manager for our district's TIF grant. Every conference call was equally pointless, lacking an agenda or focus. The monitoring visit had multiple findings that led our district to withdraw from the remaining two years of the grant. However, the program manager was unwilling to provide even a cursory report of her findings and the findings of the Westat third party monitor, which would have enabled us to revamp our program and reapply as a cohort at a later date. Engaged, committed staff is how ED can improve its service.

I think having more a mind that they are providing a service to schools versus so much on compliance. It needs to be a balance of both. There is still too much filling out of electronic paperwork and not enough about the work and continuous improvement we are trying to accomplish. Getting better though.

My main thing is just the quality of presentations at convening's. My program officer, other TIF personnel, and technical assistance providers have all been extremely helpful and well-informed.

As a start, it would be tremendously helpful for ED to hire staff members with some experience working in or with schools. The fact that our ED contacts have no evident experience in schools means that they aren't able to engage in a critical, informed way with the content of the grants they're charged with monitoring.

Nothing at this time. Thank you for all support and guidance!

Continue working collaboratively with our district and other ED personnel to provide guidance to our district when needed.

The service provided to us has been fine. My dissatisfaction with ED products and services are: 1) The quality of the evaluation and selection of proposed projects. 2) The continued funding of numerous projects that do not execute on key, fundamental program requirements. In general, I have not been impressed that taxpayer dollars are being spent effectively.

Continue support of grants

Again, build a bench of staff members who have working knowledge of school and district operations as well as knowledge of compensation as one component of a larger human capital strategy. The teacher incentive fund grant should be leading the way in ensuring that the most effective teachers are not only being compensated for their work but also increasing access to students so that student performance increases. Sustainable models for evaluation have not come from TIF as they should have. As a matter of fact, TIF staff have not realized how far evaluation has come along since 2006 when TIF started.

Consistency in communication and streamlined processes always make things easier! Also, having better timelines in place for budget approvals for planning would be easier as well.

Offer continued support by hosting a fall and a spring meeting and then breaking us into territory/region meetings. It helps to talk with other TIF districts in person.

Please see statement above referencing the use of appropriate technology.

Bringing together current and former TIF grantees would be valuable to our learning and implementation of all facets of our grant.

See my comment on annual DC conferences.

Technology is great in delivering TA, but face to face is much better.

N/A

ED can ensure that the program officer assigned to a grantee is qualified to serve as a program officer! We would welcome a switch to a more qualified program officer.

When grantees need questions answered it should be done quickly. For example we received a monitoring visit in the fall of 2010. It was April 2011 before we received feedback and then were given 30 days to comply. That's unacceptable. Another example once the documentation

I have been please with all of the dealings that I have had with the USDOE! I feel that they truly care about the grantees and our needs

Keep the shift from a compliance orientation to a support orientation! This work is challenging, necessary, and meaningful. Further, there is rarely a "right" answer, and having a partner with an outside perspective with whom we can think through the tough waters is nice to have.

Give the benefit of the doubt when complaints are listed against you at the federal level. Require a chain of command be followed before allowing local groups or individuals lodge complaints against an institution at the federal level. Local concerns should be required to be handled locally before they will even be considered at the federal level. If you do not do this, then you give too much power to the local folks to interrupt the real work of the grant and cause much effort in responding to the concerns that have been passed from the federal level.

The format in which reporting documents are required make it difficult to provide timely and accurate responses. Our hope is we will be able to use tools, such as Excel when reporting on budget numbers and statistics. At the moment APR are to be submitted in Word.

Continue strong partnership with field, providing flexibility, responsiveness, and openness to new ideas.

NA

CUSTOM QUESTIONS

Q6. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)

None

more webinars

I have the opportunity to interact with another TIF grantee but it would be helpful to have some online web chat to talk with others who are having similar "issues."

I would like more examples of what is expected in reports. I think the guidance provided on the APR is really nice.

Everything is detailed, clear, and easy to follow. I hope that all guidance will be as helpful. I like the webinars before big reports s well. And since you mention it, analysis tools would be nice too as we try to measure our progress towards goals and targets.

Face-to-face meetings are preferred over webinars.

Additional guidance regarding next steps should the California Legislature decide to revoke directly comparable standardized testing and reporting in September 2013.

Not applicable

Predictable contact timeline. If we email a question or request, what is a reasonable amount of time in which we should expect a reply or at least acknowledgement that they're pondering the question or request?

I could use more information/guidance related to professional development recommended by ED.

Hosting regional sessions where grantees working on a specific topic can come together (e.g., educator salary structure) with TIF leadership and technical assistance personnel to review research, share what they are working on, and get specific guidance and support on specific elements.

It was very helpful to be connected to other program webinars e.g. Race to the Top as there is commonality in the requirements and issues.

Can't think of anything.

By far the most important improvement would be in higher-quality staff.

USDOE should become a leader in the use of various forms of technology to provide regular services such as Webinars, Prezis, google video sessions, etc. The technology currently used is very basic and the services offered using technology is limited.

Webinar s continued

Face-to-face annual and topical meetings are imperative. I am very concerned that we have not had a face-to-face meeting for the newest grant.

I like the posts as well as the webinars.

Substantive feedback to all grantees on findings to date from Dept of Education evaluation of the TIF program overall, from 2006 to the present.

No additional information.

N/A

Contact information for all grantee project directors.

Expectations and examples of requirements.

Return to reporting online as in TIF 1.

In-person meetings are helpful in terms of establishing relationships early on in the process. The TIF community of Practice is interesting and the webinars are always helpful, but reading from the power points are not helpful.

I think the plan of services is sufficient. I would ask that all program officers meet a certified level of knowledge and experience to meet the needs of the TIF grantees. Knowledge being the preferred component.

A bit more clarity as it relates to deliverables and what constitutes a met goals /objectives.

It would be helpful to have a bank of webinars that have previously taken place that can be easily accessed to assist in the transition of new grant directors or webinars that would guide a transition.

Not Sure

Q7. Please provide specific suggestions for how the TIF program can improve customer service. (Open end)

None

No major recommendations.

The main thing I have noticed is that I wish the staff understood our program better. I think they chose to give us a TIF grant because we are unique, but then they ask us to do things that don't make sense with our PBCS. It seems like everything is just a little behind and still functioning in a way that fit old TIF grants but not the new ones.

Clarity of directions. Don't provide instructions and guidance that are contradictory. Don't change implementation expectations.

Please allow face-to-face meetings, instead of relying on webinars and email.

Frankly, I have no qualms to report nor suggestions to offer in that area.

I am satisfied with my customer service.

Be more transparent about your end goal and don't change the rules after the award has been made.

I have no concerns.

Continue to provide updates and links to information sources from other ED programs that have similar requirements and development issues.

When we first started working with TIF program office if felt like we were always revealing information to the acting head of the program office and she was reviewing our requests only to tell us we were out of compliance or what we couldn't do and why. very statute oriented especially around an issue we had about scope of the project. She actually got very angry with us for challenging her on her decision. Since then, we have had a series of program officers who have all been very polite but not as knowledgeable about or project since they come and go. In the last year, this has improved with stability of a very knowledgeable program officer who actually came to our district to see our program. We have a solid relationship and I feel comfortable sharing with her our challenges. It is great.

Customer service has been strong.

See previous.

I appreciate the professionalism provided in a timely manner with our Program Officer.

Assign one program officer to an awardees regardless of the number of awards that awardee receives.

None

Please allow face-to-face annual and topical meetings to continue. On-line interactions do not take the place of networking and sharing of ideas, problems, and solutions.

I recognize that we are all working in a resource constrained environment. However, keeping the end in mind would be great step forward in improving customer service. Collaborative problem solving such that the goals of the grant are met but also that teachers and principals are treated fairly throughout this process and that best practices are deployed.

Again, streamlined processes and consistent and timely practices.

Can't think of anything at this time.

See my comment on annual DC conference.

No suggestions.

N/A

Program officers need to be fully qualified for their role and not rely on their colleagues or extra work by the grantee to be of service to their assigned grantee.

You simply must give timely information especially after monitoring visits. District level personnel must have information in a timely manner in order to communicate with stakeholders. Withholding or not giving timely information makes us lose credibility with everyone.

I have no complaints.

It is really with an angle of helping rather than making sure we meet the letter of the proposal. These Human Capital and Performance-based compensation systems are dynamic and the ideas submitted a year ago might not be relevant.

I would suggest that a solid chain of command be established and adhered to when dealing with local concerns that filter to the federal level BEFORE being addressed at the local level. It is not appropriate for a local group or individual to be able to complain at the federal level even before they attempt to address concerns at their local level.

Work to utilize tools that really improve report efficiency, i.e. Excel.

The service thus far has been very good.

I have found your customer service to be excellent.

Not Sure

Striving Readers Comprehensive Literacy 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.

I feel that the state leaders of the SRCL grant have done a good job to collaborate with each other despite barriers such as distance and meeting time convenience.

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

Use of Webinars to update and share information with grantees.

Use it instead of having people travel to DC for a meeting that could be delivered through a webinar

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. (Open end)

We had not noticed that there was an outstanding amount of funds remaining in our grant. Once discovered, we were able to obtain information about a tying request fast and efficiently. The consultant was very helpful!

Assistance in preparing quarterly reports and GPRA measures for Striving Readers

[Name] helped us to receive a tying for our formula grant dollars. She was prompt, helpful and available.

Openness to State Directors' insights and needs for Annual Summer Meeting topics, format, outcomes.

[Name] is very good about writing back to emailed questions that I have submitted.

Organizing phone conferences so grantees can share and learn from each other.

The files on the G5 that we are supposed to use for reporting are always pdf. I requested them in word and I was accommodated almost immediately.

Personnel walked me through filing an extension.

I needed to extend the grant period and [Name] was most helpful in identifying the information I needed to submit and being available to answer all my questions.

I am a new employee, so I have limited experience with personnel.

The best customer service I have had happened during Reading First.

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)

Have not had a bad one in Striving Readers.

n/a

Lack of consistency and coherence in messaging or communication on just about everything, from APR reporting and state project evaluation to accountability and implementation guidance and expectations.

Several emails have been sent and retracted, or have wrong information, and often times are poorly written. Often times turnaround is expected in a very short timeframe and the information is highly important. All of these are tied for the worst.

Inconsistency of information shared! No clear answers to questions or not enough details; given guidance to do one way and then later another way; been very confusing; need clear written instructions. They do not tend to like questions, but this is how we learn.

I haven't had poor customer service

No bad experiences!

I am a new employee, so I have limited experience with personnel. I have had no bad experiences.

Q46. Finally, please describe how ED can improve its service to you.

This does not pertain to Striving Readers as I am very satisfied with all interaction with that office. Other offices need to improve their communication and provide written answers to questions in a timely fashion.

n/a

Secure staff who know the program and the importance of integrating into the state's broader strategy of improvement. Also, cut down on the amount of duplicative paperwork and requests for the same information for different purposes at different times -- and format the forms we need to complete so they are easy to complete (lines don't move, shift). TA has not been strong. Comp Center(s) has not been an effective support mechanism. They do not have their pulse on state needs or how to integrate program with state's priorities and broader strategy; they are not current; has been ineffective use of our time to "teach" and update them on our needs so they can figure a way to support us better. ED can service us better by not requiring or encouraging us to use them.

It appears (from the outside) as though ED is under staffed and communication within the organization is lacking. It would be of our benefit to have SRCL support from ED that included regular collaboration between the FED and state level. It would benefit us to know long before hand when information will be expected by ED. Feedback concerning APR information would be beneficial. Consistent information to all SRCL leaders would also be helpful.

No sure if it was a formal complaint, but have provided feedback on how can service better.

Provide the files in Excel.

They have been more than helpful.

Once a grant is submitted and approved, it would be really nice if the program officers read it and only asked us for additional documentation that was not already in our grant.

Mathematics and Science Partnerships

CORE QUESTIONS

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

MSP apr

ED-MSP-NET

MSP ARP

<http://www.ed-msp.net/>

MSP APR

APR

APR

MSP APR

APR

ARP

MSP-APR site

ed-msp.net

<https://apr.ed-msp.net/>

MSP APR annual reports

Annual Performance Reporting System

APR

APR MSP Site

MSP-Net

APR

NA

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)

Every experience has been excellent

Questions about the MSP program are responded to quickly with valuable information.

ALL integration with the ED MSP staff and their contractor Abt Associates are professional, friendly and helpful. I could not ask for better customer service.

Technical assistance with getting APRs set up.

Excellent response to questions and very quick response time.

I asked for interpretation of Title II B. The program officer answered my question promptly and with clarity. She also followed up to make sure I didn't have any further questions.

Over the past 12 months the USED staff have responded to questions or concerns, which have been varied, within 24 hours. That has been the best experience for me...timeliness.

Assistance with getting projects to report at the end of each of their project cycles.

I recently had questions regarding the appropriations of funds and emailed them to our MSP national director, who in turn, gave a quick and honest answer.

[Name] and budgeting.

[Name] has been really helpful in responding to questions.

All the folks in the MSP program are prompt at responding to my questions. I have never had to wait more than 48 hours for a response. I am very pleased with the customer service.

They are always willing to offer the guidance you need.

I had a question regarding our student data delivery date in regards to submitting our Annual Performance Report. My email query was answered the same day. In addition, we have had some technical issues with our recent submission of APRs. The US ED contractors have been very quick and helpful each time. They also follow up! Very professional and efficient.

Navigation of MSP APR reports - new changes, updates to system.

Accessing the MSP State Coordinator page - USDE technical support was timely and effective. Thank you.

When I called with a quick question and there was someone available to answer. Sounds simple, but it is so helpful.

Direct phone conversation with [Name].

Willingness of staff to work with me in tackling the APR process.

I reached out to our program officers with a fiscal question. They responded within 24 hours and then worked with their lawyers to provide me accurate and detailed information that was very useful in resolving the issue being the query.

The U.S. Department of Education staff have been instrumental in assisting our state as we transition from one project lead to another. Their information, timeliness and etials have allowed for a smooth transition.

They have been very helpful with assisting me with my questions on evaluation.

I needed some help in understanding submission dates, beginning/ending dates, etc as I am new to this role. The ED staff for the MSP APR reporting was very helpful. Her response to me emails were immediate, thorough and she went out of her way to help me understand some components I was unclear on. She was willing to talk with me on the phone a few times and work through each of the issues. She had exceptional customer service and was tremendously helpful and prompt. ([Name])

Phone interaction to help be get oriented to the system since I am a new state coordinator.

All requests have been answered immediately. All interactions rate a 10.

I was offered a paid slot to NSF's LNC in February - the emails and phone calls that ensued were very accommodating and helpful, and the logistics of the trip were handled well.

The best customer experience has been my contact with [Name] in the MSP Office of USDOE regarding a letter that was sent in the July 1, 2013, award packet for MSP funds. She was able to quickly and efficiently track down the information that showed the letter was sent in error. Our Finance Department had sent several email requests for clarification, but did not hear back from anyone. I contacted [Name] and got immediate feedback!

Assistance with Late Liquidation Letter for 2010-11 MSP funds. The documentation of emails and voicemails in regards to previous communication prior to my involvement provided by OESE was very helpful when working with my grants management people to sort out the issue and rectify an issue with MSP funding.

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)

N/A

I haven't had any bad experiences.

Not getting specific guidance regarding spending of funds on meals. When most recent guidance came out it was still muddy - could have provided some examples.

none

NA

I have not had a uneventful experience.

none

n/a

None

I had no bad customer service experiences with USDE staff during the past 12 months.

n/a

None worth noting.

None

None

Lack of response when I emailed and called and left a voicemail regarding a question on the "legal" use of funds. Never did receive a response.

The question does not apply. You can pick any 12 month period for the past 8 years, and I will not be able to provide you with an example of poor customer service.

Have never had bad customer service...honestly...

n/a

I have only had amazing customer service all the way from the federal program officers to the tech support staff!!

I have had only one question related to program guidance which I have sought help from USDE staff. They were not able to provide me an answer. There does not seem to be a meaningful depth of knowledge there. not having direct email or phone numbers to the folks who work with me

None

None, really.

I have not had a bad service experience with the staff who work with the MSP program.

Trying to figure out Late Liquidation letter and time frames - It would have been helpful to understand federal fiscal year versus state fiscal year.

Q46. Finally, please describe how ED can improve its service to you.

Short of the MSP staff move to an adjacent office and provide juice, fruit and donuts every morning, I cannot think of a way to improve their.

Guidance on some common spending issues (i.e. recent guidance on travel and meals expenditures) could be enhanced with example scenarios.

It would be beneficial to have more time for state level staff to work with the ED staff in areas of program management. We need more time for coaching and learning ways to improve our programs.

The site for APR is user friendly. Thanks

It would be nice if the website was more user friendly. It is so complicated to find any information it is just easier to email the staff, which isn't very efficient for anyone's time.

I'm very satisfied with the service I receive from ED staff.

De-mystify the APR process.

I believe the service provided is excellent already. Nice job!

Hard to find information on the ED Gov site.

No improvements necessary.

I wish we could have more gatherings for State Coordinators, and maybe more connection between ED and project directors, especially for encouraging them to attend conferences.

A step-by-step of the process for awarding/drawing down/reporting for MSP funds - as a new program director, there is an immense amount of information to learn about the MSP process and a "new person tutorial" would have been very helpful so I knew what I needed to do from USDOE perspective. Just knowing where to start would have been helpful.

CUSTOM QUESTIONS

Q7. Do you have suggestions for improving the annual performance report process? (Open-ended)

Provide several opportunities to attend webinar to learn the process for new coordinators.

I has helped to have training on the APR site, but it will help to have a coordinator meeting this fall.

The APR was cumbersome at best. I am looking forward to the new system.

Our state does not release student data until the fall. If at all possible, could this information's submission automatically be approved for partial submission?

None at this time.

None. Because I access the web page once a year to enter the data for the annual performance reporting process, it takes me a bit of time to remember how to navigate.

Figuring out the correct reporting periods is very challenging.

No, they have done a very nice job of making it very user friendly.

No suggestions.

Not at this time.

I would like a tutorial on how to use the APR website and what information is available. I have been bouncing around on the website but am still unsure if I have accessed all the features and what is required of me as the program director.

Q9. What can OESE do in the next year to support the states more effectively? (Open-ended)

Support through a coordinator meeting.

More face-to-face time with ED staff.

Continue providing timely information via emails and webinars. Continue to support and build support for online reporting.

Continue to communicate with state coordinators

No suggestions.

Return to regional conferences in the Spring and more time for State Coordinators to share ideas.

Post more resources and samples on the MSP website.

The OESE is extremely knowledgeable about the MSP program, but I feel that may be a detriment in some instances. As a new person to the MSP process, it was difficult for me to follow some of our conversations because I did not have the background nor the understanding necessary to know what questions to ask or to follow the conversation. It took me weeks of research from my end to even begin grasping the magnitude of the MSP program and to formulate questions for OESE staff to assist me in moving forward. am not asking for a MSP manual on process, just a quick overview of the process and timelines would have been beneficial. I realize this is something that I could have asked my colleagues, but everyone that is involved with MSP in our state only deals with a fraction of the process - no one has the whole picture of the MSP process, which I realize is different for every state, but the process has to be similar for everyone.

Payments for Federally Connected Children (Section 8003)

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 Texas Education Agency provides a payment ledger to public school districts that details the payments to be made during the fiscal year. This allows school districts to adequately prepare their cash flow analyses. Similar information is not available from the Impact Aid office to school districts.

Our programmatic information gap occurred with our own new knowledge and lack of knowledge with NCLB ESEA Title 7. We still are struggling with understanding how to provide appropriate information in the area of Title 9. The unified approach has worked much better than my past history, but there are just these clarification issues as well as overlap services that we want to avoid duplication. We would like to better target our requests and efforts.

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

Website needs to be more user friendly.

The ED websites in general are difficult to navigate and finding information is very challenging. Better links on each of the grant information websites would be appreciated.

Q24. What reporting system do you use for reporting accountability data?

G5

State of NE system

G-5

G5

G5

California Dept of Ed

Power School

scanned data

G5

MOSIS

G5

ed.gov

G5 application, grants.gov

not sure

I submit financial data, not accountability data so I do not know

E-Grants

grants.gov

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. (Open end)

[Name] provides rapid response to questions and concerns and is thorough in her response. I trust her implicitly to act on our behalf in the best way she can within the law. She is a responsive professional and a credit to the department

All interactions have been positive and productive.

Has not been a positive experience.

E-mailed for assistance and received a prompt response that resolved the issue.

Submitting the FY12 application went very smoothly

Staff expertly answered questions regarding Impact Aid application.

I have had no experience with customer service this past school year.

Being new to the process, I found the assistance I received with requesting a draw-down very helpful. The representative I spoke to was very helpful and professional.

Immediate call back on a specific question.

[Name] - She is outstanding and very easy to work with.

Can't think of one.

Teleconference describing how to access and submit the online forms.

When electronically submitting a supplemental application for emergency building repair funds I was greeted by a person who checked and rechecked that I had everything attached and readable on the U.S. Department of Education side. This was an example of true customer service.

Excellent turnaround with funding for impact aid.

Quick response to log in issues.

[Name] and provided excellent assistance in resolving issues with 8003

In person meetings at NAFIS conference. Staff are always willing to answer questions and help problem solve.

[Name] attended numerous convention meetings to discuss current issues. It was very helpful and informative. Rapid response from [Name] in FY 2014 revenue estimates.

Presence at NAFIS conference

Personal phone calls to discuss submissions, audit, and concerns.

Funding questions

[Name] has been extremely helpful whenever I have dealt with her. Meeting with her at NAFIS last fall helped me significantly.

[Name] has always provided good customer service. Recently she assisted me in submitting my paperwork. There were technical issues on the Dept of Ed side but she continued to work with me to get it submitted so I could receive payment. She has always been very professional and kept me up to date on issues that affect the district. generally excellent -no specific example.

Some staff are excellent at providing accurate, timely answers to questions (e.g. [Name])

Impact Aid Office

I have been working with your department with the PL 874's Impact Aid Forms everyone has been extremely helpful with this whole process.

Called for clarification. Question was answered promptly and accurately.

I needed assistance in getting new passwords, progress report information, dates, deadlines, project management, managers, encouragement due to lack of technology experience, help with registration of Duns Number, IRS, G5 Account, tracking applications, sending grants, etc.

N/A

One person was extremely helpful, got all the correct information to me quickly.

N/A

Working with grants for graduation, school to careers, title 1.

In 8003 application- process is smooth, easy to access and complete.

nothing stands out

Every time I've call the HelpDesk, they are very helpful

The staff is always helpful and great to speak to when you contact them for any reason.

Technical assistance for passwords.

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)

No worst experience, but I am disappointed with certain interpretations for Table 9 of the Impact Aid application, specifically, people who were relocated to homes on post cannot be counted. Why? The house is still vacant and under renovation. SOMEONE is being denied the opportunity to live there (or where the person who vacated it is living). Thus, it doesn't matter, but the current interpretation excludes people from the count. Suffice it to say, I just disagree with the interpretation provided by the staff.

A DOE Impact Aid program rep informed me of errors on an application AFTER the deadline for corrections had passed.

N/A

Working with [Name] and trying to get our FY11 funding was very tough. She did not return our calls and she didn't do what she said she would to check on what we needed to provide her for the audit.

No bad customer service experience.

I have had no experience with customer service this past school year.

The worst experience was waiting for a reply from an email I had sent to someone regarding Impact Aid. I finally emailed [Name] and he was very helpful in getting my emails answered.

I submitted the Impact Aid grant with a signature on the correct form, however, it was downloaded incorrectly. I was told that the grant would not be funded unless I submitted the signature on the correctly downloaded form by the deadline. This did not seem right, as the form was the same form, it just was not downloaded correctly.

N/A

It sometimes takes more than one phone call or one email to get an answer from staff members.

Teleconference describing the program. The presenter basically read the power point deck, so not a lot was gained by attending this call.

Although I have experienced poor customer service, it should not be written on a survey. As important customer service is, a survey should not be used to attack a person or process. I would much rather submit a pointed letter.

I cannot think of a bad experience that I have had with the staff who work with the US Department of Education on our grant programs.

I shifted from one department to another to get the answers I needed. A little bit of a hassle.

Return of certified mail receipts when information is sent to DOE Impact Aid office.

I received a request for back-up data for my current year application two weeks ago. I sent all the back-up information that day in an email and still have not received confirmation that it was adequate or not. It seems hard to communicate back and forth with staff sometimes.

I received calls after the a submission for Impact aid money. It would be helpful for staffers to work with us as opposed to against us. Interactions feel adversarial instead of supportive most of the time.

n/a

n/a

I haven't really had bad customer service.

n/a

Receiving funds unexpectedly back in May, 2013 without any early notification. Since this was at the latter part of our budget process, I had already predicted a shortfall due to non-receipt of funds. Receiving the money late

without being notified that payments (and amounts) were to be forthcoming put me in a difficult position as I had to completely rework the budget at a very late date. It required that we completely revamp our plans for FY 2014 which had included the closing of a school. The receipt of this money allowed us to keep this school open, which is a good thing; but the late notification put the district and our community in a difficult decision-making process that was unnecessary. More regular communication on what is going to happen is essential. I will be speaking with NM legislators about this.

Can say there has been a worst because as stated above [Name] is the only person I have talked to and she has provided excellent customer service.

Nothing on note.

Inconsistent answers between different staff/director to the same question. Also, inconsistent and sometimes absolutely incorrect findings during audits.

None

None, really.

My worst experience is having to wait customer service representative.

N/A

The worse was a person who didn't know, obviously didn't care and seemed irritated by my questions.

N/A

I do not know if this is an issue that is fixable, but to only address the issues of title 7 with the federal government with no state level support or offices is confusing.

Having to fax confirmation documents instead of digital scanning and attaching

slow in getting call backs,

None, that I know of.

Sometimes they want you to send a fax or email and you don't get a reply for a long time. Makes you wonder if they received the information.

Trying to submit a revised application for Impact Aid

Q46. Finally, please describe how ED can improve its service to you.

The Department has made great strides in getting payments out in a timely manner. We appreciate that effort out where the rubber hits the road. In fact, the Department is paying at a higher LOT percentage than I would have expected, so that is a clear mark that they are working in our best interests. Thank you.

Customer service should be the #1 focus. I find that employees are not forthcoming with assistance or information in a timely manner, and that getting replies or feedback is like getting blood from a rock. Either these people are already overworked, or there is a long standing culture of poor work ethic and no effort to be helpful.

Initiate contact at the beginning of the school year to find out who the current contact person is and make sure that individual knows what is expected.

Things seem to be going very well.

Continue with the excellent assistance you provide over the phone - it is very helpful and much appreciated.

N/A

Continue to strive for clarity and timeliness in your communications.

Provide timely information about project Impact Aid payments, respond promptly to emails, phone calls, and payment requests.

I am new to this position, and have only had limited contact with ED. I do not have any suggestions at this time.

Please consider changing the title of the Impact Aid Survey form name. When parents of our students are asked to complete a survey, they often state that if the form is a survey, it must be optional to complete. Please rename the form to something like, Impact Aid Student Information.

The Department does a great job. They have to deal with appropriations that are not always clear due to the inability of Congress to pass appropriations in a timely manner. I would have to say that they do a remarkable job of trying to keep school districts updated on where they are at with regards to appropriations for various grants.

For several end users we only access the systems a few times a year so it is difficult to remember all the ins and outs of the process. Be patient.

I am overall happy with service. Communication could be more timely.

n/a

I believe the service is fine. More funding would be good, but that is outside of the Dept of Ed's control...

Constant communication regarding funding issues is essential. We are at the mercy of Impact Aid, Title I, etc. as to what/how much we can expect to receive. Not having any real info leaves us to guess as to what might be the situation and to plan accordingly. Having to make the decision to close a school and then change our minds due to late receipt of funds from Impact Aid was very detrimental in our community. They lose faith in the administration and the government overall when communication about funding doesn't happen. I expect better communication-- not just when a payment is made to us, but well in advance so that we can properly plan for the use of that funding.

I would like more updates on what is happening with Impact Aid or more information placed on the website where I can look. It seems like everything that happens with things like deductions in funding levels comes through the grapevine and when you hear it and go to the site there is no information about it.

Nothing to note.

Provide clear guidance on what is allowed and disallowed for survey forms to count on the application. Provide clear guidance on how payments are calculated, all the way from appropriations and splitting up the money (to get rid of the secretive perception).

Continue research into how ED can use technology to streamline process.

Keep up the excellent communication and provide incentives to the customer service representatives who treat you so respectfully and patiently.

N/A

Simplify the requirements.

Easier to access information on 8003 and 8002 programs, plain English explanations. As a new CBO in my first district with 8003 it has been very confusing trying to learn exactly how the program operates.

We are novices in understanding the knowledge to adequately apply for some of the funding we are eligible to receive.

They do a great job providing information and application process

Updates are always important so as long as we are notified right away then we can always apply to the updates.

I must admit in submitting revised applications, I need to refer to the instructions available through the website.

CUSTOM QUESTIONS

Q9. Please explain. (Open end)

I couldn't get the sound to work.

Individual presenting the webinar on completing 8003 application did not make the material very clear. Learned more from reading.

Felt like the person was simply reading the slides to me and would benefit just as much my reading them myself and it would have taken less time.

The webinars are very introductory and do not dig deep enough for real world application problems.

Explained how to interact with the site without the basics of the program or the substantive parts of the application.

Q12. Please explain. (Open end)

We still had questions that required clarification, but our questions were responded to quickly.

One section of the request was poorly worded and staff seemed unfamiliar with the question. It's been 6 weeks since the requested information was submitted and there was not yet been any type of response regarding the review.

The instructions asked that we submit certain areas, and we did, but I received a second follow up stating that they wanted to see the application materials submitted in a specific format that wasn't listed on the first letter. This caused me to assemble the response twice.

Q14. Please explain. (Open end)

The field review is next week.....!ll have to reserve judgment on how timely the response is!

Did not receive any paperwork to confirm or deny that paperwork provided passed review.

No review

We didn't have a review in the past year therefore we received no communication about the review that we did not have.

No review conducted - thus no communication back.

As stated in previous explanation, the information was submitted and approximately six weeks has elapsed with no response regarding the documentation.

The review is for the current year application and was due to them May 15, 2013. There has been no correspondence or communication from them relating to any outcome of the review. Since the review is for the current year, this would be a great opportunity for the department to get the results in to the districts, so the districts would have an opportunity to correct their application through the amendment process before it closes.

n/A

Still have not heard.

N/A wasn't an option. No review this year.

I still have not heard back concerning the review.

n/a

We did not have a review. There should be an n/a option for that question or skipped if the previous answer is no.

We didn't have feedback regarding the outcome of the field review, because we didn't have a field review. The Dept of Ed did complete a desk audit of the Table 9 in our application, as I recall, but that was done without our initial knowledge. The results were communicated to us at the completion of the Table 9 review and a dialogue ensued. At that point, communication was adequate and appropriate.

We were monitored in June, 2012. We were notified on short notice of the visit (communication difficulties with former representative). Upon the return of staff to D.C., we didn't get a detailed report until I specifically followed up for one. The information/comments provided were helpful and we were able to clear up a few issues.

I had a review in May where I submitted all the paperwork and have not heard anything as of today, 8/12/13

I don't remember getting anything back saying that we submitted the right things. I just assumed since they did not contact me again that I got them what they needed.

I have never received any notification.

We did not have a review... not sure why it asked about the response or requested explanation.

We didn't have an audit.

I sent in my information but did not receive confirmation of getting the materials or approval until over a month later. this only happened this last time. Usually they do a great job.

Q16. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

Tell your staff that responsiveness and follow-up are two key points of good customer service.

Speaking of technical assistance, I always have trouble changing my password when it is time to do so. It seems I have to call for help with it.

This does not really relate to customer service, but I'd like the Impact Aid Program to allow submission of more than one child per form. Filling out one form for each child can prove tedious and time consuming for our parents.

Although webinars are effective, often the LEA's application data has something unique to their district. That being said, I would like to have the opportunity to have a person stop in New Mexico at least one time a year for us to

have them review our process and provide recommendations. This would assure our district and community that we (our district) are attempting to provide constant improvement in competing for Impact Aid Funds. We further need your assistance in assuring federal funds flow to the LEA's and not allowing the state to take credit for the funds. Currently our state takes credit for 75% of the impact aid dollars.

The Impact Aid program is one of the most efficient and effective programs that I have ever worked with. They strive to meet our needs and are continually improving what they do.

Use email to follow up with questions. Often times voice mail boxes are full and I am unable to leave a message. My emails are not returned in a timely fashion.

I think they do a pretty good job.

Notification as to when and amount of payments forthcoming during the year. Last minute payments hurt the district in the sense that decisions were made based upon non-receipt of funds. Receiving them late required that decisions made had to be reversed. This is damaging to the community.

Most of the time when I have called I never reach a person and have to leave a message.

I don't have any suggestions, but I want to commend the Impact Aid Staff for their continuous support and leadership in our school district. I have been successful in my job as Federal Programs Administrator due to their continued support with the Impact Grant Programs.

Direct lines to personnel, not bouncing through the office or phone menus.

Eliminating faxes and use electronic submissions/attachments

Payments for Federal Property (Section 8002)

CORE QUESTIONS

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

Improve the Web site to make it more user friendly.

Frequently we get notices that the Federal Impact Aid site is down or has problems. That is frustrating.

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

g5

G5

g5, sam

scan/email/FAX

NOT SURE

OPI

State reporting system

g5

G5

both

egrants.ed.gov

Impact Aid

G5

impact aid site

G5

pdf

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)

Had to visit with [Name] about our Impact Aid Amendments and he was extremely helpful.

[Name] provides excellent service to her schools. She is top notch.

They always bend over backwards to be helpful

Our Impact Aid helper is awesome; he helped the county appraiser and myself.

I had missed sending in a document and I was personally contacted, which I really appreciated.

[Name] has been so helpful with the 8002 process and responding to the many questions we have had for him. He has always been a professional, helpful, and encouraging. He simply cares about us (we feel that) and we know that through our conversations. Excellent! Excellent! Excellent!

EDEN is very helpful in answering questions and in assisting with technical difficulties. The young man I dealt with last was wonderful- he did not make me feel like a dummy!! AND the last man I dealt with for Impact Aid Section 8002 was very helpful in filling out the amendments.

Returned e-mail within two hours.

Contacted [Name] to determine whether we needed to amend our last four year's applications. He walked me through the spreadsheet. He was very helpful. He also contacted me as a follow up a few weeks later to see if I needed any assistance in completing or submitting our amendments by the deadline.

n/a

Emails - followed by a phone conversation with representative and then additional info coming via email

[Name] is wonderful. She is always willing to help and explain how things work and why. Very nice and pleasant. She takes it very personal in making sure you get your information correct and completed timely.

When I called to ask for help and clarification on IA 8002 and [Name] went step by step to make sure our District understood and had it right.

I had questions regarding the submission of the 8002 amended applications and the staff were very helpful in answering my questions.

Quick follow up to questions.

I could not file everything on-line. The office was extremely helpful and told me not to worry as it was all right to have a faxed application.

[Name] has met with me on several occasions along with other leaders of the Section 8002 group of Impact Aid. He was and continues to be responsive to our need to meet as a large or small group and consistently seeks to resolve any issues that arise.

My liaison to the program is very responsive to questions and inquiries which is reassuring and facilitates processing of applications and submission of necessary information to the Department.

A person from the Impact Aid office called to let us know they had not received our submission.

I have contacted [Name] many times during the Impact Aid grant process and she is always ready to help and works well with people.

Getting through the first time on a phone call and having my question answered

I am very grateful to the technical assistance that is offered when doing the grant submission process.

I have had good service when calling tech support to clarify a procedure before submitting my grants.

Received an e-mail detailing the results of the 3 year review that assisted in preparing for next year's review.

Webinar with questions at end was also excellent

Regarding Section 8002, I always receive a fast and friendly phone call return from [Name]. She is a nice lady and very helpful.

Working with the staff on scheduling payments.

[Name] worked diligently to assist [Name] in submitting information needed in order to secure release of grant funds.

[Name] and [Name] are two people who I look to whenever I have problems with my grants. They are always helpful and willing to help.

I have only been involved with the correspondence with our Impact Aid application to the USDE for a few months now and they have been very helpful.

I am new to the position and have not had a customer service experience

always helpful

Talking with ED staff regarding grant application modification/changes. In contacting the respective office, very knowledgeable guidance and direction to correctly complete the application process.

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)

None

The Department has suddenly not accepted documentation for eligible students that has been acceptable in the past causing schools to lose funds that they absolutely qualify for. In addition the property section of the Impact Aid program is very slow and the results of their determination is highly questionable.

None

Didn't have one other than your website having problems from time to time.

N/A

I have none to report! Excellent!!!!

Impact aid office - I waited for three weeks to get an answer on a payment voucher and I had to go directly to the main address for this in order for him to reply to my question.

Never responded to e-mail request.

As an applicant of 8002, I have been given confusing and contradictory information regarding our school system's eligibility. One staff member deems us ineligible, another says we are owed money, a third says they will send an officer to our county to deem our eligibility. I have been encouraged to continue to apply, but have not received a promised follow up, and have not received payments. Communication is limited to mass emails.

none

I have difficulties utilizing the computer to system location laws and regulations. I think it is not knowing how to navigate the system.

Never had on.

I have not had a bad experience.

None

I was told after submitting 8002 information for three years that we were not allowed to apply for that portion of the Impact Aid grant. We were asked to supply more information but have not heard back about our status. It is not a customer service experience with a person that was a challenge, it is the non-user friendliness of the impact aid application. It is a tedious experience technologically every year. There was a recent change to a new system which did not seem to make it any more user friendly.

New and ambiguous interpretation of Impact Aid law that slowed down payments and created a period of uncertainty and fear of losing aid.

Frequent website problems with Impact Aid.

I do not have any bad experiences to report.

I can't remember any bad experiences

I have not had a bad experience, except finding people out of office when I need them when I have waited to the last minute to send it my stuff.

My worst customer service experience has not come from a direct dealing of my own. Rather, I have received feedback from my local taxing authority who has worked with USDE staff. I had to coordinate the retrieval of much of my assessed value, etc from my local tax advisors in order to submit my 8002 applications. My local authority from my primary taxing jurisdiction has shared his frustration in the communications/requests they have had to provide because of differing methods of calculating assessed values. I do believe this has improved in recent years. Our last submittal went much smoother.

Didn't receive accurate information on pending payments or time-frame in which they would be received

None.

N/A

I have not had a bad experience yet.

Some reporting systems in our state use outdated browsers and make it difficult for us to file our federal reports never had any problems

Trying to get a hold of ED staff. It is very difficult to talk with someone on an initial telephone call. When leaving a message, may never hear back from anyone. This has happened often and need to make yet more calls before talking with a representative.

Q46. Finally, please describe how ED can improve its service to you.

By being consistent in what is required of schools in the manner of documentation of eligible students, and if and when the Department is going to make a change in documentation requirements, letting the district know in

advance and not after the fact. This has created a hardship on districts and has resulted in some districts losing funding that they qualify for. The property verification section that determines eligibility of federal properties for Impact Aid eligibility is very weak.

Great service

Responses to needs could be in a more timely manner.

Impact Aid has been excellent to work with and so has all the other agencies, but when it comes to being contacted about the funding or non-funding of some discretionary grant awards I feel there could be improvement. A blanket email to all who submitted as to when the awards will be announced would be greatly appreciated.

I can't imagine better service than has been provided. I especially appreciate the opportunity to speak with a "person" and not an answering service. Each and every time we've received a call the individual has been polite, understanding, encouraging, and knowledgeable. That type of interaction is wonderful. It provides your organization with an access point that is knowledgeable and creates an avenue for us to "learn" what we need to learn. We are all trying to move forward with change and sometimes it is difficult with the variety of technology hardware and skills we each possess. Thank you so much for your patience and help!

Regarding section 8002. I would like officers to give consistent information regarding eligibility across the board and improve follow-up communication with applicants.

Provide follow up to information and forms...

Maybe, have a webinar on navigating the systems for regulations, rules, and procedures.

As new processes arise, continue to offer as many webinars and tutorials as possible to help with transition. Continue to offer technical support.

Small rural schools are just as important as large metropolitan schools. Please be reminded, we do not have the staff to drop everything and produce paperwork from the City/County quickly.

More online applications and online utilities for transmission of information, better guidance documents for applications etc. on web site.

Keep offering technical assistance at my fingertips. Remembering passwords from year to year and navigating through the startup portion of the grant applications always gives me grief.

Some of your questions about ideal services are unrealistic when you are talking about a hugely political bureaucratic organization. There is no other entity like our federal government and to think that they could provide a service level ignoring that fact is unrealistic. It is not the individuals who cause the issue it is the structure of the organization which has inefficiencies built into it.

Be more specific about the information that is needed for an application. I recently filled out several applications and gave the information that was asked for, but now they are asking for additional information that was not asked for on the application.

If feasible, more localized training when LARGE changes are made in filing for financial assistance with the Department. This funding is VITAL to all Districts and want to be fully educated to the changes being implemented for a more correct, complete application.

New to this position. Had no previous experience with your program

CUSTOM QUESTIONS

Q8a. Please explain. (Open end)

Written materials were more helpful than webinars.

Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

Explanations regarding how and why overpayments can occur and why it is our responsibility to repay them when we did not make a mistake.

It is presently OK.

The email information they send confirming the receipt of the application is sufficient.

Normal correspondence is fine.

I would like to know if we ARE getting a payment or if the application has gone through and been approved. I know nothing until one day I received a voucher and the money is in the bank. I would also like to know if the amendments we had to submit cancel any notice I received that we need to pay back the Section 8002 money we received. Communication is poor in that respect.

An idea of when payments are scheduled.

Individual follow-up on applications in the form of phone calls to the person completing the application, not the superintendent. That gets lost.

I would like to know if the submission was correct.

Did I get the 8002 portion?

I would like confirmation that everything submitted has met the requirements.

Additional "self-serve" reports that provide information related to past applications but most importantly payments. Payment history reports would be very helpful.

Still waiting for the FY 14 8002 update so application can be submitted

It would be nice to know a timeline of when payments will be received. This year payments have stopped and dramatically affected our school budget.

You do a great job. thanks

Anticipated payment date and if there would be any way to calculate amount being received. Also access to a site that would show the payments

Getting a voucher for each payment would be nice. In the recent past, we have only received one voucher but several payments. I had to call and ask for the other vouchers in order to have proper documentation for audit purposes.

I have not as of yet gone through that process as I am new to this position

[Name] is very helpful, cooperative, understanding, and supportive. She is a model for others in the office to follow!

Full detail of when payments will be made and for what fiscal year. i.e. budgeting for June 30, is extremely difficult when payment comes in on June 29.

Race to the Top (EARLY LEARNING CHALLENGE FUND)

CORE QUESTIONS

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

Grads

GRADS

Don't know

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)

Generally very prompt and responsive to requests

The listserv turn around on a question regarding TQRIS. It was immediate and provided a response from 10 states very quickly.

Monthly phone calls with DOE and HRS staff

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)

Annual grantee meeting poorly planned, conceptualized and executed, not a good use of our time or the partners we brought with us

None

Start up time to correct data entry system

Q46. Finally, please describe how ED can improve its service to you.

More content focus, more strategic planning focus. Am fine with the monitoring and accountability work although the grads process is not a good use of our time

GRADs has glitches and sometimes does not save changes in benchmarks updates.

No suggestions at this time

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)

I have responded to this question many other times previously.

Sustainability planning for after RTT ELC.

briefings of updates/lessons learned from other states

Q7. What could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)

The process for getting TA is cumbersome and time consuming . Unless the assigned TA can help, no one else is much offering to help and it takes a long time to get a decision. The tax we have is fine and has good knowledge that we are using but we have other reas where we had been led to believe that the federal TA system would be responsive when it has done been responsive.

Nothing

See above

Q8. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)

"A well planned and focused in person meeting once a year would be fine. The webinars being offered are not useful for our staff."

Depends on the topic - bi monthly.

Monthly phone calls; topical webinairs as needed

Q9. Please share any comments on how the RTT-ELC team can better support your work. (Open end)

Many team members are mission oriented but we find that at the agency level, it is mostly about compliance and not so much about problem solving. for the ta, our individual ta is good but it has been hard to get additional ta thorough the federal ta system it is cumbersome.

none

I think they are doing a fine job.

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.

I have no good example.

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

I'm not sure.

The services that are currently provided are sufficient to our needs at this time.

Ed could better use technology to deliver services by additionally providing ways for other Title VII grantee's or discretionary grant recipients to communicate effectively, open forms and perhaps use web-inars to share one another's accomplishments in programming.

Scan the items and email. Don't get a response the same day till a week later.

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

Fax

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)

Conference in DC.

n/a

Any questions that I might have had were answered quickly.

I had trouble logging in and they helped significantly. They are very good about reminders.

All DOE staff that we have worked with have provided outstanding customer service and should could commended for doing an outstanding job.

They always help me when I need anything.

Have only needed to call one time and received the help needed.

The staff has always been very helpful when we have a question or need assistance.

When I call for help, I always get excellent help.

When I called in and asked a question regarding the grant application. I was assisted immediately leaving a phone message and a person calling me back the next day or the same day depending on the time zone.

Excellent

I have worked federal programs for over 35 years and there is not one agency that comes close to OIE in terms of response, clarity, and support. Thus it is hard to talk about a single interaction when they are all very good.....

ANY time I've had a question or problem with any part of my grant/program, whoever it is I talk to is absolutely super and answers my questions clearly. I've been very happy w/ all aspects of the EASIE system and OIE. I can't name anything specifically, but everyone has been wonderful making my job a whole lot easier!

[Name] was very helpful in the steps needed when we were looking at revising our budget.

[Name] ensured that all my questions were answered in a very timely fashion. If there were areas in need of assistance she made sure that those were fixed while speaking with me over the phone. She always has remained patient during our emails and phone conversations.

I was confused about the parent committee form and received an answer promptly and clearly.

This was my first year submitting this grant and the first thing I needed was access to the grant. Not only was this done quickly, the technical service people contacted me after the initial set-up to make sure I wasn't having any trouble with the system.

Just having the answer I needed promptly

In the past two years, I've had very little contact with Department of Education staff but they have been cordial and friendly during brief telephone conversations.

All of my interactions with affiliated staff have been very positive, professional and to the point.

When I needed a question answered within a 12 hour period. The staff member responded expediently and with clarity.

When I have questions they are very friendly.

Every time I have had an issue they have been able to resolve it quickly and easily.

Their prompt e-mail or phone call has been the best customer service. If I call with a question coming from an outside entity I feel the staff are informed well enough to let us know how to address the question.

[Name] provided a great deal of program insight in March, 2013. The feedback was critical to implementing the program.

[Name] has been very helpful to make sure all my schools have been approved.

There is always one page with data that I get stuck on, but other than that it is fine.

I work with [Name], he has always been quick to answer my questions and very helpful. The whole staff has always been helpful.

My best customer service was when I could understand what the person was saying. They did not speak so fast that you could not follow along when giving direction to the problem. Did not get upset when we had to try and solve the problem several times. Was very pleasant.

We have always had a very pleasant experience with the staff.

I had difficulty in correcting miss information that I had logged. I called and was immediately helped through the correcting.

Was able to speak with a real person on the phone who was able to answer my questions.

Whenever I have had a problem the staff has been very helpful and courteous.

Very helpful

We had a conference call that was helpful.

NA

Help provided to remove user from Eden.

Was having trouble getting my Parent committee form to load -- some setting somewhere in my computer -- had emailed with no response as of yet. I called and the individual on the other end didn't give up till that form was loaded. We tried many multiple ways. I was very thankful for her help that day.

Answered questions in a timely and efficient manner; Webcast was easy to access

The folks at the tech support help line were outstanding.

I had question and I received an answer within 24 hours.

My only experience in the past 12 months was at the technical-assistance workshop in Oklahoma City. [Name] seems genuinely interested in the success of the grant programs, that our students are successful because of the work we are doing.

The webinar training that was provided by the USDE staff was excellent. After the webinar training we were very comfortable with the online grant process

This is just second month in the Business Office.

N/A

Tech programs such as webinars.

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)

none

n/a

None

There is a lot of confusion over partnership agreements for tribes applying on behalf of LEAs. The application gave no option to upload the form although all guidance indicated it was required.

None

I can't say there was a worst customer service experience. Customer service received has been outstanding every time.

Have not had a Worst experience. Thank goodness!

None to report

None

None

Don't have a worst

Calling and no one answering.

NA

NONE

There hasn't been any. The people are always nice and very helpful.

none

No responses given or it took several weeks to get an answer.

I had some difficulty finding answers to some of my questions because I was a first-year grant writer. Although we have had the grant many years, I had no direction concerning completion for the 2013-2014 school year and found the directions a little vague in the FAQ's, especially concerning budget. In the end, I was able to find the answers I needed.

Having to call numerous times to change contact info, and it's still wrong!

I've had an individual inform me that we needed to submit a Parent Committee signature form when the technical staff told us it wasn't required. There was no way to submit or attach the form. The situation was resolved in a few days.

I have not had a negative situation with anyone affiliated with this program.

When there was a misunderstanding of an allowable expenditure from previous years. The confusion was due to the staff member's oversight that we were a high school district versus an elementary school district. The misunderstanding was clarified immediately, but it did create some anxiety for me as this was a significant amount of our allocation.

Sometimes when I call about a problem, I have a hard time getting to the right person.

I haven't had a bad experience.

n/a

N/A

I have had a good experience with all the staff that I have worked with. All are very capable.

I have never had a bad experience.

I have not had a bad experience.

none

Have not had bad customer service during the 12 months with the U.s. Department of Education staff.

They do not answer questions in a timely manner and when they do they often talk around the issue. I called them with a concern and needed clarification to implement my grant appropriately and what I got was a mini audit over the phone and my program scrutinized. Many Indian Ed programs are operating incorrectly particularly in terms of their student counts and 506 forms that are not valid because they are incomplete or do not have proof of Indian Heritage. When I brought this to their attention, as a new Indian Ed program sought my guidance, my program was scrutinized and the issue to this day has not been handled with this new and some neighboring old programs. They also are really good at talking around an issue rather than addressing it head on and they rarely respond via email as I feel they don't want to put anything in writing. It is easier to figure things out on our own rather than call them. I am nowhere near the only program that feels this way.

I haven't had any, ever...

n.a.

None

None

In this conference call I felt very little understanding for our individual situation.

NA

none

An email that didn't get answered quickly -- which was my timetable issue.

I do not have a bad experience to share.

None

No bad customer service experiences.

None

This is my second month in the Business Office.

N/A

Not really any.

Q46. Finally, please describe how ED can improve its service to you.

n/a

I truly cannot find any fault. Well done!

Fund more of the other Education grants I write :-). Seriously, nothing I can think of. Thanks for making it easy to accomplish the tasks.

Cannot think of anything.

We are very satisfied with the services now provided.

I have no complaints.

I would love support to continue in a timely manner as I go through this first year with this grant. I will have questions and need them answered quickly to insure that I am following all the grant protocol. So far, I have had good luck with answers, and I would hope that continues!

1) Provide more guidance on allowable expenses. At times the responses to questions regarding this are somewhat general. I can understand this approach. However, at times I need more specific/definitive responses to ensure I'm in compliance. The Webinars offered for completing the Part I & II applications are excellent. This type of technical assistance should be considered for the programmatic components of the grant. / 2) Provide more guidance and sample templates for Parent/Community Engagement, e.g., sample meeting/committee agendas, public notices etc. /

I think it's ok

I think it is important that this office help create "think tanks" in urban/rural Indian educational issues. This is such a small group of educators, knowing exactly what is happening at the ground level is simple. However, we consistently hear negative messages from people who are academics that go off of statistics that may not be completely relevant. It always misses the mark. / / The OIE should consider hosting their own Title VII Indian Ed. conference. Title VII grant has a fantastic structure however, it seems the people advising have no idea what can be done to modernize and/or help the Indian educators at the district level. That it is not their place to be involved at that level. But, we are still operating like we did 20 years ago, it is up to that particular program to freshen-up service without help from seasoned educators. I would recommend partnering with the Native Learning Center to host this conference, they do not charge an exuberant amount in registration fee's and/or other fees. / / I realize cannot solve most Ed issues in Indian country but, we have to start somewhere and highlighting Title VII program accomplishments should be part of the over-all message. It's not a remedial program, this is a scaffold idea of understanding a complex ethnicity which in essence should providing resources for academics success, cultural enrichment and mostly encourage parental engagement. / / Today, there should be a message sent to Indian Ed. from the feds about the," talk" in blending Title VII and Title I funds, there has not been one message from our fed. reps about this recommendation, where is it coming from, is it a recommendation that may happen? If it is will thousands of Indian Educators lose their jobs?

Continue to provide feedback on applications.

I am satisfied with the ease of submitting an application. It is light years ahead of what we were doing 10 years ago. Thanks for making the changes.

Service is great!

I am very happy with the process.

I never filed a formal complaint for fear of further having my program scrutinized rather than the issues addressed as this seems to be the way of Indian ed.

I can't think of any. I've been trying.

increase the amount per child LEA's receive

Being friendlier and more understanding of individual situations and needs.

I am satisfied with the service.

Email updates of changes

Webcasts offered earlier in the day.

Keep up the great work!

Support is the key.

I appreciate the services from ED at the present time and I have no recommendations.

Some training for new Administration

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

NA

have not been monitored

N/A

It was a good experience to be monitored and to receive a guidance/reminders refresher. It also was good to hear that we were doing a good job maintaining our documentation trail and in the classroom although student data would not necessarily reflect that.

N/A

The monitor was very helpful at pointing out problem areas and showed us what we must do to correct the areas. The process of monitoring brings fear but our person at the outset said she was only here to help improve our program.

N/A

When we had a site visit it was found that we were doing our 506 forms incorrectly thus some forms did not count because the student could not prove Indian heritage. We cleaned up our program and are proud to be on the straight and narrow. However, several neighboring programs with much larger counts than us are doing the same mistakes and the Dep of Ed has done nothing about it. Their oversight is very lax and if you bring it to their attention your own program get extremely scrutinized. It is unfair that small programs such as ours are receiving lower funds because we are operating correcting while larger programs are pulling in significant funds from forms that are not valid.

I felt they were not helpful guiding us how to tighten up our program, just a lot of general statements and no specific examples.

Monitoring did result in changes to our current programs. A more academic focus in the areas of mathematics and reading has resulted from the monitoring process.

N/A

I felt it was a very good experience.

The federal monitoring process was effective. There were a few changes that were made to our program as a result.

N/A

N/A

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

I haven't encountered any problems.

You have done a great job!

Moving toward more technology has been a great move.

None that I can think of at this time

We are satisfied as it is.

Have some regional meetings with people explaining the new policies, changes, improvements, funding and direction of the OIE

What OIE can do to "better meet...", is to NOT change a thing!

Continue to give support to me and my district as we start this new phase of our grant. The previous grant manager was let go and gave us no direction concerning implementation. I will ask questions when necessary and would appreciate prompt replies from our office!

We have tried countless times to change our contact info and it is still wrong, also 506 forms need to be updated see previous comments

Find ways for Title VII grantee's to communicate regionally and provide webinars hosted by Title VII grantees .

Keep using the electronic means for the application. Continue to provide feedback when application is submitted.

Being new to the position of Title VII Director, it is helpful and much appreciated to receive updated information and updates on deadlines.

I think the process is very good and I do not have any suggestions for improvement.

Keep up the positive and helpful communication.

We do not have a problem.

Nothing that I can think of.

A little more specific information, rather than general instructions.

NA

Nothing at this time.

Offer Webcasts earlier in the day as I teach students later in the day.

Keep up the great work!

The technical-assistance workshops prior to NIEA are an important step in the right direction. It helps the relationship building process that facilitates good communication between the grantees and the OIE staff.

Provide training on new Administration

Doing a good job.

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.

Providing extended day and summer school programs in collaboration and coordination with Title I Part A and Title III

When working with Title III they have provided clear training and technical assistance on supplemental vs supplant and we then as a SEA were able to share that with the field in the state. We have had no such guidance training for State Migrant Directors and it would be very useful.

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

Keep listserv up to date.

Would be more efficient to have on line discussion boards and also more clear links to guidance that can be shared with the field (e.g., webinars, power points, etc).

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

CSPR

MSIX

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)

A conference call with new program officer, which our state hopes to retain longer than one year, that was very clear, concise, and organized. The call was a request for monitoring documentation.

At our annual director's meeting we have the opportunity to go over issues directly with our program officers. There is nothing like meeting face to face with the folks that can provide you assistance and guidance and being able to discuss any and all issues you are facing in implementing the program.

Phone conversations with our program manager have been open and sincere.

Face to face directors meeting

My program officer has been always available to answer my questions and/or research answers. A great experience was the recent quarterly phone call.

Face-face conversations with [Name] are always productive, informative, positive, and encouraging.

[Name] was quick to respond to specific needs in our program. She was warm, caring, authoritative and gave the specific information requested. She is very much appreciated and valued.

Clearer guidance during a phone conference in June 2013.

The National Migrant Education Director served on a panel in a meeting that I was attending. The audience could ask questions that were relevant and unique to our individual programs and we received appropriate and relevant answers.

My program officer is always willing to meet with me at director's meetings or speak via phone whenever I have a question or concern. The turnaround time is very reasonable and the detail in her responses is impressive.

MEP Program Officer [Name] was very responsive to general requests for information. MEP Program Officer [Name] was very responsive to requests for MSIX information. Both returned phone calls and emails promptly.

[Name] has been accessible as he approached our State regarding a specific webinar with select other States to improve our evaluation process. He has responded promptly and thoroughly to my queries.

The Title I Part C Migrant Education Office and the Title III English language acquisition office have been very responsive to request made by these program.

Very responsive by telephone to questions.

[Name] is responsive to our questions

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)

Asking for help through phone call and e-mail and massive delays in response time

N/A

A program officer who appears to listen to questions, but rather than hearing the need in the question assumes weakness in the state's program.

Not receiving a response to our questions for months

Not having responses in a timely fashion.

Constant change in staff that work directly with States, program officer? Extremely long wait time for responses from this group because they are new and must check and learn everything before they respond.

Over the last 6-8 months have sent emails and left voice mails on questions regarding data reporting and guidance issues and have had none of my emails, voicemails returned.

Not receiving responses to our reports sent in October, November, December, and January 2012 and 2013 until April of 2013. The last response was in September of 2012.

It at times takes over a week and two email request to get an answer.

I was informed that none of my program monitoring documents that had previously been submitted and approved by DOE. This process was long and painful, however, I was recently informed that all items were outstanding and that nothing had been submitted or approved.

none

Worst is too harsh of a word to describe this experience. During the change of Program Officers in the Fall of 2012, the communication from OME about this transition was slow in reaching the states.

Last year our State had a question we submitted to OME, we had to wait several months for a reply. When I saw [Name] at a conference she was astonished when I informed her. She said she would communicate with us and she promptly did the next week, for which we are grateful. Also we received a response last year regarding a Desk Monitoring that was done 2 years prior. Furthermore, I had sent a message to our PO on 18 March 2013 regarding updates to our COE, I never heard a response back.

NA

None

Probably not considered in the "worst" category but it is very hard to have an actual phone conversation with specialists in the SASA office

Q46. Finally, please describe how ED can improve its service to you.

Provide continuity in services to states by not constantly changing program officers

Provide direct technical assistance and professional development services pertaining to the specifics of operating a migrant education program to me and my staff.

In my interactions with ED, staff members generally reflect a sincere desire to be helpful within the constraints of the law, program guidelines and program initiatives. ED can continue to support staff in this attitude and consideration of states' unique circumstances and needs.

Immediate response to state inquiry / Provide clear expectations and model processes and procedures ED requires states to follow

Do what it takes to retain staff so there is not so much turn over.

Addressing guidance issues and technical assistance issues more adequately.

Timelier response to reports submitted.

ED must understand that, in my opinion, I and all of my counterparts are always trying to comply with the law in our program administration and are always trying to improve services for better outcomes for students. Knowing that, I would hope that ED will improve upon its delivery of service to assist me in doing that.

Provide guidance in a timely manner so that implementation of requirements may be administered in a feasible time frame.

For the MEP, improve US ED MEP website layout and seek to change protocols at US ED to allow this site be the main location of posted information from OME (rather than a contractor's site).

Reply promptly to State's; have PO call State Directors quarterly to touch base; directly address the needs of small summer only receiving States with the conundrum of trying to show significant academic gains to students and OSY that are only present for at best three weeks.

Ensure that the most recent information to guide states are easy to access.

Provide publications highlighting research based practices for working with migrant students.

Faster response to ID&R questions.

We would like to see a concentration or focus on, in particular, the support of the SEAs - as they support their districts - as they support their schools, faculties, and students. Keep the "main thing the main thing" (students) and adopt new regulations/initiatives judiciously. I admit that I'm old fashioned but it seems as if so many fragmented ideas/pet projects distract states - so much so that one feels like that lone deer at a coyote drinking party.

CUSTOM QUESTIONS

Q6. What additional topics would you like discussed during MEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

allowable expenditures for MEP programs

More detailed information on supplant versus support.

In-depth discussion about program evaluation

how to do more with less

New state director training

Identification and Recruitment strategies

States with summer only migrant programs

MEP PAC

more on the fiscal requirements as related to Title I-C

Focus on instructional strategies that work with MEP participants (not the CIG teams). This focus should be on the instructional strategies that are showing improvement around the nation with this group. Specifically the protocols, procedures, instructional approaches that are used during one-on-one, small group, tutoring, or inclusion instructional settings. What is the best way to do that? (OME may need to clarify their definition of strategy for this discussion). Less focus on immigration issues (since we are a supplemental educational program). Increased recognition that more and more MEP participants are not Latino and therefore may need different approaches and resources.

how to measure gains with OSY and for students that are only present for at best 3 weeks in the summer

How OME will strengthen support of secondary level migrant students.

Q7. What could the MEP team do to improve the content of technical assistance? (Open end)

Not sure at this time

Provide timely response and detailed steps to meet requirements

More prompt responses to questions.

The content of the technical assistance is fine. The delivery of the technical assistance could be improved.

Continue to survey the state directors to determine the needs

Have a user friendly website where people could make suggestions for topics, and topics covered were easily accessible

Sessions could be more in depth rather than overviews.

Recorded and accessible webinars are great

Q8. What could the MEP team do to improve the structure or format of technical assistance? (Open end)

More frequent and structured through teaming

Scheduling technical assistance such as webinars on just a week, or even couple of weeks of notice is very difficult at times. If there was a regularly scheduled webinar with OME set once every two months or whatever timeframe so one would know to always set aside that date might help participation by more folks.

More frequent webinars and recording/archiving these webinars

More communication with the SEAs/

need to retain the annual directors meeting

The MEP team must understand that, in my opinion, I and all of my counterparts are always trying to comply with the law in our program administration and are always trying to improve services for better outcomes for students. Knowing that, I would hope that the MEP team will improve upon its delivery of service to assist me in doing that.

Group states with similar migrant population size; group summer-only states

satisfied as is

Appropriate format

provide more specific concrete examples, of how acceptable activates, reporting, ect. should look like

Provide an overview that can be accessed by new program personnel.

Issue one-pages on critical topics supported by research.

access to recorded or printed materials are very helpful

Q9. How frequently would you like to have webinars or other means of technical assistance? (Open end)

at least every 3 months

Webinars regularly scheduled every 2 months and to continue to have a yearly conference.

Every other month

bimonthly

Every 3 months.

quarterly would be helpful

Once a month

Two to three times of year would suffice.

Tri-annual or quarterly

Frequency is not an issue as long as topics are relevant and shared in a timely manner.

monthly would be great

Monthly webinars would work nicely. Since this program is unique in that the states share the participants, it would make sense to have an ongoing national dialogue about the program... more than just during the 2 day meeting.

TA could be offered in a dialogue forum on a website which would be continuous; webinars could be at least quarterly but should be open to LEA/LOA staff also

When new information is necessary to the work of MEP
every other month
topics might be chunked into monthly offerings

Q10. Please share any comments on how the MEP team can better support your work. Please include any ideas that the MEP team may use to better support your work as it relates to the size of your MEP (large/small state). (Open end)

more technical assistance to state programs with smaller staffing or help make connections among states?

Provide conference opportunities for technical assistance for our regional sub grantees to participate in.

Focus on the successful practices state programs have in place and guide states without negative feedback

How to do more with less. We have to start a Needs Assessment shortly. Because of the multiple hats that I wear, I am not going to be able to conduct/direct it myself as I did last time. Not sure where to come up with the funds to hire someone without asking it out of services to students. Also don't know who to hire to do a quality job on the cheap.

teleconferences/webinars, etc that pertain to different state's situations: large/small, fishing/agriculture

The MEP team must understand that, in my opinion, I and all of my counterparts are always trying to comply with the law in our program administration and are always trying to improve services for better outcomes for students. Knowing that, I would hope that the MEP will improve upon its delivery of service to assist me in doing that. No accusations and no threats.

Small states typically have small MEP staff at the SEA level. We could benefit from shared information about what is working in other summer-only states.

assist with the frustrating of trying to show gains in an OSY and k-12 population that are only present for 3 weeks or less

It would be beneficial if there were more staff to provide the technical assistance needed by states.

Add one-half day of small states at annual conference to focus on related issues.

we have a MEP team of two and a half...sharing ideas across states on how to maximize is helpful

High School Equivalency Program (HEP) - Migrant Education

CORE QUESTIONS

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

Adapt the technology used to the activity/product, not the other way around.

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

g5.gov

G5

G5

G5

G-5

G5

G5.gov

G5

HEP

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. (Open end)

My officer and technical support for annual reports are always available when I need them, I am really satisfied with all OME personnel that I deal with.

N/A

Our original program officer was promoted and we were assigned to a new one promptly. The transition was a very smooth one with both parties (old and new officer keeping us informed on changes and new information). OME didn't skip a beat and it was as if no changes occurred. Something that rarely occurs with other organization.

When calling my program officer, she is great at answering her line and immediately answering my questions. That assures me that she is well informed and trained to assist my program needs. Also, the webinars offered are always very helpful.

The Webinars are always very informative and helpful.

Project officer responding to my request the following day. When submitting the annual I had some questions, the ED staff responsible for the reports responded to me the same day and she was very helpful.

Prompt and attentive when asked questions.

Last year, the California HEP grantees organized a statewide training for HEP staff. We asked [Name] to help us provide a short video message to share at our training. [Name] and her staff at OME responded with immediacy and enthusiasm. They created a short video for us to play at our conference that conveyed the office's goals and mission accurately and professionally. The video was a highlight of the training. Since budgets do not always permit us to bring all our local staff to national meetings and trainings, this video was an effective way for our staff "on the ground" to engage with the Office and to understand how the Office's priorities shape our day to day work with agricultural families.

Have really enjoyed the small group (10 or so) conference calls with OME staff.

N/A

We requested permission to move funds from the Training Stipend line to the Personnel line in order to hire additional instructors for pre-GED prep. [Name] responded within days to grant the request, thus enabling us to move quickly to improve instructional delivery.

The best customer service was the fast turnaround regarding data needed confirmed for APR report.

Prefer not to respond.

My project officer has been very helpful, being a new program she has always been accessible when I call and responds quickly to my inquiries.

In every attempt to proactively offer webinars, courtesy calls, new directors trainings, etc the highest degree of positive customer service is employed.

My project officer is very prompt on his response to my questions. This consistency is appreciated, particularly when I know that he is dealing with many other grantees.

As a fairly new director, overall I've had a great experience and interaction with all OME staff. My questions have been answered in a timely manner and my program officers has been accessible and approachable. All the resources shared via past power points, HEPCAMP tool kit, etc. has been useful and guided me to get the job done and correctly.

I have found customer service to be very helpful. I have not had any issues. They were able to resolve my problem quickly.

I've not had a "good," so therefore, no best.

Interaction with my DOE program officer

Working with HEP Program Officer. Very knowledgeable and great at answering questions.

I am a new HEP director (been on the job for 2 weeks). The service that I have received in return phone calls this past week has been OUTSTANDING! Thank you!

For the most part, they have all been satisfactory. Interactions with [Name] and [Name] have been productive with immediate responses from both of them.

[Name] has been very professional and competent in answering our questions and making recommendations.

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)

No bad experiences

N/A

N/A

N/A

Getting timely responses is a problem.

None.

High turnover rate of OME program officers in the last 2 years has directly impacted our program. While it is understandable, it is difficult to build relationships with program officers when this happens. Having said that, I would like to applaud the accuracy, efficiency and professionalism that [Name] showed in the short time she was assigned to our program.

none

N/A

Did not have a worst or even a bad customer service experience during the past 12 months.

I would have to say that I have not had a "worst" customer experience in the last 12 months with any staff member.

Prefer not to respond.

None

returning emails/ phone calls in a timely manner.

None

It would be helpful to have sample/approved (by Dept. of Ed.) application and forms available so that programs can bounce ideas from.

N/A

Very poor technical assistance and lack of ability to have an objective unbiased perspective.

Submission of reports to the G5 system

None

When awards were announced for the funding cycle 2011 -2016, the person responsible to inform my state representative about the award did not send it to the correct office. Hence, I received confirmation of award 5 days after all other awardees received confirmation. I almost had a heart attack :-s

NA

Q46. Finally, please describe how ED can improve its service to you.

I think that ED is always improving its service, when something does not work very well, they always welcome new ideas and they do their best to improve all services.

Be more prompt with email and telephone responses.

I think ED could improve with its distribution or "marketing" of products. It would be useful to have an option to subscribe to a monthly ED newsletter or bulletin to announce new "products" or as a reminder about the web resources that are available. In the same vein, grantees may benefit from a webinar or training about the web resources that are available for our specific grant program. I find it frustrating that although by themselves, each website/ resource is easy to read, relevant and well-organized, these resources are often in three or four different locations. I have to bookmark each one (e.g. CFR, "RESULTS", HEP/CAMP Toolkit) in order to keep track.

ED is continually improving its services and I am satisfied with its level of work.

N/A

As travel budgets have been cut drastically for ED staff, possibly have regularly scheduled teleconferences with OME staff to facilitate effective program implementation.

Primarily by communicating every step of the way at what point items/data are being received/checked for accuracy and potential final check/review.

Prefer not to respond.

Continue to work toward a more consistent APR and reporting process, funding cycle, etc.

ED OME has strived to improve the APR computer reporting. This idea of improving the site must continue to make it easier and easier for all grantees.

Lack of staffing

Offering templates to forms/applications so that programs can view and possible use.

Continue support staff training through the web

NA

CUSTOM QUESTIONS

Q6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

Review the news about migrant ed in general and all migrant programs and their future

Technology needs of our project to prepare for new GED test

Sharing of various curriculum and teaching strategies

Dealing with uncooperative supervisors...at PI and/or higher.

They do a superb job at covering all the topics.

Implementing computer based GED tests.

Best practices to evaluate a program.

Procedures manual. Actual detailed examples of well organized Procedures Manual.

How to use online resources (e.g. RESULTS, CFR). 2014 Changes to High School Equivalency Assessment across states (especially suggestions for people who will be submitting proposals in 2014 to be refunded). GPRA 2 Guidance.

All relevant and important topics have been, and are, currently addressed.

Sharing of best practices. Top 10 programs seem unwilling to share program documents, yet these documents were created with federal funds and as such I feel should be public property and should be shared. First year programs spend months unnecessarily creating applications and program documents when there should be an easily accessible repository of sample forms from which they could quickly create forms individualized for their program. One would infer that a Top 10 program would have efficient/effective documents that could/should be shared.

New modifications being implemented by programs to better serve students and effectiveness of HEP program goals.

N/A

Perhaps schedule a workshop or session with ONLY non-profit agencies and discuss any differences for non-profits in comparison to universities/colleges.

GED Instruction for 2014

The upcoming GED 2014 Changes, brainstorming sessions on what programs are doing to gear up for the new curriculum?? or.....Updates on specific states, what are individual states doing for testing vendors?? This would be useful because we as programs can reach out to those states for brainstorming/collaboration/etc.

n/a

The 2014 change of the GED/high school equivalency

I am still getting use to where forms and information is located, so I can't answer this question yet.

Q7. What could the HEP team do to improve the content of technical assistance? (Open end)

I always get all the assistance that I need, so no need for improvement for me.

Not sure

Interactive sessions have been very helpful. Please continue

Make technical assistance training mandatory for all key personnel funded by HEP grant. It is usually Directors who participate but PIs (those funded by grant) also need to understand and hear first-hand about HEP regulations, budget requirements, etc.

The use of technology recording the webinars and having them available for people who could not be available when the webinar took place.

It's all good.

Sharing information (e.g. forms, multilevel lesson plans. etc)

More webinars over the course of the year. Consider ""refresher"" webinars on frequently asked questions related to eligibility and placement or other topics of need as determined collectively by OME staff. Last year, I really appreciated the "Technical Assistance/Customer Service" calendar that was disseminated listing all the customer service activities for the Spring/Summer.

Currently doing a great job.

The OME HEP staff should take a critical look at the APR to see if there are consistent areas in which programs miss the mark or fall short of meeting GPRAs. An objective study should be done to determine if there are any commonalities among programs that don't meet their goals; i.e., recruitment strategies; hiring personnel issues; distance to testing sites. If barriers to success are identified, then effective improvement strategies can be determined and implemented. Most of this could be done via Skye or by teleconference.

The review of NEW programs and their issues/needs separate from the programs into year 3 or more.

Provide written guidance on all aspects of HEP grant administration.

No improvements at this time

Tap into ED Instructional resources or have ED staff share and ask high performing programs to lead these discussions.

I think they do an excellent job!

n/a

n/a

Offer more "policy guidance" on relevant topics

During conferences, presentations are made to large groups including new and experienced directors. Experienced directors sit through long presentations of things that they know. It would be more beneficial to separate new and experienced directors for soe of the presentations. And have experienced directors offer one-one assistance to new ones.

Q8. What could the HEP team do to improve the structure or format of technical assistance? (Open end)

I think they really do a good job, they are not that many....and they manage to take care of all of us. Maybe ore personnel will help them.

Not sure

Same as above.

Webinars are better, telephone meetings are less productive.

I think HEP team does an excellent job of surveying grantees for input. I appreciate when the information provided in webinars is informed by case studies or relevant examples from actual HEP projects.

They are currently working on improving reporting format and it's looking great!

Provide technical assistance individually instead of with a group. Most people are unwilling to share their dirty laundry in public, especially among their peers.

Simplify so as to keep the needed data basic/streamlined for effective notation and easy to read.

Provide more information not just read through slides or written materials.

Can't think of anything

I think less travel would be wise and would save lots of \$

I like to webinars, small groups and discussion make it a great tool.

I have found their technical assistance team to be very helpful!!!

N/A

Q9. How frequently would you like to have webinars or other means of technical assistance? (Open end)

Twice a year

Once a month

Monthly

Bi-monthly

At least once a month.

At least quarterly, or as needed.

4 times a fiscal year

More regular.

Quarterly

The current schedule works great.

Quarterly at a minimum; ideally just a quick check-in every month at regularly scheduled 10 minute phone conference call. (Calls could run longer if barriers to success are identified and improvement strategies need to be discussed.) Follow-up emails should automatically be generated to check on improvement implementation.

At least every 3 months/quarter which would help me with my program data and information.

Whenever needed.

Quarterly

Quarterly

Quarterly

Quarterly

At least a couple times a year.

Once a quarter

Once a month

Q10. Please share any comments on how the HEP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs. (Open end)

Just keep replying to our phone calls or e-mails, that's all I need, and they already do so.

technology support for new GED test

Creating a active chat option

Check in with other key personnel funded by our grants. It will benefit the grants, if PIs, co-directors, etc. get a better perspective on what is going on with HEP at the DC/OME level and they too are periodically called or invited to a training.

All is great!

The frequent changes in program officers does not allow for continuity or the ability to develop good working relationships with the department.

Provide resources to visit other programs within the same region or with similar serving population.

The HEP team has been very responsive to our project's needs and supported our work. As budgets become more constrained, it may serve us to include more information on collaboration and leveraging resources.

Any updates on the implementation of the new high school equivalency program options in California would be wonderful, especially insight on proceed this year not knowing what test will be available to us this next calendar year. Any strategies on how best to proceed would be greatly appreciated.

If HEP Team is aware of the goals/objectives of my HEP program then they can better support our efforts. Communicating with programs as to their progress on meeting goals/objectives of program will also assist me in keeping close tabs on which/what goals are being meet and need to be reviewed prior to end of fiscal year.

Members of HEP team should spend time learning how the grant works on the implementation side as a grantee. There is a big gap between what they think should be happening and how grant administration actually works. Hire team members with grant administration experience.

Less travel... more time into the office/service community

Thank you for all that you do, you are doing a great job!

Hire more program officers to replace those that have retired

Safe and Supportive Schools Program

CORE QUESTIONS

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

G5

G-5 System

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. (Open end)

The ED-funded TA Center staff are very helpful, professional, and supportive.

Responses to questions are always quick and thorough.

I requested that our program officer from ED research a question related to the ability to utilize funds for sub-grants for a specific purpose. The staff member had to consult with a member of the department's legal office, but did keep me apprised of his research and ultimately the answer to my question. He was both diligent in securing a response and in communicating his progress with me.

Heads up regarding the \$50 million set aside for PBIS in next year's budget.

My best customer service experiences come from the technical assistance/grantee meetings hosted by ED. These meetings allow for one-on-one time with project officers and technical assistance providers as well as time to learn and share with other states. These opportunities are extremely necessary and helpful.

The best customer service experience during the past 12 months with USDOE staff has been the rate to which responses are provided to inquiries. The staff has been outstanding in responding to requests whether there is a request for a phone meeting or just general information.

My Project Officer responded to my request for a change in personnel in a timely fashion

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)

Ed staff not very responsive. When provided an email response, answer not very thorough. Need several follow-up emails to clarify the issue.

Change in due date for annual report.

The permission process for securing approval to host a national TA meeting has taken significant time and may result in a denial from my department in being able to attend. Such meetings need to be finalized and announced in advance in order to secure required permission and to make travel arrangements

n/a

None

None

None

Q46. Finally, please describe how ED can improve its service to you.

Maintain the excellent quality of staff.

Provide regular check in calls or e-mails to maintain a dialogue and to anticipate solutions to challenges before we are in a significant bind in regards to project implementation. A monthly or quarterly conference call or e-mail check-in would be sufficient. While this takes place through a community of practice call with the TA center, the same type of correspondence with USDE staff would be helpful

Timelier, transparent communication re: legislative and funding issues.

I am very satisfied with the services being provided.

Carol White Physical Education 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.

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

Webinars for new grantees

Transfer from CCR to SAMS was poorly implemented. The website was unavailable due to a security breach and so my information was not processed. I did not receive any notice on the need to verify my information on SAMS and so our grant application was not accepted.

Create groups of grant recipients to collaborate with each other, share information, resources, etc. We have asked for this from year 1 and it has not happened.

I tried to participate in a webinar but could only hear the voice part, nothing on the screen for me to follow along. I had to hurry up and do the teleconference which was frustrating since I couldn't view what was being covered

Group conference calls, group online meets and online trainings / webinars with Program advisors and other grantees.

Webinar

Uploading report documents is very cumbersome--it should be as easy as attaching a document to an email. Also, forms should be set up as online forms enabling online completion of reporting documents.

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

G5

G5

email

G5

G5

G5

G5

SAMS

G5

e-mail

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)

When a parent called Washington to complain about our implementation of the PEP Grant, everything we had shared with this parent was reinforced from the top. That was great support for what we are trying to accomplish!

In getting a new project officer she has been very responsive and supportive

Effective

My DOE program officer answered a program question on time and with clarity.

[Name] is always wonderful to work with. She responds quickly and completely to all questions I have and is friendly and helpful

Assistance during the one on one conference call with the DOE grant monitor.

people very nice

In general, the information given is good and accurate.

Timely, effective responses from our Program Specialist in regards to questions/concerns we have.

We needed to get an indirect cost rate and the DOE staff helped get us to the right people who guided us expertly through the process.

[Name] and [Name] have been very helpful in answering questions on the Carol White PEP grant. [Name] even called me on a Saturday when we had issues with our grant submission. I feel that both of these employees have been doing an excellent job.

Our new project manager has been very helpful and timely when we had questions.

My best experience was gaining resolution to a long time issue regarding the addition of an activity to our project. One sentence cannot describe the time that it took so many parties to reach this agreement. When signing up your G5 system, I received TA within an hour of my request.

An outstanding phone conversation about budget

Direct phone call to talk through a problem.

I have always been contacted by the U.S. Department of Education staff person assigned to oversee our grant. She is quick to respond and is always helpful with whatever question I ask.

Receiving immediate answers to questions.

[Name] has been exceptional in working with my questions, concerns and patience as I tackled the PEP grant for the first time. She has been a great resource

Accessibility of our assigned representative to answer critical questions!

I was treated with respect and guided to easily address my concern/situation.

Responsiveness from our program officer regarding no cost extensions and revisions to budgets. When I began working with our new representative [Name] everything became very simple and very smooth and prior to that our representative was no longer in the department was very very hard to work with very rude and very hard to work with.

Project Director called immediately after I sent her an email asking a question.

Promptness of email responses, support for grant initiatives

The technical staff I encountered when I had a G5 issue.

I had several important questions dealing with the allocation of funds. I sent those questions by e-mail and I expected it would take several days to receive the answers. However, I received the answers with minutes. This allowed me to move forward with my projects.

Responsiveness to email communication has been fast and consistent

When the project director's meeting was held.

I appreciate the swiftness with which my questions have been addressed. My program officer prefers that I correspond via email, and responses are quickly returned. In addition, I have found that the list of answers to Frequently Asked Questions to be most comprehensive and helpful.

A site visit was scheduled with our then project officer. It was highly organized and then extremely well implemented by our then project officer.

We have just finished year one of our grant and [Name] has been excellent in addressing questions in a timely manner and in clarifying information related to the PEP Grant.

A new project officer took over my grant and within a few weeks she had set up a mid-grant year conference call to discuss with me progress and challenges I may be having with the grant. The communication was appreciated. [Name] (our program specialist) is my lifeline. She has been so helpful. She is lightning fast with her responses and answers to questions. These folks are the keys to helping us grantees process all of the information effectively.

[Name] has been very helpful, I believe her email changed and I did not get notification of it but once I got her new email she is always helpful and responsive.

We were given the opportunity to encourage fellow grantees to include special education students in PEP Grant Programs through leading breakout sessions and keynote panels. Our U. S. Department of Education advisor was very helpful throughout our grant periods. Corresponded quickly through emails and phone calls

I cannot select one because my experience has been nothing but professional, questions answered right away, and guidance delivered in a helpful manner.

[Name] has been extremely helpful each time I've needed her assistance. I cannot simply pick one instance of her helpfulness. She has been consistent in her leadership each time I've called upon her for help.

Collaboration with [Name] and her willingness to assist us and provide information that we need.

Phone call returned from Program advisor.

Our grant monitor does an excellent job of keeping us informed, in a timely manner, of upcoming events as well as deadlines for reporting. She's also great about sending us information about relevant opportunities (i.e. grants, contests, peer reviewing...).

The response time in emails has been my best experience when I have questions. The staff is quick about getting back to me and if they can't answer my question right away they will tell me when they can.

I have had very little contact

Overall helpful information and clarification when needed.

I solely work with [Name] and she responds to emails in a timely fashion. Very easy to talk to and extremely knowledgeable.

I asked the project officer an question on specific budget item and received a response in three minutes.

Tech Assistant answer a question.

The latest conference call I had with [Name]. She was concise in the message and helpful in answering questions. She took over for our previous person [Name]. He was not helpful at all, and when we would submit reports, etc. he would call back or email back and say he didn't receive them even though we had verification he did. He also had our grant on the wrong list serv and was sending me information about other grants that were not mine even though I reminded him more than twice which cohort I was in. [Name] was our contact before [Name] and she was always great in communicating and making sure we received the correct information, as [Name] is also.

My program specialist was strict but very fair. She was very helpful. When I had some very important time sensitive issues, she responded quickly.

Outside of having my email changed, which caused some confusion my supervisor [Name] (formerly [Name]) has been great.

[Name] was helpful in guiding me to correct my APR to include needed data that I was missing

[Name] has been exceptionally helpful in dealing with the myriad reporting issues because she really has a handle on her role in the DOE while being a support to my school district at the same time.

My grant manager conference over the summer of 2012 was a good experience.

We had a carryover of our direct educational contact mid-way through the year and [Name] has been outstanding in assisting our needs.

Once my FPO was changed, it made a world of difference! I can't tell you how much my grant experience has improved over the last few months. [Name] is a blessing! Items that were never accomplished with my previous FPO such as fixing my access to G5, were fixed over night! Once [Name] took over my grant, I felt valued and respected as a professional and as a human being. Her attention to detail shines through and she is always ready and willing to help. I typically receive responses with the same day. Thank you, [Name]!

[Name] has been excellent to work with!

I haven't had a great one. I am very tense when I have communication because it is provided in stressful way.

Assistance in adjusting budget expenditures based on emerging student data.

There have been numerous instances in which [Name] provided quick replies to our questions. If she didn't have an immediate answer, she would always inform me of the steps she was taking to get the information. Working with [Name] and [Name] with questions about surveys and purchases

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)

I've had very minimal contact with the staff.

Lack of communication - there are never returned phone calls or emails.

Submitting the end of year report on G5 is difficult - there is no mention of character limits, but once we tried to upload the report we were informed of limits so we needed to frantically edit our report at the last minute

Na

None.

none

N/A

all good

Sometimes the grant monitors could be more patient in answering questions. Much of the material sent out is long and cumbersome, and grantees are not as familiar with the procedures.

Webinars/teleconferences - too much info in too little time. Nothing beats talking "face-to-face" with someone.

It took a very long time for us to get approval for a budget change, and it seemed like the program manager was being unreasonable as the request would benefit the kids and the program immensely. It seemed like the program manager was more interested in not raising red flags that would prompt an audit - even though the request could easily be explained and justified.

The wrong address was listed on a power point of where to mail in our report.

When our district tried to submit their grant application, SAMS would not accept the application. I called the help desk and was put on hold for 1 hour and 40 minutes. Once someone answered, they referred me to another department where I was again on hold for over an hour. By that time, the grant deadline had passed.

Our project manager for the first 2 1/2 years was not helpful. She was also, at times, was difficult to work with.

The worst customer service was the lack of timely action on a requested addition to our scope of work and all the related activities that it took to resolve the issue. It was because we had been prudent in spending, that the possibility of adding additional work was even possible. Yet, we were told numerous times that being fiscally conservative public servants and instituting administrative efficiencies had been a "local decision" and truly there was a time when funding was going to be diminished because of our conservative choices!

Not necessarily a customer service issue, but I was disappointed that the G5 system shut down at 4:30 EST. It makes it difficult for pacific coasters to submit.

None

Change in liaison with a new person having different operating procedures, expectations, interpretations, etc.

I haven't had a bad one yet.

Trying to submit the reports on G5. It doesn't allow you to cut and paste information on some parts of the reporting. / After calling the technology hotline at least twice for assistance, I finally just emailed a copy of my reports and put a hard copy in the mail.

Lack of accessibility with our former representative.

Did NOT have one

Delay in returning phone calls.

As stated above our prior contact for the federal grant was extremely rude very poor listener very hard to work with I think goodness she's no longer in that department.

Project Director did not provide clear instructions or responses to questions on occasion.

decisions that are not aligned with PEP goals/initiatives

Lack of coordination of information from our program officer.

I did not have a bad experience during the first year of this grant.

Not receiving clear information on what reports should look like (no examples) and not receiving information on the process of reporting, updated reporting, reauthorization. Received the message that this is important and I may be audited etc. But did not get the processes explained. The only face-to-face meeting did not allow for small group time with monitor to get questions answered. We had a group of 50 and very few questions were asked/answered.

The final APR was due in Dec. and I tried to get online but could not.

NA

Our most recent APR was submitted to our newly appointed project officer. / For the first time in my experience, we were required to adjust the financial section of our report / to match the G5 drawdowns. This was required by our project officer, despite the consideration that some of the funds drawndon were encumbered and scheduled to be expended within a day or two after the reporting date. /

None to report

I have not had any bad experiences this year. I have seen improvement each year of our grant with communication and service from the USDE.

N/A

Not getting an update on the new email address or contact information

There wasn't any bad experiences with U.S. Department Staff. The problem was testing procedures using pedometers on children with special/physical needs. We still tested all of our participants with adapted pedometer testing so our voice could be heard.

I do not have one.

NA

The change of our Project Officer. What was required of [Name] does not match with our new contact.

Program Advisors cannot keep our grants straight and don't remember details of grants or last phone or email communication. Unable to locate 2012 program files to reference during a conversation.

We have no negative experiences to report. :>)

The worst experience is that I don't think our contact at the Department of Education always listens or reads questions completely before she gives a very short answer. When I attended the DC conference and had a few questions, I asked her if she had a minute and she looked at me and said that if she took the time to answers everyone's questions that day there wouldn't be enough time to do so, so email them to her. We had just paid grant money to go to the session and we weren't allowed to ask questions??? It really wasn't what she said, but how she said it. The other grantees at my table said she scared them. She is almost unapproachable because I never know what kind of answer I am going to get. One time she is really nice and helpful and the next time she is short and rude. She doesn't always act like she is there to listen or help, she is just there to enforce the rules as she sees them. Sometimes there are issues that come up that we just want to know how to handle it in regards to the grant, but I do all I can to not contact her because she just gives us the official guidance and doesn't talk to us about how we can deal with it individually. Every situation is different so sometimes we need a little more understanding instead of the short quick answers, not everything fits under official guidance. She definitely knows the guidance and understands the grant as she is very helpful in knowing the law, we just wish she was a little more approachable and caring.

N/A

N/A

lack of communication in a timely manner from the federal monitor

None

N/A

See the information above related to [Name]. He was the worst customer service experience not only with me but with our evaluator.

Another district and my district shared the same program specialist. I was disappointed to hear that other district was not pleased with our program specialist. It did not make sense because my program specialist was always there for my district.

NA

Person offered short-unhelpful responses to questions

NA

My current grant monitor is curt and does not seem to like her job or the people that she is working with (those of us receiving the grant). I know that I am not alone in that impression and I believe some have gone so far as to contact her supervisor to complain.

Really have not had any bad experiences for our first year of the grant. Assistance has been extremely helpful and easily obtained.

My previous FPO was not very helpful with issues that occurred such as my information being incorrect in the G5 system. Emails and phone calls were sent without any return contact. I did not have access to G5 for over a year and a half. Questions went unanswered for months. When phone conferences did occur, it was obvious that the FPO did not review her notes. I would spend about an hour summarizing everything that we had discussed in the last phone conference. It was so frustrating for us. We never knew her expectations or exactly what she was looking for. Her expectations changed on a daily basis. At that point, we felt that there was no consistency among the (Dept of Ed's) staff's expectations.

I was on a conference call that first would have been better via video conference as it involving reviewing documents and second needed more patience from the presenters who became rude with grantees who repeated questions or misunderstood the information.

None

When trying to file our annual report, we were not aware that we were a few minutes late in the submission. The problem was that our report was locked and we could not get in to download and print it so that we could mail it on time. We contacted G5 but they were unable to unlock the site so we could get our report.
when conferences are and not enough time to sufficiently plan.

Q46. Finally, please describe how ED can improve its service to you.

Make it a point to return phone calls or emails.

More people on the job

By hosting grantee meetings, but I understand that budget constraints have not made that possible this year. It's great for all grantees to gather and talk about best practices.

Submitting final reports is not as easy as it could be.

The experiences with the DOE is very helpful and supportive.

Just communicate

Clearer instructions and more patience when asked questions.

This seems to be a very complicated process with intense data collection and reporting. The annual report has shown to be quite a challenge for us. We submitted a very thorough report well ahead of time with precise data information only to find we still haven't provided all that is "required". Instructions are very difficult to understand and comply with.

It seems like ED is understaffed. Most everyone I worked with was professional and cared very deeply about their jobs and ensuring good service. It just seemed like they were overworked - especially in the last year of the grant.

More timely communication.

Need to confirm receipt of information. Need a checklist for grant submission with target dates. Need better help-desk service and an active chat box to ask questions during the application process. A six-month calendar of scheduled webinars and conference calls would be appreciated.

The program specialists I have worked with have been caring people trying to work toward resolution of issues and make improvements for students. Many of the challenges that were a part of our program, I think were out of their level of responsibility. Time lines must be improved. Information and technical assistance provided months after programs are being implemented, short notification in advance of "required" events, time frames for meetings that are then altered after the initial announcements--all of these are frustrating. Lack of approval within the EDGAR time frames makes for a less than productive work period to complete tasks.

Trying to get the G5 system to allow all reporting to be easier. Being able to cut and paste information in all parts of the reports would be a lot easier

Continuing the respectful timely responses and support makes a big difference.

The biggest improvement is that application submitting online there isn't enough room in the boxes to cut and paste your entire information and it doesn't allow you to put in your own form. It would be best if you could attach or put in your own document into the online submission.

Quicker response time from Project Director.

More consistency

Provide time for new grantees to meet in small groups with federal monitors to walk through the processes and procedures. The online submission of annual reporting does not allow for additional documents in all sections and is too work load intensive to submit additional project goal measures. On the good side, my federal monitor allowed me to submit my 32 page report by email.

When hiring program officers, please ensure that they are mature enough to fulfill the duties of the position. Many times, especially on webinars, spokespeople sound as though they are immature and do not appear to take the program seriously--which is the opposite I would hope.

Consistency in expectations from project officers. / Quicker response from project officers.

Continued communication and support. The webinars are appreciated as well.

Our program specialist does great but it seems like they could have a few less grantees and less processing new grant request responsibilities. I do not know how they do it.

The service and help available from ED Staff was very accessible and helpful. The problem is, we need an easier way to report the success of our programs. The first cycle 2006-2009 we kept track of moderate to vigorous activity and Nutrition consumption which was much easier than our second grant cycle 2010-2013 reporting with the use of pedometer testing etc. This stopped our inclusive physical education, health and fitness activities each quarter. Which was time consuming for all of our educators and community partners.

More communication, training, best practices, communication regarding requirements and timelines, and allow us to network with / benefit from knowledge of other grantees. Use technology to bring this communication together.

The only small suggestion we have would be to make the Annual Performance Reports due after the traditional school year ends (i.e. mid-June or later) for those of us collecting data during multiple windows throughout the school year so that we can provide our full data results at one time in our APR.

Overall ED has always been good to us and other than a little friendlier service, we do not have any complaints or ideas on how to improve the service.

More operational training for smaller organizations.

Consistent communication between all grantees/project directors, etc. In talking with other project directors we all were not receiving the same answer when asking the same question.

I would like a regularly scheduled communication. Newsletter, maybe a monthly report. Perhaps a webinar or chat among colleagues.

I think additional opportunities for conferences to meet with ED staff would be helpful. I am willing to travel to do it!

Service has been excellent- please no change

Maintain consistent expectations among FPOs. It was really difficult to hear other schools' reports about their FPOs while we were struggling to decipher what our FPO was even looking for.

Keep up the good work. We are all in education for students - so I enjoy the trust that is given.

I think it is important to remember that we may not be as knowledgeable but we can all learn if not rushed through things or spoken to like a child.

A little more notification as to when conferences and webinars are and a little more clarity on this subject as to time, directions of use and what you need at those .

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.

Office of Safe Schools Healthy Students

NA

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

Use of google docs, webinars, etc. that can be reviewed at will.

The system in which we submit has been spotty at best. I have preferred to communicate with the Program Director Via email for purposes of the grant rather than utilize the online system. I am not certain if it is because the system is so massive or if there is another explanation but it is not very user friendly. I think that a more user friendly and Google based program might be a better option as some of the new Google plus programs are handling great amounts of information and are extremely pleasing to the eye and user friendly.

This was not used as a means of communication in relation to the school counseling grant. Occasionally, we would be informed of a webinar.

Provide a help desk number for technical assistance questions.

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

G5

I have had to email my report because of technical clichés and the deadline time is EST not efficient for the west coast time zone

G5

G5

g5

G5

PULSE? SIS

G5

Email

G5

GPRA

G5

G5

e-mail

G5

Infinite Campus

email

I don't know

Student information System

MAS/Wengage

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)

Email response to question was rapid

Interaction with my program officer when she took over our grant in the spring. She was helpful, informative, personable and seemed to understand the grant guidelines and reporting needs as well as what we were trying to accomplish.

ED staff are prompt, responsive and patient when clarifying questions or policies.

Guidance to find material.

The ED Officer and Program Officer quickly answered a legal question for me in regards to participation in a federally funded activity. Their responses were timely, and we avoided a potential School Board and Community problem.

The accessibility of my program manager. She is prompt in returning my calls and/or responding to my e-mails.

Project contact answered emails in a timely manner.

Working with our federal project officer.

My contact at the Department of Education is [Name]. She is extremely prompt in responding to my questions, remembers who I am, and answers the questions in an understandable manner. She has been a very helpful and positive person to work with.

Returned responses to our question from our FPO

Technical assistance guidance on how to be able to print end of year performance report before everything was in and confirmed

Really, I have to say that everyone has been extremely helpful and pleasant to deal with throughout this past year.

I have been ill for the past few months but I contacted customer service to help with inquiries on my budget. The rep was extremely helpful

The interaction between the staff is good

Manager sent an e-mail with a policy and some examples in response to a question I had.

In a recent communication with our program director, she answered my questions very specifically and in a timely manner.

All customer service experiences have been extremely helpful. Good, clear communication.

When the FPO and I were unable to communicate effectively via email, she set up a phone call with me to clarify my questions.

I was hired as Director of our RSMHW grant after the grant had been in progress for a year. Although I have worked with many grants, it was a bit overwhelming. I did not get any assistance from the Director before me. [Name] was generous with her time, patient with my lack of knowledge, professional, and articulate. She was a God-send to me.

My project monitor is always been very prompt at answering my emails. This is much appreciated.

Requested technical clarification in morning received clear and satisfactory reply within the hour from [Name].

Response to questions about new grant opportunities... general questions have been answered.

Had a great conversation with the representative about the grant and challenges. Phone call last fall as a conference call was interesting to discuss different perspectives on different program materials used for discipline.

Quick responses to emails

Flexibility in allowing activities and budget expenditures for the 4th year No Cost Extension.

Always polite and patient. Very positive experience.

[Name] has been very helpful.

Very friendly, positive and supportive

[Name] was very helpful with the beginning of the grant. She was transferred and [Name] has been very helpful since

Assistance during APR

Whenever I send an e-mail, I receive a timely response.

Response to email questions was timely and very helpful.

Emails responses are almost always immediate, within a few hours or next day.

Ability to get information as needed

There is always someone that can help if I need assistance with the online system.

The Conference call with our technical person to answer questions regarding our budget.

This being my first large federal grant for my school district I have had to learn a lot and ask a lot of questions... How do you revise, can you revise if a certain area of the grant needs tweaked because it isn't working quite as you thought, [Name] has been exceptionally helpful in returning calls and guiding our grant when we have had

questions. She has answered all questions even when we know some were probably basic questions, but again our first large federal grant!

N/A

Support with password problems in getting into the G5 for draw downs

[Name] has been fantastic to deal with and very helpful.

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)

Have not received technical assistance or aware of any provided

Getting conflicting information from our past program officer about use of funds.

None

Poor response time with emails in the early stages of the grant. That has improved though.

No bad experiences.

Nothing to report

When you want to interact with a human, calling the help desk for example, it is not unusual to be placed on hold for 20-30 minutes. My last experience involved updating information on the grants cover page. The person answering the call was very polite and helped as far as he was able. He honestly responded that he could not decipher why the Project Director's name did not come with the "roll over." He sent the problem on to the next level and I never heard back.

Trying to use the electronic reporting system.

Not receiving e-mails when they were sent out.....then not receiving the needed information.

Not one

I really have not had a bad situation thus far.

I have had no bad experiences.

The response time can improve when we ask questions

During Manager's leave there was a different approach taken to answering questions in a timely fashion.

In a previous communication with our program director, it took me several emails to get an answer to an important question. There have been times when communication with her has had to be routed through someone else because I could not get an answer from her and needed one quickly.

No poor customer service experiences have been noted.

None

Not applicable

None

Sometimes leave messages and send e-mails that were very slow in terms of a response.

Getting no guidance on what is the appropriate task to do to change my status from full-time to 75% of my workload. Sending a request in for a budget change-- 7 weeks later no response.

Previous grant manager, [Name] was often rude and impersonal....she is gone

Not that it was "terrible" at all, but the notification of approval of the NCE was vague and required us to get clarification on several items.

I have had no interaction with US ED in the past year. Very difficult to get a hold of and not responsive

Have not had a negative experience.

N/A

Gave different answers to same questions on different occasions

Change over with program officer was unexpected and happened very quickly.

Haven't had one

To date, I have not had a poor experience.

Very little interaction from DoEd. all communication seemed to be initiated by me unless related to a report being do. It would of been nice to have maybe conference calls with other doing similar work that was facilitated by DoEd staff.

Have not had a bad experience.

None at this time

I have not had any bad experiences.

Long turnaround time from the initial request to first request. It improved most recently.

Honestly we have received the help we needed and have had all questions answered efficiently and effectively. We have called and emailed questions a lot actually because it has been our first experience. We have been very pleased and are thrilled to have received such an excellent grant making such a huge impact in our district!

N/A

The amount of days, possibly weeks it took for my project officer to respond to questions I had last year about some changes and budget questions

Our first year was not a good experience.

Q46. Finally, please describe how ED can improve its service to you.

Would be nice to formally meet them or have regular correspondence other than necessary reporting dates and information. Have never received feedback on reports submitted.

I actually don't know what services ED provides other than grant monitoring. It would be helpful to know what resources they might have to help us implement our grant more effectively and achieve stronger results.

There is a definite need to make reporting sites and the grant information sites more user friendly. It is a misery to navigate them. Additionally, grant guidelines and RFPs are repetitive and way too wordy. Sometimes I felt like I needed a law degree to understand a grant application. As for the burden of paper use, having something on line doesn't give license to 40 pages of instructions for an RFP that requires a grantee to print off in order to refer to specific parts, move back and forth efficiently and get the total picture. The online applications are not without technical issues as well. Could you make it any more complicated?

I have not filed an end of year report this year, so I do not have current information. But in the past, I have had some issues in filing reports on the G5 website.

Somehow be sure that the grantee receives all required e-mails needed to be able to complete any required reports etc. and do more webinar type linkages with the grantees.

Nothing currently

Have to find a way so that service is not in a one size fits all format. Flexibility to design and refine as the project is going along would be helpful.

Better communication and training on how to utilize online systems. A hands on approach to teaching individuals how to utilize the systems and navigate them through webinars and online updates and reminders. More of a customer service demeanor in staff. The first program director we had was very polite, informative and quick to respond. When she moved to a different position, the new program director was (at times), rude, short answering and not very informative. Things have improved, however, I still do not feel as if quality service is provided.

Continue to be available when needed via phone and/or email.

I really do not have any suggestions but do want to commend the technical help line. The technicians I talked with were extremely helpful, easy to reach, efficient, friendly, and very well qualified.

I have worked with ED grants for many years and I have seen a vast improvement in quality of assistance I have received. Thank you!

The G5 could be a more user friendly, I accidently deleted a form during data input in reporting when attempting to just clear data and could not recover the form. Other than this issue I found the program worked very well for reporting. The instructions I have received from the ED have helped define terms that were either unfamiliar or unclear which made the process much easier to follow.

Respond to questions in a timely manner.

Respond to the information that is given in the survey. No feedback at all on two different mid-year reports... was I on track? off track? Respond to correspondence and questions in a timely manner.

Service is great, but I do miss the days/technical supports/collaboration from the Title IV Safe & Drug Free Schools initiative.

Just need turn-around answers to questions as quickly as possible.

Changing program directors means a new person with possibly different guidance than previous one. Consistency would be easier. Also, there is a lot of areas open for interpretation in the way grants are written and it would be helpful to have clearer and more specific guidance as to how to approach these areas open to interpretation

I don't have any

Current services meet the needs of my program, cannot suggest improvements at this time.

To expand the offerings of webinars to the grantees

Offer suggestions and improvements to our grant proposals. Refer us to a site of best practices that would provide opportunities to learn from other grant recipients and replicate practices.

Well as I have said this is our first large federal grant but we honestly have had a great experience so far and are learning a lot! The opportunity alone to be granted such funds and have our guide through what we can and can't do has really been a huge relief and help to us as we are just learning! We have experienced excellent service through Nicole White - she has given us much wise counsel and we have appreciated every bit of it!

Reduce the amount of time for Project Officers to respond to questions

It would help if they did not have such an overload and could talk to you more easily.

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.

The co-convening of Race To The Top Turnaround and SIG (last fall) was an excellent example of collaboration across offices.

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

It seems that ED has taken a backward step in sending communications via email. When something from ED goes to one person in hard copy format, it delays our ability to respond.

When providing a webinar, do not read from a given slide, same with telephone conference calls. You could email rather than read.

Be on time and/or make sure webinars actually take place.

ED typically uses conference calls and/or webinars that feature staff reading from a Power Point. These are not dynamic or engaging presentations. In most cases, the information can just as easily be understood by just reading it.

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)

Programs officer was of enormous assistance when SDE was faced with quickly launching Teacher/Leaders evaluation system. She connected us to other states via conference calls, sent numerous research articles, was available to talk us through issues and give advice from past experience with another state.

We had a superb program officer who was very responsive. Michigan is still feeling the loss of [Name]. The responsiveness and personal attention given to questions and concerns has been very appreciated. [Name] has assisted our office in past years. [Name] has been very helpful over the years.

The Office of School Turnaround provides excellent support and assistance, particularly [Name] and [Name]. Recently, I reached out to both with a question regarding extension of School Improvement Grant (SIG) funds and possible scenarios. We communicated via email, a conference call followed and then a follow-up email to confirm questions. This was done within a period of two days.

Our state contact from SIG set up regular calls to touch base and find out how our state was doing. These were generally positive calls.

I have received consistent monthly call-ins with [Name]. She is dependable, professional, willing to help out in any way and if she is not able to provide the assistance herself, she will make the effort to find other resources. Greatly appreciated!!!

Though we have had numerous program officers over the past 2 years, the current one has been responsive to our needs. He researches responses to our questions and typically gets back to us in a timely manner.

[Name] is consistently customer-focused. He seems to understand the dilemmas we face, and his answers reflect nuance, with very clear options for action/response. He can make fairly complicated issues manageable. Monthly telephone calls with SIG assigned monitor, [Name]. These calls are very helpful.

[Name] and [Name] are very responsive and provide clear guidance to our state. I consider them true partners with our state in working with low performing schools.

Great joint presentation with Ed staff during National Indian Education Association conference in Oct. 2012.

I have had the pleasure to work with a program Rep from USED. We have monthly calls and we she emails me updates and webinar information frequently. It has been very helpful.

My contact is always responsive and tries her best.

Having a designated SIG contact at the department has been most helpful. Also, this contact has begun to be involved in other ED initiatives like our state's flexibility waiver and monitoring, which has been very helpful

Waiver letters were needed for extended funding opportunities. Staff provided a template with all of the required funding and programming information, making the process less time consuming for me.

[Name] does a great job in reaching out on a monthly basis through phone conferences.

The staff that works with Washington have been responsive, helpful and effective thought partners in the work.

Meeting my new state contact person

I am a new state administrator of the SIG grant. My contact has been very helpful in answering questions and providing assistance.

I really needed an answer to a question and while out in DC at a national meeting, I was able to speak to a staff member and get the answer and then a follow up email so I could proceed.

Monthly check-in calls are purposeful and relevant. Thank you.

We have a specific contact who is easily reachable. This is a benefit as we do not need to search in order to find someone to talk with.

Staff is very responsive to needs and always respond quickly.

Immediate email after technical assistance conversation with notes pertaining to the TA conversation - next steps cited, persons responsible cited.

[Name] and [Name] do excellent work!

[Name] emailing me back right away with the exact answer to the question I asked (even though it wasn't his responsibility, he forwarded me the relevant email).

[Name] and [Name] were extremely helpful in clarifying some issues we faced with the SIG onsite monitoring. Any time we have emailed them, we get a very timely and accurate response.

I was very pleased to on the timeliness of response from [Name] regarding our request to better streamline the message from Race To The Top - School Turnaround and SIG 1003(g).

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)

The only problem I've had has been finding some needed documents on the USDE's website.

I can't think of anything.

We have not had a program officer since January. [Name] has been kind enough to assist us even though this is not his job. He is accurate and timely with his response and very much appreciated.

Does not apply.

Nothing would be classified as worst.

Would prefer not to say

The application process still seems a bit cumbersome, though ED staff has tried to simplify as much as possible. Turnaround time for application approval still seems to take an exceptionally long time.

There are too many calls that have been set up that last over an hour. I am constantly repeating the same things over and over to my contact.

Webinars and Telephone Conference calls are rote, read, and provide little to no help. Written communication is better

None from this office.

Waiting almost six months for a response on our request for an extension.

Getting concrete guidance when ED does not want to get involved is impossible

Having information forthcoming regarding logistics for meetings in D.C.; the timeframe with which the information was provided a very short timeline for travel requests, arrangements, etc. to be processed in our agency. I know that the office is striving to provide this information to us earlier in the future.

Funding confusion led to a lack of availability of funds needed to pay districts for grants.

Sometimes, the response rate for receiving answers to questions can be slow.

DNA

Not getting a response to my questions

None.

I did not appreciate hearing that new regulations were coming which would impact the 13-14 school year and then finding out that they were not ready.

There has not been a worst customer service experience. All difficulties have been handled or responded to. The G5 issue was likely the most cumbersome, but it was not any one staff member's fault.

Very delayed responses on questions. We have had to ask the same question multiple times over a period of months in order to get an answer.

N/A

A several month delay in receiving a response to a question regarding number of instructional minutes per year for SIG schools.

N/A

N/A

Q46. Finally, please describe how ED can improve its service to you.

Just continue to provide information in the form of FAQs and technical assistance webinars and be responsive to individual questions as they arise.

Be consistent and follow through with what you say you are going to do. In other words, if you say that you are going to send something out on a certain day...Just Do It. Quit making promises that you cannot keep. It is very disheartening.

Timeliness is key! The timing of so many things is less than ideal. i.e. When states receive final allocations and changes to "rules" are implemented at inopportune times. / The extension of the FY 2009 SIG funds was not known until most schools/districts had already done their hiring for the 2013-14 school year--contracts had already been signed. /

By providing real time assistance that is specific to our needs and not just scheduling calls for no reason.

Quit reading telephone conference calls. Provide more time in advance of those calls.

Expand the philosophy of the office of School Improvement/1003(g) SIG to other offices within USDE.

Keep streamlining the data reporting and clearer guidance.

Timeliness of decision making and information sharing; a lot of last minute decisions on major initiatives.

Minimize duplication across programs whenever possible. Before creating new requirements/processes, check to see what is already being required by any of the programs under US ED.

Provide for far more collaborative events between the states, rather than just one Symposium a year. Perhaps regional meetings on a quarterly basis.

There are numerous compliance elements that we all (both SEA and ED) know aren't making a difference in moving the bar and improving achievement for kids. We MUST reduce and align the multiple initiatives and reduce the redundancy in compliance related elements so that time and energy can be focused on the work in schools to move the needle for our kids. We need to ramp up the student engagement in the improvement process. Student voice is essential in this work and has largely been absent.

I am happy with the products generated by the USDE. I think the USDE does a fairly good job of providing technical assistance in group formats. Where I think the most improvement is needed is responding to calls and emails. Most of the time, I just never hear back or get a response to my question.

Keep pushing to move the reauthorization of ESEA forward!!! Please don't forget about the states that are still operating under the old NCLB and continue to provide us with guidance and direction. What are we going to do when all our buildings are SINA and then it means nothing?

Continue to provide purposeful customer service. States appreciate your genuine concern and effort to gather information or seek clarity to resolve issues. Thank you.

As stated in a previous question, we have had some issues with timeliness, where it has taken months to get a relatively simple question answered. Speeding up the process would be a benefit.

Quick and clear responses to questions.

It would be wonderful if ED can move toward having one Office of School Turnaround that is inclusive of SIG 1003(g), Race To The Top Turnaround, and Turnaround under the ESEA Flex Waiver. Further, it would be wonderful if ED could mirror the organization of the SIG 1003(g) website with that of the Charter Schools website. Finally, more comprehensive guidance is needed for SIG 1003(g) and the ESEA Flex Waiver.

CUSTOM QUESTIONS

Q6. What can the OST program staff do over the next year to meet your State's technical assistance needs regarding SIG? (Open end)

Stay on same path.

Provide timely, accurate information with regard to program implementation.

Continue the level of personal and timely contacts. Having the chance to meet face-to-face at least once a year is very important.

We have had four program officers in the past two years. The last two program officers have not been as knowledgeable as the previous two. We wait much longer for responses from our current program officer. Again, [Name] will at times interject and b of assistance to Oklahoma which we appreciate. Our new contact is a nice lady, but we have yet to establish regular check in calls or receive responses to pending questions. We have a great partnership with USDE and appreciate all the folks there inspite of a few technicalities.

Continue its current level of service.

Provide information on the transition to Priority schools through the ESEA flex waiver and how the SIG requirements can align with the Priority schools. Also, work to get the grant funding cycle adjusted so that the grants for the current fiscal year are awarded to the State by July 1 and not the following spring. This would allow the state to be more proactive in working with the SIG schools.

Stop changing our State Program Consultant.

Continue with monthly phone calls to each state. Regional phone calls or meetings could be beneficial. Improve the timeliness of getting information to SEAs.

Give real time technical assistance relevant to our needs. Not schedule meetings/calls just for the sake of holding one when there is no purpose.

Offer clarity in guidance in response to questions. Be open to the nuances of a particular state's issues with implementation of a federal program.

Continue monthly telephone calls

Continue to provide the same high level of service that has been provided.

We have several groups contacting us for data for research purposes. It would be nice if they could review what is available through EDFACTS first, as we just had a call with them and they wanted us to create files for them when a majority was in EDFACTS r on our public website.

Clearer guidance and streamlined data reporting.

Continue to work with us to align SIG and the Flexibility Waiver and provide timely feedback on decisions that impact major changes in programming.

continue efforts to keep us informed of any changes.

Provide for more opportunities to collaborate, face-to-face, with USED school turnaround specialists and other state SIG reps

Continue to look for ways to grant flexibility to ensure that we have the ability to meet the diverse needs of the schools in our state.

Be timely in responding to calls and emails.

Let us know the status of the new regulations and when we will be expected to implement them. Overall we are pleased with the technical assistance received from OST program staff.

Develop a clearer understanding and guidance for the connections between SIG and the Priority schools in the ESEA Flexibility waiver. We have had a lot of difficulty getting clear answers on some questions related to this.

Allow plenty of time for TA support if new award coming out in December for questions, and assistance specifically as related to Tier 1, 2 list.

Don't send me so many surveys to take. :)

Continue to respond in a timely manner and offer solutions to issues that may arise.

Perhaps the OST program staff could do a better job of proactively sharing potential concerns during monthly conference calls with SEAs.

Q12. Please share any comments on how to improve the SIG onsite monitoring process. (Open end)

Thought it very effective and painless

Michigan was in the first round and felt it went well. Both the on-site monitoring at the school and LEA as well as the SEA monitoring were very professionally conducted.

N/A

Stick to the monitoring protocol. Don't try and for a gotcha with districts/school.

None. The monitoring process was very helpful.

I thought that it was very helpful and also forgiving in the areas that were rushed as a result of ED

No comment. Our monitoring visit was very informative and helpful.

Na

It took months for us to receive the final report from USDE on our monitoring visit. Then, when we appealed the findings, it took more months to receive a response regarding our appeal.

I believe our state was well prepared for our SIG onsite monitoring event by providing ED with access to our online accountability system and by providing clear connections in narrative form to our ED contact. I believe our process was supported well by D because plenty of time was given early to prepare for this visit.

No complaints.

No suggestions. Our on-site monitoring visit was an excellent experience. We felt comfortable in telling our story. The team was very professional and treated us with respect. The report issued from the visit was thorough and fair. As a result, we have a better understanding of the SIG components and what needs to be done to ensure effective implementation at the state, local and school level.

Please ensure that monitors continue to closely follow the protocol.

TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs)

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. (Open end)

Having an opportunity to work with staff on very specific State issues has been very helpful. Staff are accessible and responsive. Most of the time they respond quickly through email or phone call.

[Name] in OESE has been knowledgeable and responsive. Same is true for [Name]and [Name].

Staff respond to phone calls in a very timely manner. In one case I emailed a staff person to call me and he responded in less than 10 minutes.

[Name] and [Name]...quick and clear responses to inquiries.

USED staff has been very responsive to supporting NC's submission/implementation of the ESEA Flexibility Request and to proactively addressing many issues surrounding sequestration of funds.

Interaction by e-mail or telephone with USED staff - always positive.

Any interaction with [Name] is positive. He's responsive, and his answers are as clear and simple as possible given the subtleties of federal statute and guidance.

Technical assistance and sample of letter to submit carryover waiver.

One on one phone calls to [Name].

Received accurate prompt response to questions.

Release of guidance letter on arts education and Title I

[Name] is always there with a rapid and comprehensive response; ditto, [Name].

Every time I contact [Name] in the SASA Office, he is prompt and accurate with a response; usually in the same day.

I get an almost immediate phone call in regard to the question(s) that I send to ED.

[Name] has always had excellent customer service from this staff, especially [Name], [Name] and [Name]. More recently, [Name] has had particularly good customer service from [Name] and [Name] surrounding two Title I, Part A issues: one involving LEA virtual charters and Title I, Part A allocations and the second, surrounding the new CEO requirements and how that may affect an LEA's Title I, Part A allocation and rank order.

Title I staff have been fabulous!!!

We have a great team assigned to us. We see USED's different office beginning to work collaboratively so that there is less "conflict" between programs.

Writing the ESEA Flexibility Waiver Application was a big job and we appreciated all the feedback that allowed us to be approved as a ESEA Flex State.

My best experience involved the new SASA monitoring procedures. My state was a part of the testing of the new processes. It was a great experience to work with the SASA team collaboratively.

[Name] and [Name] as our liaisons/ reps has been wonderful. Great to work with them. Other staff have been very helpful, always willing to take on an issue or a problem, and willing to be as flexible as they can be.

Quick turn around of request for information regarding Title I SIG funding.

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)

I think an area for improvement might be in providing more relevant and timely guidance documents that address the current issues explicitly. The guidance is often vague and not definitive enough.

[Name], formerly of OESE, seemed to struggle with customer service.

None with staff, just Department's web site.

No experiences have been negative.

Trying to figure out what is required for EDEN/EdFacts - the descriptions, etc. are almost impossible to understand.

It is difficult not to feel micromanaged. A few ED staff people communicate an attitude of disdain, even when they are the ones whose facts are incorrect.

none

Responses to waiver requests. Waiver requests have been in the pipeline for months and I have had to call USED to get them to notice they are there.

Had been deleted from email updates....didn't know what I didn't know.

none

None

I really haven't had a bad experience.

On the flip side of an immediate phone call in regard to the issue that I called/emailed about, I am generally not provided an answer in writing which is very important to me. A phone call is nice, but a written response is much more beneficial to me.

I believe the School Improvement Division 1003(A) may have had some confusing guidance on the ESEA Flexibility waiver.

None

We attended a webinar that was not that useful. Too early in the process - that is, USED needed to have more substance in the webinar.

Have not had any bad experiences.

NA

Timely, but not very valuable response to question about the federal expectation around Title I inventory requirements for purchased property with a value under \$5,000.

Q46. Finally, please describe how ED can improve its service to you.

I really appreciate the collaborative efforts of ED. I do feel that staff are there to help us do our job better and I would like to see that continue. I do believe they all have too much work to do yet they are always pleasant and willing to help. Probably the only way to improve service would be to have more people to share the work so that you do not lose the quality people you have due to exhaustion. :)

It's apparent that ED is working to improve its customer service, and there have been large improvements under [Name]. To further improve, ED should assign knowledgeable liaisons to each state and empower those liaisons to respond in a timely way to - or seek responses to - questions and concerns from SEAs.

Maintain updated web site. Post policy letters issued directly to individual SEAs so we may all benefit. More timely guidance on key core elements of Title I in light of emerging issues...use of technology; distance learning; common core standards; use of funds guidance on these topics.

Process waiver requests in a timely manner and get back to the SEA if there is going to be a delay.

Reorganize the web site especially the search function

ED is understaffed which causes delays in moving the work through the processing. This is the same situation that most SEAs are experiencing. There is really nothing that can be done to improve this situation during times of budget cuts. We are all doing the best we can. Thankfully, ED is at least realizing that with the staff and budget cuts, we also need to cut some of the expectations (e.g. on site monitoring being replaced with desk monitoring to save funding).

By giving me a written response to technical assistance questions that I ask.

Timely response has improved considerably with US ED in the past eight years that I have been working with them. I believe they have done an excellent job in improving their customer service. The customer service was not bad to begin with and now it is all that much better.

Continue to work across programs, such as Voc Ed, Sped Ed, Title I, Migrant etc so that definitions are compatible and processes and uses of funds are comparable.

CUSTOM QUESTIONS

ESEA Flexibility Initiative

Q2. Which technical assistance activities provided by ED have been the most effective and why? (Open end)

Availability of staff to answer questions

In person conferences and meetings, which allow for human interaction?

Webinars-allow ease of access and posting of materials immediately prior.

Availability with timely responses to questions. Flexible when arranging conference calls.

Contact with staff members. Staff have been responsive to the needs of the state.

Responses to questions have been received quickly.

Regular webinars relating to Flexibility issues and monitoring.

Individual phone calls from program staff

Ours is not a state that has implemented ESEA Flexibility

We were provided excellent technical assistance throughout the process by [Name], [Name] and [Name].

One-on-one question and answers because this waiver can be very state specific.

Availability for phone calls to our dedicated team at USED. Webinars with protocols have been very helpful.

Conference calls when making changes based on review of our waiver. Timely response to emails and phone calls.

WEBINAIRS

Personal conversations.

Q5. How would you describe your working relationship with ED's ESEA flexibility staff? (Open end)

My role has been limited, but they are available when needed and are always pleasant and helpful to the best of their ability.

During our application year, the relationship was constructive. In 2012-13, our first implementation year, it was unclear who was intended to serve as our liaison. In addition, I was dropped this spring from a flexibility contact listserv and have not yet received confirmation that I'm back on the list. Communications have not been strong.

Staff have been very accommodating, and willing to answer all questions. Respond immediately to emails and requests for phone calls.

Positive and collaborative.

Very positive

excellent

It has been mostly positive and professional.

somewhat contentious

N/A ~ Ours is not a state that has implemented ESEA Flexibility.

ED TA staff were responsive to our needs with prompt and thorough responses.

I think the working relationship has been fine but response time has been rather slow to questions and waiver requests compared to what we have been used to with the rest of the US ED staff.

Extremely collaborative.

We have a good relationship and feel that ESEA flexibility staff are very transparent and want us to succeed.

GOOD

Very good.

English Language Acquisition State Grants/Title III State Formula Grant 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.

Finding an exit criteria that works for EL SPED students. Many are not exited after reaching their potential.

The Title I-C and the 21st CCLC. We always gain accurate, consistent information from [Name] and [Name]

Cannot think of any collaboration. It's an area of concern.

Title III historically, has operated in isolation. Why were AMAOs not included in Flexibility? More frequent contact with other ESEA programs and Office of Civil Rights, and knowledge of programs, needs to occur if Title III will ever be seen as effective.

I don't have a good example, but a bad one is the webinar on Refugee grant held at the same time as the Refugee grant webinar - the presenter had to physically run between buildings to be on both calls and SEAs had to choose one or the other.

Consistency among program information including Title I, II and III.

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

Title III webinars are conservative and backward- looking, with emphasis on compliance vs program improvement. The information they offer is typically not available for review or use with districts following the broadcasts. While the speakers are generally good, there have been some very "off the wall" - like that professor from Oregon last year. There is no information on current research and no discussion of solutions for college and career ready or common core state standards for ELLs

Webinars should be archived and posted online or at least sent to SEAs so that if a scheduling conflict arises, SEAs and Title III Directors can watch later.

Provide PPT ahead of time. Elaborate instead of reading word for word.

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)

Prompt response to an email

I have a very responsive Federal program officer who connects frequently and responds quickly.

Title III State Directors meeting.

Title III is behind the times, difficult to work with and don't provide many options for solutions for closing the achievement gap

Providing webinars and a web dialogue to subgrantees in collaboration with USDOE Title III staff / co-presenting with USDOE to sub-grantees at a state conference

I have none to relate. Customer service is poor.

Our on-site monitoring was a great learning experience. Having them help with process and systems was extremely valuable.

I was in need of documentation of previous e-mail conversations and supporting evidence in order to update an aspect of my job. The program officer was able to provide me what I needed in a matter of a day or two. Very timely and very useful.

My federal program contact and the director above her have been quite responsive to my inquiries whether by phone or in person.

Title III Program Staff who provide technical assistance to SEA Directors have been extremely knowledgeable and helpful in addressing various programmatic issues. Learned a lot from the Onsite Monitoring Visit.

I had a specific question about a slide that had been used and my program officer responded within minutes. This was very helpful as I was in a meeting and could share the information immediately.

Timely response to state's questions.

Annual May Training in DC.

During the Title III Directors Meeting in May there were panel discussions that focused on how other states implemented aspects of Title III; this was very helpful. Also, we received very helpful technical assistance from USDE when we were looking to change AMAO 2. USDE provided various possible models from other states.

Preparation for on-site monitoring by Title III office.

My best experience is the way that the Florida contact responds to my emails and phone calls, stellar service!

Responding to the needs of a particular parent with a specific issue.

[Name] has been working with us during the last 12 months. His services are remarkable. Always provides us the TA required in order to assure the compliance during the Program development. We can describe him as a very supportive resource, with plenty of knowledge in the law, regulations and the best practices identified that we can use as model.

Dept. of Ed. contacts during the National Council of Title III directors meeting was very helpful and provided more than adequate information. Great coordination between the departments of Justice, OCR, WiDA Consortium, etc.

I contacted the Title III office with a question about Immigrant Grant Funding and the response was quick and follow up was impressive.

They answer e-mail messages quickly and are very helpful with technical issues.

Overall pleasant experiences

Having a face to face meeting is very effective and allows for time to meet with the Federal Program Rep.

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)

Interviewing a local education agency by several federal members at one time created anxiety for the person and has since damaged the relationship between the state education agency and the local education agency

Discovering that USED was looking for a percentage of districts to fail AMAOs.

Slow response to questions concerning AMAOs for the states that have received waivers. Information from Title III staff differs from other US ED staff members.

[Name] was working behind the scenes and behind our backs with program staff. This led to some difficult misunderstandings and mistrust among our program participants

None

I have been waiting for over 4 months to a response to my second submission of my monitoring visit. I have not received any type of response--by phone, email or letter.

None

Nothing is ever in writing.

No instance of this type comes to mind.

Have not had any bad customer service experiences with the US Department of Education staff.

I sent a memo on April 8 asking a question to multiple agencies. As of July 18, they have only made contact to verify that they received the question. I have not received a response. This is actually a question that I have been asking in one way or another for 3.5 years. My state also had an open finding on the question 2 years ago and I have been asking for technical assistance during this time.

NA

None thus far, my concern is the lack of information that is available on Title III topics. I understand the law, but additional guidance from the USDE would be helpful in helping me put the law into practice.

I have not had any experiences which would meet this categorization (worst).

My worst experience is that the web site for uploaded evidence prior to an onsite monitoring visit was a nightmare. LEAs had trouble uploading evidence, and SEA staff could not see what actually was eventually uploaded. Then, ED staff thought nothing had been uploaded...the site and plan simply did not work...

N/A

Unclear due to SEA contact retiring and not having passed along any info.

N/A

N/A

Nothing specific- just frustration with vague broad guidance

More time during the face to face meetings should be allowed for interaction with the other state personnel that are walking in our shoes.

Q46. Finally, please describe how ED can improve its service to you.

Being proactive. creating and disseminating to all states information and decisions made on behalf of one state. Why must each state have to ask the same question? Clear, concise direction, this is what is needed but instead we get "being reviewed by the legal department" and then the responses are so politically and legally correct they are useless. Guidance that is not understood is not guidance.

Written guidance and documents. These should be posted and easily accessible. Different states hear different guidance.

Monthly or quarterly one-on-one calls with program officer.

Work with state staff leaders - keep the best interest of students in mind. Provide guidance and support to improve program quality, not "play it safe" and ignore important issues like how to create support around students who are SPED and ELL.

Archive USDOE Title III webinars so SEAs can use them with subgrantees as one effective technical assistance method. Identify best practices SEAs have implemented successfully and share them with other states

Being more responsive would be great. Actual collaboration with other ED agencies would also be nice.

Consider better how to coordinate requirements with meaningful instructional service.

Elements of NCLB 2001 are absolutely unworkable, such as the requirement in Section 3113(b)(3)(D) of the ESEA requires States to ensure that Title III subgrantees annually assess the English language proficiency of all LEP children in grades K-12. No state can guarantee that 100 percent of a subgroup will be assessed, yet SEAs are held accountable by ED. An improvement would be some redefinition of the requirement that mirrors accountability under Title I.

Whenever ED can provide concrete examples of situations encountered by SEAs in carrying out program activities and recommend more effective ways of dealing with them, it's very helpful.

ED might work more closely with other agencies to provide guidance on issues (OSEP, BIE, ORR) / ED needs to improve the response time for questions and responses to issues / The ED website is not easy to navigate and the TA provider (NCELA) is not fulfilling their contract / More of the research that is commissioned by ED needs to be used to inform practice and policy (AMAOs, etc)

Again, a website that has practical guidance. Recently, I was introduced to Title1.com from LRP. I was excited to see the guidance for Title III in this resource, but disappointed with the price. These are documents that should be readily available to States at no cost.

During its meetings in Washington, D.C., there should be more breakout sessions to allow participants to choose an area of interest. The facilitated conversations are very useful and should be held earlier in the meeting, while updates that may not apply to everyone (for example, on the Wisconsin and Oregon Enhanced Grants, and the Title III Discretionary Grants programs, should be at the end.)

Live-stream the Title III meetings in D.C. for those unable to attend.

Create a separate office for ELLs, not one somehow combined under other areas, like elementary and secondary education. If ED is concerned about closing the achievement gap, I believe greater emphasis is needed, so an office needs to be created to indicate priority and focus, also to research best practices and to monitor at a deeper level.

Before the webinars, we'd like to get the presentations before, in order to prep for the meeting accordingly. We'd also like to ensure that the info we receive is clear in regards to practical application. We'd also like to see more information regarding the issue of EL/Special Ed students as this has always been an issue. Clarification would also help in working with and understanding the federal guidelines for Native American EL students. Cooperation among the states could be greatly facilitated through the Dept of ED even further if regional reps attended the regional meetings.

It would be helpful to have a Q&A Handbook to assist Title III SEA Offices.

A listserv to allow state directors access to ask questions of each other. NCELA should serve as that point of contact, but they seem to not be acting in the capacity that they are required to serve.

CUSTOM QUESTIONS

Q9. What can the Title III program staff do over the next year to meet your State's technical assistance needs? (Open end)

Simplify the interactions and process for monitoring

Provide written guidance and structure so that the interpretation of the law is the same from all program officers in USED>

Conduct regular (quarterly) conversations with state directors. Advocate on our behalf when the laws (AMAO 3) don't make sense.

Keep students at the center of the equation. Offer solutions and allow for input from states without fear from possible retribution

Team state directors based on common characteristics, needs or findings so they can support each other. Disseminate additional best practices and guidance on ELs with disabilities, especially on how to avoid referring cognitively impaired students to EL services since such services are not relevant to them.

Maintaining regular contact--other than the webinars.

Work with ED or whoever else must be involved to make reasonable work-around to the parts of NCLB 2001 that are unworkable in SEAs.

Provide feedback on implementation plans resulting from onsite monitoring and make suggestions regarding resources and strategies that are realistic and appropriate to the overall state government and the Title III population in my state.

More contact

Provide more information on current legislation on Title III. I met a retired teacher who is an active member in California's TESOL organization. The retired teacher provided me with a ton of information about the proposed changes to NCLB. As a State Director, I would like to be better informed. I realize I have a duty to seek out this information, but it would help to be updated on key areas of legislation in regards to Title III.

The Webinars are very helpful and should continue.

Provide guidance on new AMAO III requirements.

A place where up-to-date information is compiled.

Perhaps provide a venue for interaction with other states on Title III activities, like facilitate a best practices conference call with another state. I like the webinars, but I would enjoy something with simply one other state with a targeted approach. For example, how does your state calculate its AMAOs?

Address some of the program management issues or concerns as related to ESEA Flexibility.

We would like to maintain [Name] services. He is very effective and fulfills our needs. Will be great to have him as speaker in our TA trainings for directors, among other key personnel.

Ideally, we'd like to see more involvement and support from our TA. While they have been supportive in the past, we'd like to see that continue.

I cannot think of anything at this time.

Send a survey to the state directors to assess their needs and generate a FAQ booklet/guide

Continue with monthly webinars to keep us up to date with the on goings of DC.

Q13. Please share any comments on how to improve the Title III onsite monitoring process. (Open end)

Questions asked of the local education agencies are asked in legalese and are confusing. Instead of reading what the statues has, the questions could be asked in simpler language. What are your procurement procedures - could be - what is the process you se to buy or contract or

Make it more of a session to discuss problems and gather ideas to improve program, rather than a "gotcha" session of trivial issues.

We need staff who understand ELL students and want to help state level staff succeed.

None

I am still waiting for the response to my last submission.

We are still early in the post-monitoring phase, and have not reached the point of finding solutions to the challenges in my State.

I mentioned this earlier in the survey, but again it's helpful to have concrete examples and resources (possibly from other states) that can be used to make improvements in areas of findings.

Scheduling monitoring during the first two weeks or the last two weeks of school is challenging. SEA interviews and monitoring should occur before LEA visits. Many of the questions that the team had over multiple locations would have been understood better if the visit started (instead of ended) with the SEA interview. It would be helpful to have more samples available."

I'm new to the state department and have not had an onsite monitoring visit from USDE.

Monitoring is excessively lengthy in its documentation requirements.

I am new at my job and the monitoring visit occurred before my time.

Ensure the web site for uploads will in fact work for the LEAs. Talk with individuals who are knowledgeable regarding the LEA's activities. Unfortunately some of the leaders had retired the previous year. Provide samples of recent Title III onsite monitoring responses to other states.

Correspond to ESEA Flexibility Request

During the previous monitoring, Title III was included with several monitoring teams. This situation impact our process do to the fact that personnel needed in our process was part of different meetings and the monitors received the information from other resources that maybe did not address the Title III issues as needed.

n/a

Education for Homeless Children and Youth Program – McKinney-Vento

CORE QUESTIONS

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

Video conferences, Black Board Collaborate

I have found the webinars are fast paced and difficult to follow.

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

CSPR

CSPR

Various

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)

Promptness from [Name] to email me some reports in the USDE archives.

[Name] and NCHIE provided me with understanding and encouragement this year while our agency has been going through re-organization.

I receive quick responses when seeking guidance with unique situations.

[Name] assisted me with a homeless situation in one of my school district.

[Name] is very responsive. The National Center for Homeless Education is incredible; responsive, great technical assistance, etc.

[Name] always responds promptly to email and phone messages with questions and concerns. Every experience is a positive "customer service experience!"

[Name] has always been great in providing us with timely information we need to manage the programs we work with.

I have had very limited direct contact with USED. My contact at USED is always polite pleasant and positive. He does acknowledge that some questions do not have clear cut answers and that solutions maybe evolving.

Every single interaction.

ED staff are very personable and friendly. This quality makes it easy to ask questions. They are always willing to have a two-way conversation about program implementation. [Name] is very knowledgeable and serves a great resource to me. His quarterly calls with the state coordinators are very useful.

[Name] has been excellent is getting back to me in a timely manner and providing information that I need.

[Name] is always willing to provide support and guidance. When questions arise, he is prompt in responding and takes time to ensure you understand.

It is difficult to isolate a single occurrence (there have been many positive interactions). I will say that general responsiveness from all staff is great.

Assistance

I continue to receive excellent customer service from ED. We typically go through our TA providers first. However, there is occasion where I contact ED first, or in a situation where the TA providers were not sure, they get ED involved. The answers or discussions happen within an appropriate time period, and typically resolve my issues.

I would like to commend [Name] for the work he does on the EHCY program. [Name] is very responsive, and often answers emails and phone calls outside work hours even though he could wait until the next work day. He truly cares about the program and the students, and he is committed to providing outstanding customer service for the state homeless education coordinators. My interactions with [Name] have all been quite positive so it is difficult to isolate one instance of great service.

Called to ask for technical assistance and the response was what I thought it would be.

The USDE & their technical assistance center NCHE has been instrumental & supportive in my transition as the state coordinator for the McKinney Vento Project with our state.

Quick response from [Name].

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)

Sometimes USDE speak in acronyms and forget there are new staff attending the telephone conferences and/or web conferencing sessions.

NA

none

N/A

Not applicable.

I have never had a negative customer service experience involving [Name] at USED.

I haven't had any bad experiences.

None

none

NA

n/a

I would not categorize any interaction as negative and certainly none ranking the worst.

Continue information on the Program

I just have never received poor customer service from ED.

This isn't referring to the last 12 months--it's a general observation over the years. While I can't actually say I have had a "worst" experience, it is sometimes frustrating to have to wait for weeks to get a response from the legal staff. I realize they must be very careful as to how they respond, and that they receive a huge volume of questions, but it is important that responses to situations be rapid, to the point, and in clear language in writing.

N/A

None

Still waiting on a response from NCHY on a question

Q46. Finally, please describe how ED can improve its service to you.

Reduce the usage of acronyms in telephone conference calls.

Thanks for all the help we have received from SASA and NCHE.

N/A

More timely non-regulatory guidance as needed.

I'd like more coordination across program areas, particularly with Title I-A and EHCY. The laws overlap in many areas and although the federal guidance is clear, our SEA Title I guidance and practices are not consistent with that guidance. If ED was more prescriptive to the SEAs about Title I set asides for homeless students, it could make our state-level coordination easier.

I would say fewer surveys, but I suppose they are necessary. Just difficult considering I have three of them and I have lots of other work to do.

The program administrator is implementing quarterly calls at this time for the state coordinators. I would ask that those continue and I find the follow-up minutes very helpful.

More prompt response time. If don't have an answer, at least acknowledge the question was asked and are working on finding the answer. This feedback does not apply to the EHCY programs

n/a

I would like more examples in the guidance. McKinney-Vento has so many shades of grey, the more scenarios listed in the guidance (tied to the law) would be helpful. Of course, it may be that ED can only cover what is already in there.

ED can improve by asking the end-users for assistance when developing products, services, and requirements. Convene task forces and work groups for the purpose of providing input on critical tasks. Even assign work to those groups. From my vantage point, many programs at the Federal level are severely understaffed, and some of the existing staff are trying to work on too many projects at once. I realize that funding is set by Congress and that reductions have taken place, but if there is money to hire people, please do so. ED has some wonderful, caring employees, and it would be detrimental to lose them because they have more work than they can possibly do.

CUSTOM QUESTIONS

Q11. 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)

Continue support as provided.

Continue to explore the need to create subject-matter work groups relevant to field issues.

Let the state's set a require amount for Title I set -aside for homeless.

More step-by-step guidance on how unaccompanied homeless youth (not living with anyone) can access SNAPs, especially if under age 18. Make sure federal agency for SNAP is aware of unaccompanied homeless youth's needs.

We will be updating our State EHCY Plan in the next year, and will be calling on [Name] to guidance during this time.

They can continue doing the great job they have been doing. NCHE and [Name] have both been outstanding at providing technical assistance when asked.

The single biggest need is beyond their control. We desperately need a significant increase on the small state minimally funded budget.

Give more definitive answers. When all the facts are provided they need to be able to make a determination.

continue to provide technical assistance and support.

Offer webinars that focus on very specific areas in a topic that homeless liaisons and districts have challenges with. Also consider shorter webinars.

personal assistance

Continue the support of NCHE. I do wish ED could provide a building block for our databases for our schools and LEAs to collect and submit all of the data! While each state has their own system, some are much better than others. Each time there is a change in what data we must report, we have to depend on the availability of our IT to make and implement the changes. (Of course, I know nothing about what it takes to build a system!) It would just be nice if we could just "download the updates" and boom it's implemented.

Continue to collaborate with other US departments on issues involving homeless children and youth. It would be wonderful to have a document from the USDA, developed in collaboration with ED, that clearly outlines steps LEAs should take to ensure that homeless students have immediate access to the school nutrition program. Providing opportunities for State Coordinators to meet with ED staff at conferences and other meetings would be wonderful as well.

N/A

The issues that my state encounters are unique to the population we serve, therefore providing additional assistance on resources & interpreting guidelines in statute.

Just keep as is. ED and NDTAC do a wonderful job.

Sure

States need additional professional development to create personal relationships with their counterparts in juvenile justice

No ideas at this time

Receive a good amount of assistance and monitoring

Neglected and Delinquent State and Local Agency Programs

CORE QUESTIONS

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

STARS

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)

My best customer experience was working directly with [Name] during our federal monitoring in May. During that process I had the opportunity to go over current programs, applications, and other documents in detail to determine where our deficiencies were and how best to correct them. [Name] worked with me to include federal recommendations into our report in order to assist me in working with my LEAs and SA. I felt that our monitoring was a very positive experience and helped me to focus in on how to correct the problems we were working on.

When I had a concern about a misuse of federal funds, the program manager responded in just a few hours and provided much-needed support.

The Webinars are very informative.

Any interaction with [Name] is always excellent. He is knowledgeable and available at all times.

Monthly phone calls with program director from US Dept. of Ed.

The US Department of Education's program staff are very responsive and easy to work with to solve problems.

I had a major detailed question regarding services that we were considering to provide. I received back customized response to my game plan that I am sure took ED and NDTAC at least an hour to analyze and address.

Direct conversation with [Name] was pleasant, helpful and encouraging.

Great webinars and responsiveness to questions posed.

I attended the 2013 NDTAC National Conference in D.C. on August, 12-14, 2013. It was fantastic.

Have not had to call the U.S. Dept. of Ed. within the last year

The best experience would be the recent NDTAC Conference in DC and the opportunity to meet and interact with staff.

Working with staff regarding CSPR questions.

The TA programs for both N&D and Homeless are awesome. [Name] has always been prompt, accurate and courteous with his replies to my questions.

Always polite and considerate of the diverse group we are serving.

n/a

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)

I haven't had a "worst" customer service experience. Both ED staff and NDTAC staff have always been courteous and helpful.

It is not uncommon to wait months for a reply to a yes/no question.

N/A

none.

none to report

I have not had a worst experience.

I know people are busy and have to plan their lives based on balanced demands on their time and priorities; hence, responsiveness to my inquiries are sometimes delayed, but overall, I am very pleased.

Lag time when specific question was asked, but it is understandable when the questions must be researched.

None up to this point.

I have had none.

N/A

Information leading up to this same conference didn't seem to be as abundant as past years.

With so many conferences/meetings to attend waiting sometimes for a answer

n/a

Q46. Finally, please describe how ED can improve its service to you.

More detailed "how-to" to documents on the website. Guidance broken down into specific topics with examples or links to successful programs.

I have worked closely with ED since 2006 and in that time I have seen the response times to SEAs drop significantly - from an average of 24 hours to an average of several weeks. I understand and appreciate that there is significant pressure on ED staff, but it is frustrating to have to repeatedly tell my subgrantees that I'm still waiting on a reply from ED, over and over and over again.

I don't have any situations that come to mind. The service is very good and the staff are accessible.

Just keep NDTCA as a technical assistance agency. [Name] is outstanding! OF all my interactions with ED the experience I have with Title I part D is by far the most satisfactory.

It would be helpful if ED could provide all of the technical assistance to SEAs instead of a third party technical assistance provider. The middle man is in the way of receiving prompt and accurate information.

I am mostly quite satisfied. Really, I am.

Keep providing technical assistance to states individually as we all have unique situations and unique system configurations; provide more professional development in person whenever possible

Being as responsive as possible to questions asked. Providing as much technical assistance as possible without it being considered a "gotcha"

No comment.

Have not suggestions at this time

They provide a lot of webinars and conference calls but they don't seem to be very well attended.

At times I hear, with restricted budgets, that the national coordinator's meetings and TA conferences may be discontinued. This is a VERY important part of the success of the states meeting federal requirements. The information presented at these functions as well as the time allowed for states to network is invaluable and necessary to maintain a consistent and quality federal granting program nationwide.

Would like more face to face/networking opportunities

CUSTOM QUESTIONS

Q12. 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?

It would be helpful to coordinate an NDTAC meeting with other national meetings for agencies that provide care and education to incarcerated youth, or with foster care agencies. We are one tiny piece of the puzzle and it can be difficult to understand you place in it from our limited point-of-view.

Webinar/conference topics more aligned to day to day issues especially for states with little oversight authority for sub grantees.

My state agency has a maximum response time to LEAs of 7 business days. It would be nice if ED could establish a standard response time as well.

Continue to be available during the transitions and changes in the CSPR.

Quite disappointing that they no longer pay for the national conference. It makes attendance extremely difficult.

Improved data collection tool/process to receive information from sub grantees

Continue to answer my questions that are not answered in regulations, policies or non-regulatory guidance.

perhaps set up a plan to offer on-sight assistance to those states who need it

Continue utilizing NDTAC to help SEAs with the implementation of the grant. Provide more opportunities for SEAs to meet face to face. Continue to utilize the webinar and other technology features of NDTAC.

Improve website.

I am new and have no ideas at this time

We are notified of quarterly calls with the director and the times often conflict with other previously scheduled appointments.

provide copies of up-to-date documents (such as formal agreements, monitoring protocols, state plans, etc.) from exemplary states on the website.

Develop an electronic reporting system for LEA's to report required CSPR data. If there is such a program, reinforce its existence and offer TA.

Would like to meet face to face with others and the staff-helps me to learn about other programs

TA not needed at this point.

Rural Education Achievement Program/Rural and Low Income School 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.

The spoken narrative that accompanies the slides is very scripted and is basically repeat of slide content. Less scripted content would facilitate interaction and learning.

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

The spoken narrative that accompanies the slides is very scripted and is basically repeat of slide content. Less scripted content would facilitate interaction and learning.

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

Max.gov

MAX

Max.gov

Reporting done in another bureau

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)

Working with [Name] to determine eligibility for SRSA and RLIS LEAs.

LEA who lost eligibility could contact the director and receive an explanation at the federal level.

Staff have been very helpful with the Max.gov system. This was a particularly busy time for me, so I didn't respond as quickly as like. However, they were very patient and helpful.

n/a

Speaking one-on-one.

Phone conversations with [Name] regarding REAP and RLIS. He is very knowledgeable. I feel very satisfied with the information I get from him.

Responded to questions on service to new charter schools

I receive and I know the school districts receive very prompt follow up from the US.Ed staff that work on this program. I can sense this is mission driven and not just job driven behavior.

I have contact with several offices such as the REAP program and IES NCES and SLDS grantee program. In all cases the program officers are knowledgeable and get back to you with answers to your questions as quickly as possible. Customer service is clearly a high priority.

Staff has been very responsive over the past 12 months

From my experience, all exchanges have been delivered with professional mannerisms and with clarity.

Prompt responses to questions and significant support for resolving eligibility and reporting issues.

This year my father passed away during the critical data submission. [Name] took additional time from her incredibly busy schedule to ensure I was able to submit the data in the proper format. This type of personal customer service is not unusual from [Name] or the members of their team. This group of dedicated individuals are committed to help States meet requirements, even if it takes more time.

Webinar w/REAP staff: FY13-14 Kick-off

Worked with [Name] on setting up my MAXGOV account. I appreciate his assistance.

Call with a question and had the response in less than an hour

I always have a good experience with the REAP Office staff when I have questions or trouble populating forms or anything regarding RLIS/SRSA. It took a few back and forths to give them all the information they wanted, but eventually all the data needed was received.

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)

No worst service in past 12 months. Abysmal service up to about 3 years ago. Big improvement.

In the same context, the LEA's locale code changed and the LEA had no notice of it, apparently

None.

n/a

Sitting through scripted slide shows that do not share much more than what can be read.

I have not had a bad experience yet.

n/a

I have not had a bad experience

I have not had any.

grant award notifications

NA

No negative experiences with ED staff for REAP.

I have not had a bad experience with any of the members of this team. If [Name] is not available I know I can contact [Name] and he will help me out.

None

E-mails are not responded to in a timely manner.

Nothing was "bad"

Q46. Finally, please describe how ED can improve its service to you.

ED can stop bombarding me with email messages from all sorts of lists to which I did not subscribe. The REAP Team are not included in this complaint.

Nothing comes to mind at this time

More TA to SEAs regarding program implementation; clear written guidance that could be easily understood by someone other than a lawyer

The website could be made a little more user friendly. The search engine is not as effective as it might be.

Make the USED website more user friendly. Too difficult to find things. Seems like all the info is jumbled together. Hard to read at times.

Keep us informed by email or webex when new information comes out.

Keep up the good work

Keep hiring quality individuals. It is an excellent reflection on government geared toward excellent service delivery.

The main issue I currently have is with the G5 system. I understand G5 is maintained by a contractor. Adding the grant award notices to the options in G5 is a very useful tool, however limiting who can access the information to the Certifying Official and Project Director is counter-productive. In order for fiscal staff at the state level to

complete state procedures and then manage federal expectations, the receipt of the grant award notice is critical. We need to access the GANs as soon as the information is available. Project Directors do not completely understand the urgency and as a result do not make it a high priority to first create an account in G5 and second print off the GAN and send to fiscal staff. It is also absurd that as a payee user, I had to go through a heightened security process to get access to G5, yet I cannot access the GAN. When I spoke to the G5 Helpdesk, I was told they would try to mention my concerns. The other issue with G5 is state users used to be able to access historical information for expired grants. This information was taken away without notice. The management of G5 tends not to send notices or post about major changes that as a user, would be helpful to know about.

1. Eliminate the politics and focus on the needs of the children served through our educational system. 2. Eliminate the politics and reauthorize ESEA as amended by NCLB. 3. Eliminate the politics and award federal grants such as Title I, Part A, Title II, Part A, Title III, Part A, Title VI, Part B, Subpart 2, etc.,ets. in a timely manner. Work for the betterment of all citizens not just ones aligned party!!!!!!!

Maintain a staff that is committed to customer service and increasing customer knowledge without being heavy handed! This is an amazing group of individuals that truly representation USDOE well!

Make your web site user friendly. It is really a tedious web site to use, when it should be easy to use. Hard to find what I want.

I think ED is doing a fine job, but I don't really use the system that much personally in that I only have to deal with one program and office. Other people in my department also deal with various ED offices, not only on REAP matters, but for many other things. I hope that if they have ideas they share!

Rural Education Achievement Program/Small, Rural School Achievement 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.

Allow us to work with State and local programs without excess rules.

Can't think of any good examples I have experienced from the Department of Education.

The Smarter Balanced Assessment is an example of a collaborative effort. In 27 years as an educator, 19 years in administration, the number of times I have been asked for my opinion or input in any form regarding national education legislation other than the Smarter Balanced Assessment, which actually occurred after the fact is zero.

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

I don't know that you can give that most of the upper end of the department of education has lost sight of what administrators deal with on a daily basis. Educating our children is not all that difficult; if you really want to help us you can skip past the technology issues for now and start funding the programs you require us to administer at 100%.

Survey school administrators at various levels for input on issues prior to enacting legislation that we have to work with.

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

ISES

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. (Open end)

None

I almost always deal with the help desk and they are always very prompt and efficient at solving my problem.

I'm a new superintendent and was inquiring how to request our REAP fund grants. I had a representative walk me through exactly how to do the application. He was able to answer my questions.

Working with the representative in migrating the CCR account to SAM.

I have not had personal contact in the past 12 months.

N/A

I received excellent assistance to my questions about REAP funding requirements.

Every time I call with a question, they have been prompt and gotten the issue resolved in a quick and timely manner. Most of the time it was error on my part and they were quick to guide me to the solution. Very friendly to deal with.

Technical assistance with resetting password and accessing the payment system

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)

None

In relation to the above comment, I talked with two customer assistance reps who did not answer my questions. I was left hanging but continued until I found someone who was able to understand what I was asking and needed.

No bad experiences

I have not had personal contact in the past 12 months.

N/A

I have not had any negative customer experiences.

I don't have any bad experiences to report in dealing with [Name].

None

Q46. Finally, please describe how ED can improve its service to you.

Eliminate the strings attached and realize every district is not the same.

More funding so services can be expanded.

I spend more time updating my password on your site than anything else.

Knowledgeable representatives when I call in with questions.

Reduce Federal Regulations!!!!

Most of the information that we receive is not useful since we are a small rural district. I would like to receive ideas from other schools our size on what works.

N/A

Continue to give schools flexibility to achieve our goals.

Ask for our input and respond with one consistent voice.